



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

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Quarter Two FY07 Report, January - March 2006,
Indonesia DBE 2 Project

QUARTERLY REPORT

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Acronyms and Abbreviations

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

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Acronyms and Abbreviations

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

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Acronyms and Abbreviations

UNS	Universitas Nasional Surakarta
UNSYIAH	Syiah Kuala University
UPI	Universitas Pendidikan Indonesia
USAID	United States Agency for International Development
USINDO	United States-Indonesia Society
UT	Open University
UWG	University Working Group
WIAL	DBE 2 “ <i>What is Active Learning?</i> ” workshops

DBE 2 Fiscal Year 2007 Quarter Two Report: Overview

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

This report covers Decentralized Basic Education Program Component 2: Teaching and Learning (DBE 2) activities for the months of January-March, 2007. DBE 2 continued to move forward with a number of key programmatic activities during Quarter Two Fiscal Year 2007 (FY07) including the development, finalization, certification, and roll-out of training packages, the roll-out of Cluster Resource Center (CRC) training activities and the distribution of CRC starter kits at the majority of CRC sites, the development of master plans that will guide the writing of the first half of the DBE 2 Interactive Audio Instruction (IAI) kindergarten pilot program, and the selection of both long-term and short-term fellowship candidates. Additionally, initial Cohort 2 training activities are underway, and Cohort 2 cluster selection is nearly complete. The DBE study visit program to DBE Cohort 1 reference schools (*Sekolah Acuan*) also began this quarter, and the activity is already proving to be a huge success.

This quarter, DBE 2 took critical steps forward on the development of a public-private alliance (PPA) with Intel Corporation that, once in place, will compliment existing DBE 2 activities with the introduction of ICT training for teachers. The University Working Group (UWG) meeting which took place in March, including university partner stakeholders, DBE 2 staff, and Government of Indonesia (GOI) and USAID representatives, resulted in a number of important outcomes that will influence training activities as the project moves forward. Additionally this quarter, DBE 2 delivered grants and procurement training for all Master Teacher Trainers (MTT). As a result, MTTs are now working with stakeholders in DBE clusters to complete grants applications. The library development activities started last quarter were completed this quarter, with the DBE 2 library consultants finalizing the primary school library book lists which detail nearly 3,000 titles.

The development of Aceh's first training package is well underway, and *Guidance and Counseling* training activities will be rolled out early next quarter. Aceh field staff, including MTTs, District Learning Coordinators (DLC), and the University Advisor (UA) participated in a second round of professional development training this quarter which focused on observing and evaluating active learning or PAKEM, peer mentoring and adult learning principles. At DBE 2 Unsyiah, the working groups established last quarter produced focused terms of reference for a set of priority activities. DBE 2 Unsyiah also assisted Unsyiah FKIP with the set-up of a wireless Internet network. DBE 2 provided weekly ICT tutorial classes to FKIP faculty, and started a system through which faculty can check-out laptops and LCD projectors from the DBE 2 office for use in their classrooms.

DBE-wide collaboration was stronger than ever this quarter. The outcome of these efforts is the demonstrated success of the many DBE *Sekolah Acuan* study visits that took place, as well as the integrated roll-out of initial DBE 1 and 2 Cohort 2 training activities. It should

also be noted that DBE 2 utilized MBE Packet 1 materials as the key component of its initial training activity. DBE 2 and DBE 1 additionally collaborated on the development of a school report card initiative, and DBE 2 and DBE 3 worked together to select youth from Aceh and Central Java to participate in the Bangkok Youth Forum which will take place next quarter.

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

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

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

Summary of Quarter Two Activities

II. Summary of Quarter Two Activities

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

A. Initial Cohort 2 Training Activities and *Sekolah Acuan* Study Visits

Cohort 2 initial training activities got underway this quarter, in a well coordinated DBE 1 and 2 effort which included closely sequenced initial training activities and study visits for Cohort 2 stakeholders to DBE *Sekolah Acuan* in Cohort 1 districts.

B. Cohort 2 Cluster Selection Nearly Complete

DBE 2 selected Cohort 2 clusters and schools this quarter. With the exception of one district in North Sumatra which is currently being reorganized, cluster selection is complete. DBE 2 will have a complete list of clusters and schools available early in Quarter Three.

C. Intel ICT PPA under Development

DBE 2/USAID reached a tentative agreement with Intel Corporation to form an alliance to provide ICT training for primary school teachers. Intel has demonstrated its commitment to the alliance by dedicating a staff member to work full time in developing the alliance. It is anticipated that the alliance will be signed early in Quarter Three.

D. Module Development Team B/Pedagogy Training Packages

MDTs began field trialing of the DBE 2 pedagogy training packages this quarter, including *Planning and Assessment*, *Classroom and Personnel Management* and *Learning Communities*. Field trialing and roll-out of these packages will be completed during Quarter Three.

E. Nearly all Cohort 1 CRCs Operational

With the roll-out of CRC training and distribution of starter kits to nearly all CRC sites this quarter, the majority of Cohort 1 CRCs are now operational. Sites in West Java/Banten and Aceh will become operational early next quarter.

F. DBE 2 Holds First Round of Grants Training Activities

DBE 2 conducted grants and procurement training for all MTTs this quarter. The training was designed to provide field staff with sound knowledge of grants and procurement procedures and policies in order to ensure the smooth administration of the DBE 2 grants program.

G. Kindergarten Pilot IAI Content Development Workshop

DBE 2 conducted a five day Content Development Workshop this quarter, bringing together Indonesian early childhood education (ECE) experts, ECE practitioners from a number of DBE provinces, and scriptwriters from the Open University and Pustekkom, to create master plans that will guide the development of the first half of the DBE 2 IAI kindergarten pilot program.

H. University Working Group Meeting

DBE 2 Indonesian partner university stakeholders, DBE 2 Jakarta and provincial staff, and GOI and USAID representatives participated in a UWG meeting March 5-7. During this important meeting, participants collectively reflected on the first round of training and had the opportunity to showcase the core packages in mathematics, science and Bahasa Indonesia they have developed. Participants also made several key recommendations on how to move forward with university partner activities.

I. Jakarta Schools Program Manager Begins Activities with DBE 2

This quarter, the Jakarta Schools Program Manager officially began to work with the DBE 2 project. The Jakarta Schools Program Manager's time will be split between DBE 2 and MBE until MBE activities close in June.

III. Module Development, Delivery and Field Staff Training Update

A. Overview

Much progress was made this quarter towards the finalization of MDT A training packages, as well as the development and trialing of MDT B packages. Additionally, Aceh field staff training took place and an initial Cohort 2 training workshop was developed.

B. Highlights

Witnessing the change in teaching practice among university MDT members from UNIRTA and UNS has been particularly rewarding this quarter. Both teams, which have had little hands-on experience teaching actively or working with primary school educators have embraced a new way of teaching – actively. Although the early drafts of the *Classroom and Personnel Management* training packages were highly theoretical, the versions that were trialed were much more skills-based and practical. Video case studies, role plays, classroom mapmaking and other active learning strategies were effectively modeled and university members have commented very positively on their experience with the MDTs. The university members have also collaborated congenially and effectively with DBE 2 field staff and other members of their MDTs, with all parties benefiting from the collegiality.

Additionally, the first MDT in Aceh, which is developing the *Guidance and Counseling* training package, has made notable progress despite many challenges. The respect for and percentage of each constituent group's contribution to the materials has been really strong despite both the type of work and the topic being new to many of the MDT members. The links and integration to core subject training (DBE 2 packages and Early Grades MBE) are strong and the completed package should achieve expected outcomes well.

C. Progress/Accomplishments this Quarter

a. MDT B

The status of MDT B activities is described in the table below.

Training Packages in Progress

Province	Package	Status
Aceh	<i>Guidance and Counseling</i>	Trial STW scheduled Aceh Besar 16 18/4/07
	<i>Learning to Live Together</i>	First MDT Materials' Development Workshop 23 25/4/076
East Java	<i>Learning Communities</i>	Trial STW scheduled for 19 21/4/07
South Sulawesi	<i>Learning Communities</i>	Trial STW undertaken 21 23/3/07

Province	Package	Status
West Java / Banten	<i>Classroom & Personnel Management</i>	Trial STW launched 6 February 07
Central Java	<i>Classroom & Personnel Management</i>	Trial STW launched '13 March 07
North Sumatra	<i>Planning & Assessment</i>	All STWs and KKG & KKKS in all districts done and KKG & KKKS is in April 07

1. Learning Communities– South Sulawesi and East Java

This is the first package which directly supports and targets instructional leadership in the school. It is a school development package and therefore does not focus directly on core subjects or teaching and learning processes. These packages have been developed by teams in East Java (UNESA) and South Sulawesi (Unismuh). There have been at least three formal MDT meetings and many informal, DBE 2 or university led in both provinces. There has been regular exchange of *Learning Communities* materials between the two MDTs to enrich training content, strategies and active learning approaches. However, there is no expectation that training developed in the two provinces will be an exact match. (First draft trial materials from both MDT are available.)

In South Sulawesi, feedback from field trials conducted in Palopo on March 21-23 and the following review meeting conducted in Parepare indicated high levels of satisfaction. Trainers discussed at length additions and changes that were made during the trial to increase participant and trainer activity. The innovative approaches that were highlighted by DBE 2 field staff were very encouraging and indicate deeper understanding of active learning and *Learning Communities* principles. Efforts to coordinate gender sessions in *Learning Communities* with those in DBE 1 school committee training and its roll-out schedules are being made but proving to be challenging. Coordination is critical as fundamental principles in gender inform teaching and learning approaches and are contained in the DBE 1 training.

2. Guidance and Counseling - Aceh

The MDT Aceh *Guidance and Counseling* has conducted several material development meetings supported with trainer professional development activities for this newly recruited team. Progress has been slower as for many this is a new and challenging topic. Some sessions were developed in Jakarta together with the specific counseling staff contracted from Universitas Negeri Jakarta (UNJ). These sessions were demonstrated in every workshop for the MDT. The UNJ advisors have proved extremely useful, dedicated and supportive. The major objectives of this package are to balance developing guidance and counseling skills for school staff and integrate guidance and counseling into existing subjects and daily school activities.

This package does not address guidance and counseling in the Indonesian secondary school sense. No attempt is being made to develop staff as counselors. The writing process and whole language are two examples of integration in a core subject where counseling skills can be linked. Materials from many sources have been used within the training development to assist MTTs and other MDT personnel with the approach and new techniques required.

Whenever possible these have been contextualized to Aceh and the packages expected national use. Demonstrated classroom activities are aimed at core subjects first and secondly at disaster support. A simulation workshop was conducted on March 26-28 which demonstrated strong progress in materials, field staff and university personnel skill.

3. *Planning and Assessment*

The *Planning and Assessment* package is supposed to provide the target audience with the knowledge and skills necessary to design instructional plans and conduct classroom assessment. The planning covers the development of school-based curriculum which is now widely needed by principals and teachers. The school-based curriculum consists of general school programs, syllabi and lesson plans for all subjects.

A number of challenges emerged with the development of the package. In regards to the planning component of the package, first drafts overlapped with the contents of the MDT A training packages as training sessions covered making instructional plans for core subjects. To solve this problem, the team decided to focus more on the planning of thematic teaching. Regarding assessment, this topic is actually something stakeholders need but find difficult to address.

4. *Classroom and Personnel Management*

The second drafts of the training packages for *Classroom and Personnel Management* were completed and trialed in West Java/Banten and Central Java this quarter. Although both packages can be improved by modeling a wider variety of active learning strategies and including more in-school activities, they are generally strong with good modeling of active learning, practical skills-building and activities teachers and school managers can use to organize classrooms, as well as useful information to help them identify and manage student behavior. The packages also help both teachers and school managers identify areas for teacher professional development and to develop action plans and find resources to support the action plans.



KKG training in Klaten, Central Java

Of most interest was the process to develop the training package with Universitas Negeri Surakarta (UNS) in Central Java. The original sessions for classroom management were highly theoretical and would not have provided participants with practical skills they could apply in schools. The DBE 2 team worked together with UNS to conduct action research in schools so that university team members could see firsthand the challenges teachers and school managers face in managing an active learning environment. Afterward, the DBE 2 members of the MDT worked closely with the university team members to design sessions that incorporated video case studies about these challenges, which served as the

basis for sessions where participants critically analyzed the problems and brainstormed possible solutions, under the guidance of the facilitators. The action research approach was highly successful in helping the university team members, who typically do not spend much time in primary schools, to identify and address real problems teachers and school managers face. After the research, they were able to see much more clearly the task in front of them.

5. *Learning to Live Together (Civics Education) - Aceh*

Planning for the first materials development workshop has commenced. DBE 2 has contracted the support of an advisor from UT who has already assisted in the production of materials for both MDT training and for the upcoming *Learning to Live Together* workshop. An additional short-term advisor from the UNJ Guidance and Counseling team is being considered for inclusion in the *Learning to Live Together* MDT so that the linked themes of mutual respect and support developed in the *Guidance and Counseling* training package, can be extended into collaborative rules, behavior management and school climate and governance improvement. Session plans and a schedule for the first materials development workshop scheduled for April 23-25 are under development now.

b. MDT A Training and Materials Finalization

1. *Science*

The print materials and associated reports have been finalized. Work continues with the non print materials which provide power point type presentations of science experiences. However the software needed was not combatable with current systems and final review of those materials awaits that transfer. Several other minor administrative tasks also remain. UNIMED is preparing its final report based. The package will be formatted and digitized for inclusion in the digital library.

2. *Bahasa Indonesia*

The final versions of this training package were submitted by both Universitas Negeri Malang and Universitas Negeri Makassar. The packages will now be synthesized and streamlined for inclusion in the digital library.

3. *Mathematics*

Both the Mathematics package produced by UNNES Central Java and the DBE 2 West Java/Banten team have been finalized and submitted to Jakarta. However, no non-print materials have been produced yet. Once complete, the package will be formatted and digitized for inclusion in the digital library.

Training Packages Certified to Date

University	Province	Training Package	Total Credits Possible for Principals	Total Credits Possible for Teachers (3 per School)	Total Credits Possible for all Other Teachers
Universitas Negeri Medan	North Sumatra	<i>Introduction to Science</i>	4	4	2
Universitas Negeri Malang	East Java	<i>Introduction to Bahasa Indonesia</i>	4	4	2

University	Province	Training Package	Total Credits Possible for Principals	Total Credits Possible for Teachers (3 per School)	Total Credits Possible for all Other Teachers
Universitas Muhammadiyah, Makassar	South Sulawesi	<i>Introduction to Bahasa Indonesia</i>	TBD	TBD	TBD
Universitas Sultan Ageng Tirtayasa, Serang, Banten	West Java/Banten	<i>Classroom & Personnel Management</i>	4	4	2
Institut Agama Islam Negeri Sumatra Utara	North Sumatra	<i>Planning & Assessment</i>	4	4	2

c. Aceh Field Staff Training

A second round of training was held for Aceh Cohort 1 MTTs, DLCs and the University Advisor. This workshop complemented the one held in November 2006, which served to introduce field staff to DBE 2 and prepare them for their first task of data collection. On January 30 to February 1, DBE 2 trained field staff on observing and evaluating active learning, or PAKEM, peer mentoring, and adult learning principles.

The training was held in and around Medan, North Sumatra in order for the Aceh team members to interact with and learn from the more experienced MTTs in North Sumatra as well as see one of the DBE 2 *Sekolah Acuan* in Binjai.



Aceh Field Staff Training in Medan

Reports from Aceh field staff after the workshop indicated that the training helped them clarify their roles, and gain better understanding of what is expected of them and more confidence to perform their jobs.

d. Supporting Provincial Field Staff with Cohort 2 Mobilization

DBE 2 Jakarta designed a workshop for provinces to introduce DBE 2 and PAKEM to school-based stakeholders. Entitled *What is Active Learning?*, the workshop attendees included, in most cases, the principal, two teachers and a school committee representative from each school in a cluster and the school supervisors serving the cluster. Most workshops were held at the cluster level, but in some cases, facilities were only available at the district level, so clusters were combined. Some provinces also used the workshops to identify and/or select their Cohort 2 MTTs.

The core session of the 2-day workshop was taken directly from MBE Paket 1 and concentrates on demonstration lessons and simulations of active learning. Provinces were encouraged to coordinate this workshop with DBE 1 training, as well as with visits to *Sekolah Acuan*.

These workshops were launched in this quarter and will continue into next. Dates are detailed in the table below.

Province	Workshop Dates
Aceh	1-4 May
North Sumatera	26-29 Mar, 9-12 Apr
West Java/Banten	20 Mar to 19 Apr
Central Java	15-29 Mar
East Java	21 Mar to 4 Apr
South Sulawesi	12-16 Mar

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

a. MBE Transition (selected provinces)

Many meetings in Jakarta and in the relevant provinces have considered issues associated with the transition. These meetings have involved a wide range of stakeholders. Issues identified for further discussion include DBE 2 use of:

- the same concepts in active learning;
- suitable materials developed by MBE; and
- MBE trained facilitators.

DBE 2 prepared responses detailing how it is addressing and will address these issues. As previously mentioned, this quarter DBE 2 relied heavily upon MBE Packet 1 in order to develop the *What is Active Learning?* workshop. Additionally, DBE 2 plans to utilize MBE materials in the development of its next training package, *Introduction to Effective Teaching and Learning in Math, Science and Bahasa Indonesia*. Details regarding how DBE 2 is working with MBE facilitators are provided in other sections of this report.

b. DBE 3 Training

This quarter, DBE 3 provided DBE 2 with copies of its training materials. These are being reviewed by staff for consideration in DBE 2 programs as well as for UT formatting and adaptation. The expectation that DBE 3 modules will be digitized would indicate further liaison will need to occur when arrangements with UT are finalized.

c. Liaison with National Groups

A DBE 2 team visited the Directorate of Higher Education and the Ministry for Religious Affairs (MORA). Both visits familiarized GOI officials with current and future DBE 2 activities. Ways of synchronizing aims and programs were pursued. Additionally, both sent representatives to the UWG to support more united approaches and systems.

E. Challenges

This quarter DBE 2 developed a framework that clearly indicates expected activities across a three cohort system and another that indicates activities expected in provinces month by month. An exhaustive program is well identified. Attempts to schedule any emerging issues have proved extremely difficult at a provincial level without considering maintaining quality of input and the staff required. DBE 2 has invested many resources into the development

of national field staff as behooves a capacity building project. To lose these people early in the project to workload or illness would be an incredible loss and defeat the long term sustainability of the project.

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

Ongoing and upcoming events and activities are detailed below:

- The process to gain certification for training packages will continue.
- Formalization of links with national education and training bodies will continue with more concrete partnerships established.
- Continue to explore ways that DBE 2's use of previous projects' materials will be maximized.
- MDT B training packages, which began in Quarter Two, will continue into Quarter Four 2007.
- DBE 2 Cohort 2 field staff training will continue during April and May 2007.
- Mid-term training for Cohort 1 field staff will occur May 7-11 and, among other things, will prepare MTTs to deliver Skills Enhancement Workshops
- Decisions on the development of the digital library and repacking of core topics will be made.
- Future training package partnerships with universities will be mapped out.

Cluster Resource Center Update

IV. CRC Update

A. Overview

This update briefly describes activities related to CRCs, covering recent progress, challenges, and plans for the next quarter. Highlights from the quarter include the continued roll-out of starter kit workshops, creation of new online resources dedicated to CRCs and the negotiation of a CRC site at the Syiah Kuala University (Unsyiah) Lab School, in Aceh.

B. Progress/Accomplishments this Quarter

a. Starter Kit Workshops

DBE 2 carried out an initial workshop on the use of CRC starter kits in Aceh on February 4-7. As with the starter kit workshops in the other DBE provinces, participants responded enthusiastically to the workshop in Aceh, even though the learning resources presented were new to many.

CRC training continued in all other DBE provinces, and provincial teams implemented CRC starter kit workshops in remaining clusters. At the end of the quarter, these workshops had taken place at all CRC sites with the exception of one site in Aceh and five sites in West Java/Banten, where trainings are scheduled to be conducted in April.



CRC Starter Kit Training in Tangerang, Banten

b. New Online Resource: “*Apa Kabar PSBG*”

To share information on the progress and status of CRC establishment, activities, best practices, success stories, and problems and solutions, DBE 2 has worked with CRC stakeholders to establish CRC websites. Local partners are responsible for maintaining their respective CRC websites, with support from DBE 2 field staff as necessary.

General information on CRCs can be accessed through the following address: http://www.geocities.com/apakabar_psbg/Apakabar_PSBG.html.

Information on the CRC in Tangerang is available at: http://www.geocities.com/apakabar_psbg/PSBG_Tangerang.html

Information on the CRC in Pangkep is available at: http://www.geocities.com/apakabar_psbg/PSBG_Pangkep.html

Additionally, all CRC members, throughout the DBE provinces, have access to a mailing list: http://groups.yahoo.com/group/apakabar_PSBG/.

To reach teachers and stakeholders with limited internet access, provincial staff responsible for CRC activities provide stakeholders with printed copies of relevant messages posted on the CRC websites.

c. CRC at Unsyiah Lab School

Dinas Pendidikan and the DBE 2 Aceh provincial office reached an agreement for the use of the new Unsyiah Lab School as the CRC site for the Syiah Kuala cluster. Since the site is not in one of the cluster schools, Dinas will not be able to provide operational costs for the CRC as per an earlier agreement; however, since the Lab School space is better resourced with potential to successfully develop a high-tech CRC, DBE 2 has agreed to take care of operational costs for the first two years.

d. CRC Pilot Sites

The CRC pilot at SD Sukasari 4, Tangerang is working very well. The activities of teachers, principals and supervisors have been integrated into CRC activities. The school committee has demonstrated a strong commitment, buying and contributing four new computers, an LCD projector, a multi-function printer, and a handy cam. Progress has also been made at the Pahae Julu pilot site; however, due to the remoteness of the area, progress has not been as rapid as in Tangerang. Regular support from the North Sumatra provincial office is still needed to get the CRC running at full capacity.

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

In Central Java and East Java, DBE 2 is working with MBE facilitators who are subject matter specialists to provide follow-up resource training in relation to the math and science CRC starter kits. In Aceh, MBE facilitators served as resource persons in the initial CRC starter kit workshop.

DBE 2 will work with Universitas Terbuka, Pustekkom and teacher training centers (P4TK) under Directorate General for Teacher and Education Personnel Quality Improvement to develop a series of instructional videos that will be used by teachers in CRCs in order to enhance knowledge and skills, such as those related to the development and use of simple and low-cost teaching aids for science, math, language and social studies.

E. Challenges

Even though CRC starter kit workshops have now been implemented at almost all CRCs, not all CRC sites are ready for use. Some sites are still in need of minor repairs. Grant applications for this work have been submitted and are in the process of being approved. Since the sites are not yet ready, some provincial offices (West Java/ Banten and Aceh) are temporarily storing some starter kit components. Bandung is planning to send the kits out to CRC sites the second week of April.

Fostering the use of online resources among those responsible for managing CRC activities presents a significant challenge. This is not just a problem of internet connectivity, but also travel schedule (more than 75 % of field staff time is spent in the field where there is no internet access) as well as an issue of culture. Many field staff are still not comfortable using online communication.

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

Ongoing and upcoming CRC activities are detailed below:

- The roll-out CRC starter kit workshops will be completed in Aceh and West Java/Banten.
- A training workshop on CRC management will be conducted in all provinces for CRC managers following a TOT for provincial staff.
- The promotion of CRC websites and online communication among provincial staff responsible for CRC will continue.
- The design and production of an instructional video series on the use of science, math and social studies kits as well as the development and use of simple and low cost teaching materials for those subjects will continue.

Kindergarten Update

V. Kindergarten Update

A. Overview

The development of the DBE 2 kindergarten (TK) Interactive Audio Instruction (IAI) pilot program, *Bermain dan Belajar di Negeri Ajaib*, (Let's Play and Learn in Wonderland), commenced in earnest this quarter. The roll-out of the DBE 2 TK Content Development Workshop in late February marked the beginning of the program development process. Following the workshop, DBE 2 reviewed and finalized the master plans with two content experts who were instrumental in the development of the Indonesian TK curriculum. Once master plans were finalized, scriptwriters were able to start writing the TK programs. At the end of the quarter, the team had completed drafts of the first nine scripts. Other important accomplishments this quarter included negotiations with UT and Pustekkom regarding scriptwriter activities and the selection of formative evaluation sites.

B. Highlights

Quarter Two highlights include:

- the development of the first 50 master plans in collaboration with GOI early childhood education stakeholders, TK practitioners and Pustekkom and UT scriptwriters;
- agreement with Pustekkom and UT on the composition of the TK IAI scriptwriter team;
- the completion of the first draft of nine scripts; and
- the selection of two formative evaluation sites.

These activities are discussed in detail in Section C.

C. Progress/Accomplishments this Quarter

a. TK Content Development Workshop

On February 26-March 2, DBE 2 held its first TK Content Development Workshop. Workshop objectives included: developing master plans for the DBE 2 IAI kindergarten series; collecting games, songs and stories that could be incorporated into the master plans; and completing the design document for the IAI series.

Workshop participants included DBE 2 scriptwriters from Universitas Terbuka and Pustekkom, as well as kindergarten practitioners from Aceh, South Sulawesi, and North Sumatra as well as early childhood content experts from Universitas Terbuka, PAUD



Ibu Ramayulis, a TK teacher from Banda Aceh, recording songs during Content Development Workshop.

and IGTKI. The workshop was opened by Pak Fuad from MenkoKesra and Ibu Tian from Universitas Terbuka. EDC IAI and early childhood expert Cecilia Crespo led the workshop.

Outcomes of the workshop included the development of 50 master plans that will guide the writing of the first half of the kindergarten series. The design document, detailing series characters and setting, was also completed.

b. Scriptwriter Training

Ms. Crespo provided two new scriptwriters selected by Pustekkom with an intensive two-day IAI scriptwriting training workshop following the content development workshop. The team of four Pustekkom scriptwriters and two UT script editors/reviewers then met with Ms. Crespo on a regular basis during her remaining week in country to begin writing program scripts, discuss the development of observations sheets and the teachers guide and discuss the formative evaluation process.

c. Finalization of Master Plans

Following the Content Development Workshop, Ms. Crespo met with two content experts, from Mobil Pintar and IGTKI, to review and finalize the 50 master plans. The content experts, due to their work developing the Indonesian TK curriculum, were able to fine tune master plans to ensure their alignment with the national curriculum and standards. The two-day workshop resulted in the refinement and finalization of all 50 plans.

d. Scriptwriting

A team of four scriptwriters based at Pustekkom is writing the program scripts, which are then reviewed and edited by a team of two UT script editors/reviewers. A DBE 2 team meets on a weekly basis with the scriptwriters to discuss the program development process, progress, and planning. By the end of March, scriptwriters completed first drafts of scripts 1-9. This system of scriptwriting is proving to be efficient and Program 1 is scheduled to be produced at the beginning of Quarter Three.

e. Formative Evaluation

This quarter, DBE 2 decided that it will select four TK formative evaluation sites, including Ibu Ramayulis' TK in Aceh, the TK at Al Mahmuriyah in Jakarta, as well as a site close to Pustekkom in Banten, and one in Klaten. Formative evaluation site selection will be complete next quarter.

DBE 2 Jakarta visited Al Mahmuriyah this quarter to discuss the TK program, and Al Mahmuriyah indicated it was interested in participating in formative evaluation activities. DBE 2 also discussed formative evaluation with DBE 2 Aceh and Ibu Ramayulis who is eager to try the program out in her classroom.

f. TK Site Selection

Following discussions with DBE 2 provincial staff, TK site selection criteria were finalized this quarter. At March's provincial coordinator meeting, DBE 2 discussed site selection processes and criteria, as well as the proposed TK roll-out schedule.

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

DBE 2 is working very closely with GOI counterparts to ensure that the TK IAI program matches the Indonesian TK standards and curriculum. The Content Development Workshop included stakeholders from key GOI early childhood education institutions to ensure the program is developed to meet national standards. Additionally, it is critical to note that two of the content experts who assisted with the master plan development and refinement activities, Ibu Supiani from IGTKI and Ibu Sofia from Mobil Pintar, were on the team that developed the Indonesian TK curriculum.

GOI partners are integral to the development of the TK program. DBE 2 is partnering with Pustekkom and UT, both government institutions, to develop the entire program. DBE 2 will work with Pustekkom and UT on all aspects of program development, including writing, production, formative evaluation or field testing, as well as TK teacher training.



Ibu Asiah from IGTKI South Sulawesi and Ibu Supiani from IGTKI Jakarta preparing letter cards for TK IAI program.

E. Challenges

The development of a high quality IAI program is both time and labor intensive. In order to assist with the increased workload in Jakarta brought on by the roll-out of TK development activities, DBE 2 Jakarta is planning on contracting the services of a Program Coordinator for the next five months. The Program Coordinator will assist with both TK development activities, as well as communications activities while the DBE 2 Communications Specialist is on leave.

Another challenge occurred this quarter when UT did not release fulltime the two staff members DBE 2 had selected fulltime to work with DBE 2 as scriptwriters. Instead, one staff member was released to work with DBE 2 two days a week, and the other, to review DBE 2 scripts on her own time. DBE 2 addressed this challenge by selecting another scriptwriter from Pustekkom, for a total of four, and contracting one of the UT scriptwriters to serve as a Master Scriptwriter who will be responsible for editing scripts, rather than writing, and the other to serve as a script reviewer, providing the Master Scriptwriter with guidance to assist the revision process. DBE 2 is satisfied with this arrangement and finds the progress the team has made thus far to be outstanding.

Negotiating the final Pustekkom budget for development of the audio program will prove to be a challenge as the budget contains many components that will need to be carefully discussed and detailed. DBE 2 met with the Pustekkom Director and staff this quarter to discuss finalization of the budget and associated subcontract and in principle, all parties are in agreement on the terms of the draft subcontract and scope of work. Pustekkom has yet to submit a draft budget; however, DBE 2 anticipates it will arrive early in Quarter Three.

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

All scriptwriting activities discussed in this report are ongoing. By the end of Quarter Three, if the current writing calendar is adhered to, drafts of the first 50 scripts will be written and the first several programs will have gone through final production.

A major activity that will begin to take place in Quarter Three is that of formative evaluation of program scripts. Formative evaluation site selection will be finalized and teachers will be trained on how to use the TK IAI program. In addition to formative evaluation site selection, all provincial offices should complete TK site selection by the end of Quarter Three.

Cecilia Crespo will also return to Indonesia near the end of Quarter Three or early Quarter Four to assist with TK roll-out, including associated teacher training activities. While in country, Ms. Crespo will also conduct the second Content Development Workshop to develop the remaining master plans.

Sekolah Acuan and Replication Update

VI. *Sekolah Acuan* and Replication Update

A. Overview

Significant progress was made this quarter in establishing and integrating DBE reference schools (*Sekolah Acuan*) into the DBE training process. *Sekolah Acuan* are DBE Cohort 1 schools that exhibit DBE “best practices” and wish to share their experiences with others. DBE provided training to *Sekolah Acuan* to assist them to organize and conduct effective study visits. Initial study visits to *Sekolah Acuan* have been a great success.

Replication of DBE 2 components focused on DBE 2 training activities this quarter. Both formal and non-formal replication activities took place in all provinces. Some district governments provided government resources (from Rps. 61 million to Rps. 360 million) for the replication of DBE activities. The replication activities ranged from non-DBE schools visiting DBE schools to conducting DBE 2 training programs in non-DBE schools.

DBE 2 continued to develop a replication strategy not only for DBE 2 training activities but also for other components. Learning from the ongoing replication activities, additions to the developing replication strategy were defined. These will be tested in upcoming quarters.

B. Highlights

During this quarter, DBE began working with Cohort 2 districts, primary schools and madrasah. The initial DBE 1 and 2 activities were more integrated for Cohort 2. It was decided that DBE 2 initial training, “*What is Active Learning?*” should precede the DBE 1 school planning training so that new DBE districts and schools would understand the concept of active learning and PAKEM from the outset. After this initial training, participants would visit DBE *Sekolah Acuan* to see and discuss DBE-instituted innovations first hand. In the majority of cases, only then would DBE 1 begin its school planning training. By using this integrated approach with school visits sandwiched between DBE 1 and 2 training, overall, a more integrated and effective start-up strategy was achieved for Cohort 2.

Also in this quarter, both formal and non-formal replication activities took place in all provinces. Formal replication activities centered on government financed implementation of DBE 2 training in non-DBE schools. DBE 2 assisted the interested districts to establish costs for the training, provided the training package and materials and trainers to conduct the training. In most cases, DBE 2 Cohort 1 MTTs acted as the trainers. In East and Central Java, MBE facilitators were recruited to conduct the training.



Using seeds as a counter in a mathematics activity at SDN 119 Belalang, South Sulawesi

Non-formal replication resulted from the interest and curiosity of non-DBE districts and schools to learn more about the positive stories originating from DBE districts and schools. The non-formal activities included non-DBE schools joining KKG/KKKS activities in DBE clusters; self-arranged visits to DBE schools; Cohort 1 MTTs conducting training for non-DBE schools on weekends; and non-DBE district education office staff joining DBE 2 training activities. The result of the non-formal replication activities was to heighten the interest to formally replicate DBE 2.

C. Progress/Accomplishments this Quarter

During this quarter *Sekolah Acuan* and replication both moved from the conceptual to the actual. After *Sekolah Acuan* were selected according to a set of criteria, DBE 2 provided stakeholders with training to assist them in showcasing their best practices and to maximize the positive experience of the visitors. The *Sekolah Acuan* visits built upon the MBE-identified best practice of school visits, but improved the cost effectiveness of the visit. Additionally, since the *Sekolah Acuan* are in neighboring, Cohort 1 districts, cultural similarities are high. This makes it easier for visitors to see how their school can be like the *Sekolah Acuan*. DBE 2's initial experience with this approach has been very positive. It will be refined and expanded in the future.

Interest in replication mushroomed this quarter. In earlier quarters, there was much talk about replication, but during this quarter actual replication activities took place in every province. Formal replication activities were usually initiated by district governments anxious to expand DBE best practices to other schools in their districts or by provincial governments interested in spreading DBE to other districts in the province. Non-formal replication activities were more spontaneous and usually involved schools and teachers.

Examples of formal activities included the following:

- allocation of government resources for implementing DBE 2 in non-DBE 2 clusters
- implementing DBE 2 training programs in non-DBE clusters
- study visits to DBE schools
- using DBE 2 MTTs to conduct DBE 2 training in non-DBE clusters

Examples of non-formal activities included the following:

- study visits to DBE schools (reference and non-reference)
- non-DBE schools joining KKG and KKKS activities in DBE clusters
- non-DBE schools conducting specific DBE 2 training
- local education office staff attending DBE 2 training and KKG/KKKS activities

DBE 2 is learning from all of these experiences and has added to the developing replication strategy over the course of the quarter. These activities will continue in the next quarter.

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

Replication is all about collaboration. DBE 2 has collaborated with all its stakeholders to promote the take up of DBE 2 training. Provincial and district governments are increasing the allocation of their resources for DBE 2 roll-out in non-DBE schools. The DBE mid-term

evaluation will study replication and make recommendations on how DBE should maximize its impact through the replication process.

DBE 2 has made use of the MBE study visit best practice with its *Sekolah Acuan* program. DBE 2 is also using MBE facilitators to assist with replication activities in Central and East Java. This has allowed DBE 2 in these provinces to assist replication roll-out without reducing support to its own schools.



In South Sulawesi, SDN 65 play the bamboo flute to welcome study visitors

DBE 1 and 2 have integrated their start-up activities with the *Sekolah Acuan* visits to implement a more meaningful initial experience for new Cohort 2 schools. The integration of DBE 1 and 2 activities will continue both at the provincial as well as Jakarta level in the future.

E. Challenges

The continuing challenge DBE 2 faces with replication activities is to find ways to support replication without compromising ongoing DBE 2 activities. DBE 2 fully understands that it is not enough to put DBE 2 best practices into the hands of others for implementation. Without support during the initial stages of replication roll-out, the chances of success are minimal. Thus, DBE 2 is always seeking ways to support replication, without jeopardizing the roll-out of DBE 2 activities in DBE clusters and districts. This is a huge challenge.

In Central and East Java, DBE 2 is using MBE facilitators to support DBE 2 replication. This could also be done in Aceh as well. In other provinces, DBE 2 is experimenting with other approaches. For example, in South Sulawesi DBE 2 is trying to determine how much time MTTs can spend supporting replication without negatively impacting their regular DBE 2 tasks.

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

The steps detailed below describe a proposed DBE-wide strategy for moving forward with replication activities:

Step 1: Appoint DBE 1, 2 and 3 Replication Specialists. At present provincial offices do not have dedicated staff to organize and document the kinds of events which will be required to establish replication of DBE activities. Firstly, it is proposed that DBE 1, 2 and 3 jointly fund a position in each provincial office. Secondly, DBE 2 would like to explore the possibility of appointing a person at DBE 2 Jakarta to manage DBE 2 replication activities, who would also be responsible for liaising with designated DBE 1 and DBE 3 replication managers, as well as provincial replication staff. Apart from defining a clear responsibility and expectation, this appointment will help demonstrate that we are serious in our replication intentions.

Step 2: Conduct a Joint DBE 1, 2 and 3 Replication Workshop for Members of the DBE 1, 2 and 3 teams. To lay the foundations for a deliberate, joint effort to communicate replication proposals to each district, a joint DBE 1, 2 and 3 one-day workshop should be organized for key technical staff to decide on a communications strategy, develop a plan to conduct a series of one or two-day Replication Workshops in each partner district for responsible senior counterparts, and develop a plan to monitor and evaluate replication progress. Part of this joint plan will include determining the likely roles and responsibilities of DBE 1, 2 and 3 field staff in an overall replication effort.

Step 3: Conduct Joint DBE 1, 2 and 3 Replication Workshops in each Partner District. The purposes of each of these one or two-day workshops will be to re-describe the core elements of DBE 1, 2 and 3 which are most appropriate for replication, and begin the development of a “*DBE Replication Action Plan*” whereby core ideas are transferred to non-DBE sub-districts in sustainable and properly-funded ways.

Step 4: Monitor, Evaluate, Document, and Report Replication Successes and Failures in Sub-Districts. It is crucial that Replication Workshops are followed-up with long-term and active monitoring and evaluation by DBE 1, 2 and 3. Replication staff will have an important role in organizing this effort.

In the meantime, the following actions are proposed specifically for DBE 2:

Step 1: Conduct Initial DBE 2 Replication Workshop for DBE 2 Technical Staff. The purposes of this activity will be to clarify the replicable aspects of the DBE 2 program; identify which of the replicable aspects should be given greatest emphasis in the communications strategy with partner districts (it is quite likely that some aspects are more feasibly replicated than others); and to document the findings in a discussion paper.

Step 2: Consult with MTT’s to develop a DBE 2 Replication Plan. Presentation of the discussion paper can be achieved during a routine MTT meeting, and the plan thus produced in consultation with MTT’s will be the set of suggested strategies to be proposed to districts during the joint DBE 1, 2 and 3 district Replication Workshops.

These options will be discussed with all DBE 2 staff and specific plans will be made for moving forward in the next quarter.

VII. Public-Private Alliance Update

A. Overview

During this quarter the DBE 2 project made significant progress with PPA activities. The most significant activity this quarter is the tentative agreement with Intel Corporation to form an alliance to provide ICT training for primary school teachers. Intel has demonstrated its commitment to the alliance by dedicating a staff member to work full time in developing the alliance. Additionally, the development of an alliance with Kompas Gramedia is in the final stage and is slated to provide significant benefit to DBE 2 in implementing its library component and providing reference books to Cluster Resource Centers. Finally, one new possible alliance activity is under consideration for DBE 2 with Aqua which offers the opportunity to provide a board game targeting Grades 5 and 6 with an emphasis on strengthening math and science skills.

B. Highlights

The highlight this quarter is the progress achieved with Intel Corporation in defining an alliance that will compliment existing DBE 2 activities with the introduction of ICT training for teachers. A draft MOU was developed as was an action plan for piloting the teacher training in one cluster in six of the DBE provinces. The significant progress accomplished this quarter should make it relatively easy to finalize the alliance agreement in the next quarter. This alliance also has the potential to pilot some innovative uses of computers in the classroom setting as well as in the CRC. Also the alliance with Intel can play a role in assisting DBE 2 develop and implement a hotspot pilot in Aceh.

Another highlight this quarter is a new development with the ConocoPhillips, which will result in an alliance valued at \$150,000 for DBE 2 that will provide books and classroom materials for the targeted schools.

C. Progress/Accomplishments this Quarter

Other actions this quarter have focused on activities that will help to advance and finalize potential alliances. It was decided that efforts would not focus on adding additional prospects to the existing pipeline of prospective alliance partners. The following accomplishments are highlighted:

- Under the BP alliance, collaboration with the British Council on the adaptation of MBE materials was determined as the best possible solution given the education environment in Papua. As part of the overall alliance, Universitas Cenderawasih will assist in the adaptation and localization of the MBE materials.
- DBE 2 coordinated with DBE 1 regarding the roles and responsibilities for the ConocoPhillips alliance for Klaten and Yogyakarta. DBE 2 will provide reading books, text books and classroom materials for approximately 43 schools targeted

under the alliance. The combined value of the activity under the alliance for DBE 2 is valued at \$150,000.

- DBE 2 provided a draft alliance MOU to Kompas Gramedia which if approved by both USAID and Kompas Gramedia will result in an alliance valued at approximately \$750,000.
- DBE 2 held numerous meetings with Intel representatives which resulted in the preparation of a draft MOU to provide ICT training for primary school teachers. Discussions concerning the hotspot pilot progressed but require further meetings to finalize the scope of the pilot in terms of roles and responsibilities, specifically financial.
- While it was agreed not identify any new alliance activities, with the MBE program ending an alliance partner under MBE would like to continue working with USAID. Aqua and MBE collaborated on the development of a board game focused on strengthening the math and science skills of students in Grades 5 and 6. Aqua inquired to see if the DBE 2 program would be interested in continuing the collaboration and therefore DBE 2 is reviewing the possibility for collaboration with Aqua.

D. Ongoing Activities

A number of activities from this quarter will require follow through action in the upcoming quarter. One key ongoing activity is to finalize the MOU between Kompas Gramedia and USAID. Similarly, activities with Intel Corporation will focus on finalizing the MOU to provide ICT training for teachers and to further the discussion concerning the hotspot in Aceh. Finally, initial activities with Universitas Cenderawasih in Papua will get underway and close collaboration with the British Council will continue.

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

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

F. Challenges

The challenge this quarter relates to the BP alliance in Papua. A delay was necessary to align the activities of DBE 2 with those of the British Council as well as the Ministry of Education in Papua. It is anticipated that in the next quarter activities will begin and it may be possible to accelerate the pace of the alliance to make up for the delay. It should be noted that the delay will have no significant impact on the program what so ever.

G. Upcoming Events, Activities and Plans for Quarter Three

Upcoming events and activities include the following:

- Begin implementation activities on the BP alliance in Papua with Universitas Cenderawasih. The activities will focus on the initial capacity development training and a small study tour of a DBE 2 university partner.

- Finalize the MOU with Intel Corporation and refine the draft implementation and training timeline. Continue discussions on the hotspot pilot for Aceh and conduct the initial workshop activity to present the pilot concept of Aceh stakeholders.
- Finalize the alliance with Kompas Gramedia and integrate with the library and CRC timeline.

VIII. ICT Update

A. Overview

DBE 2 made excellent progress this quarter with preparation for the roll-out of a variety of ICT activities. The low-cost energy assessment in Aceh was carried out this quarter and the final assessment report is now being prepared. The EDC Home Office ICT Specialist, Bob Spielvogel, visited Jakarta for two weeks during which time he assisted DBE 2 to identify key ICT activities to be implemented during FY07. These key activities identified for will focus on ICT enhancement for training modules, developing a one computer per classroom model, developing and implementing a digital library and designing and piloting a hotspot activity. Finally, DBE 2 is nearing agreement with Intel Corporation to collaboratively provide ICT training for teachers that is expected to begin late in FY07.

B. Highlights

This quarter, one highlight under the ICT component is the progress made with Intel Corporation to form a Public-Private Alliance (PPA) that will focus on training DBE 2 teachers on how to effectively utilize technology as a pedagogical tool. DBE 2 expects to the agreement with Intel Corporation to be finalized by the end of May 2007. The ICT four-day training course, "Getting Started," which is designed for teachers that have little or no previous ICT training or experience. The goal of the course is to develop a basic level of technology literacy for teachers. Using technology, the course:

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

Another highlight this quarter was the completion of an assessment that focused on identifying and piloting ICT activities in environments where the power supply is limited, inadequate or does not exist. The assessment will provide the framework for developing several pilot activities that will focus on trialing low-cost and sustainable energy solutions that will enable ICTs to be used in schools and CRCs where it would otherwise be impossible.

C. Progress/Accomplishments this Quarter

During this quarter, a number of ICT activities were developed and/or implemented such as continued integration of ICTs into CRCs; completion of an assessment in Aceh to pilot ICT activities where power supply is a challenge, discussion with private sector partners to provide ICT training for teachers and prioritization of ICT activities for FY07. Accomplishments are summarized below:

- The DBE 2 CRC program continued to distribute an introductory ICT package as part of the CRC starter-kit. The technology included digital content on CDs, a television monitor and a DVD player. Training was provided on how to use the technology to support interactive teaching and learning activities.
- With the assistance of the EDC Home Office ICT Specialist, Bob Spielvogel, DBE 2 identified an ICT strategy for developing and implementing four key ICT activities for FY07. The four activities are as follows:
 1. ICT Enhancement of Training Modules and Workshops – ICTs will be incorporated into specific content areas within the training modules which will benefit from a multimedia component. ICTs will also be used to improve the delivery of workshops in the CRC for both teachers and MTTs.
 2. One Computer Per Classroom Model - A model will be developed to trial the use of a single computer in a classroom setting for use around teaching specific lessons using content specifically created for this purpose – CD-ROMs that cover hard-to-teach areas.
 3. Digital Library – DBE 2 will develop a digital library in collaboration with the Open University to store and make available training modules, reports and other relevant resources produced under the DBE 2 program. The digital library will be housed centrally for public access via the Internet.
 4. Hotspot Pilot Development – A hotspot pilot will be developed and implemented during FY07 with the goal of providing Internet access to a grouping of schools within a targeted area.
- In Central Java and North Sumatra the Module Development Teams (MDT) have produced CDs, non-print materials, to support the training packages they developed. Development of such materials is an important element to enhancing the overall training packages and helps to disseminate best practices.
- Discussions took place with Intel Corporation to collaborate on the design, implementation and operation of a hotspot pilot activity in Aceh. A draft pilot project framework was developed and it is envisaged the pilot will be implemented in three phases.
- DBE 2 made significant progress toward finalizing a PPA agreement with Intel Corporation to collaborate with DBE 2 to provide ICT training for teachers. The training will focus on teachers that have little to no ICT training or experience. This is a significant accomplishment given the fact that less than five percent of all primary school teachers in Indonesia have experience in using ICT as a pedagogical tool.

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

DBE 2 continues to coordinate with the other DBE components in the area of ICT, especially on the public-private alliances. This quarter discussions took place on the possibility of collaboration with DBE 1 on the hotspot activity in Aceh. It is possible that the pilot might be able to incorporate a local Dinas office or a district public library which is of interest to DBE 1.

With regard to the ICT training for teachers, meetings took place between the Ministry of Education and Intel to provide an overview of the proposed DBE 2 and Intel collaboration. Feedback from the MOE was very positive and encouraging. Once DBE 2 and Intel finalize the PPA agreement, a joint meeting will take place with the MOE, DBE 2 and Intel to exchange information related to the DBE 2 and Intel training program.

E. Challenges

This quarter DBE 2 is happy to report that the challenge identified last quarter pertaining to formation of the public-private alliance with Intel Corporation was resolved. DBE 2 anticipates one possible challenge is the implementation of the hotspot pilot in Aceh. In order to develop a true “hotspot” a wireless technology solution is required to be used and in order to use such technology in Indonesia permission needs to be obtained from appropriate government agency. Given that official permission must be granted by the appropriate government agency it is possible that the implementation of the pilot could be delayed.

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

Ongoing events and activities scheduled to take place are detailed below:

- DBE 2 will finalize the technology profile for each CRC so that appropriate technology can be provided to each CRC through the grants program.
- DBE 2 will complete the technical assessment and design of the wireless pilot in Aceh in collaboration with Intel Corporation. If possible, the procurement of hardware and installation of equipment will be completed for initial trialing of the hotspot.
- DBE 2 will finalize the agreement with Intel Corporation and develop a training plan and schedule for implementation of the training into the existing DBE 2 training schedule.
- DBE 2 will train the new Cohort 2 MTTs on how to conduct the ICT readiness survey for Cohort 2 schools. The results of the survey will enable DBE 2 to build an ICT profile of each CRC which will be used to ensure the proper type of training and technology is provided.
- DBE 2 and Winrock International will finalize the ICT low-cost energy assessment for Aceh. Once the assessment is finalized an action plan will be developed and selection of the final pilot sites will take place as will some of the training and installation of the infrastructure and equipment required for the pilots.
- DBE 2 will develop a plan of action and time line with UT for hosting digital library.
- DBE 2 will design and develop a plan for production of non-print materials (VCD) to support training packages and DBE training in general. An emphasis will be place on developing non-print materials for those specific content areas that have been identified as “hard to teach”.
- DBE 2 will develop a series of ICT toolkits for use in the CRCs. A toolkit will be developed for each ICT product placed in the CRC and will play an important role in building the capacity of teachers in using ICTs. Toolkits will be developed for products such as MP3 players, handycams, VCD players, and digital cameras

IX. US University Partner Update

A. Overview

This quarter DBE 2 selected a total of eight candidates to participate in long-term fellowship programs at the University of Massachusetts (UMass), the University of Pittsburgh (Pitt), and Florida State University (FSU). Seven of the candidates are from DBE 2 partner universities in Aceh, and one is from the National Testing Center (Puspendik). Additionally, DBE 2 selected two candidates from the National Standards Board (BSNP) and Puspendik to participate in a short-term study visit to UMass this August.

In mid March, DBE 2 met with the Program Office to discuss the J-1 visa process and requirements. During this meeting, DBE 2 received guidance that indicated not all selected candidates would be able to participate in the long-term program during FY07.

This quarter, plans for the Pitt and FSU study visit were made and selection criteria drafted. The Pitt online helpdesk, which is available to all university partners, is now operational. All upcoming US university partner plans were presented and discussed at the UWG meeting.

B. Highlights

Quarter Two highlights include:

- the selection of long-term fellowship candidates in Aceh;
- the selection of a long-term assessment fellowship candidate from Puspendik;
- the selection of UMass short-term fellowship candidates;
- the start-up of the Pitt online helpdesk; and
- the drafting of plans for FSU and Pitt short-term study visits.

These activities are discussed in detail in Section C.

C. Progress/Accomplishments this Quarter

a. DBE 2 Long-term Fellowships

DBE 2 conducted a writing test and a series of interviews this quarter to select candidates from Unsyiah, IAIN and Muhammadiyah to participate in long-term fellowships at UMass, Pitt and FSU. Unsyiah also offered the TOEFL exam to all fellowship program applicants. In the end, a total of seven candidates from Unsyiah were selected: five from Unsyiah and one from IAIN and Muhammadiyah respectively. All candidates speak English proficiently; however, all do not have a TOEFL score of 550 which is an admissions requirement for master's programs at all three US university partners. As a result, US university partners have developed specialized certificate programs for those candidates who do not have the TOEFL 550.

In addition to the seven candidates from Aceh, one long-term fellowship candidate was selected from Puspendik. If this candidate is able to receive the J-1 visa, she will participate in a 1.5 year master's program at UMass in research and evaluation methods.

Long-term Fellowship Plan

University Partner	Fellowship	US University	Number
Unsyiah	Institutional Management	Pitt	3*
Unsyiah	ICT	FSU	1
Unsyiah	Assessment	UMass	1
IAIN	Assessment	UMass	1
Muhammadiyah	Assessment	UMass	1
Puspendik	Assessment	UMass	1
Total			8

*Originally, DBE 2 had budgeted for two facilities management fellows and one crisis and grief counseling fellow. DBE 2 was not able to find a suitable candidate for crisis and grief counseling; however, it did find three excellent candidates for facilities management. As a result, DBE 2 increased the number of facilities management fellowships to three.

After candidate selection was complete, DBE 2 learned during a meeting at the Program Office on March 13 that the Program Office would not grant any language waivers for DBE 2 fellowship candidates. This determination went against earlier guidance DBE 2 had received from the Education Office indicating language waivers would be possible (finding fully fluent English speakers for the Aceh fellowships proved to be a challenge). DBE 2 is now awaiting concurrence from the Education Office regarding the Program Office's ruling. Once this is received, DBE 2 will inform US university partners and fellowship candidates of updated language requirements. The 550 TOEFL score requirement will preclude at least five of the eight candidates from participating in FY07 fellowships. DBE 2 will test these candidates again in the hope that they will be able to participate in FY08.

Based upon Program Office guidance, the revised FY07 fellowship plan will include three participants, rather than eight, provided that the J-1 visa applications are successful.

Revised FY07 Long-term Fellowship Plan

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

b. DBE 2 Short-term Study Visits

This quarter, DBE 2 interviewed a number of potential candidates from Puspendik and BSNP to participate in a short-term assessment and testing study visit at UMass this August. DBE 2 selected four candidates, two from Puspendik and two from BSNP to participate in the program. The study visit will be designed to respond to the needs of the Indonesian educational assessment community and will provide an overview of issues related to standards-based assessment relevant to the Indonesian context. UMass faculty will guide sessions on current issues in psychometrics, and relevant site visits will be conducted.

In addition to the UMass short-term visit, DBE 2 is planning two more study visits, at Pitt and FSU respectively. This quarter, draft study visit descriptions were produced and study visit schedules finalized. The FSU visit will take place in August, and the Pitt visit will take place in September. Two participants from each DBE 2 university partner will attend either the Pitt or FSU study visit.

c. Pitt Online Helpdesk

This quarter, the team at Pitt worked with DBE 2 provincial offices to identify resource needs of the teaching faculties at DBE 2's Indonesian university partners, most especially as related to the development of DBE 2 training packages. The website is now live, and is currently being populated with information. The address is: <http://ginie.pitt.edu>. All provincial offices and university partners have this address and have been encouraged to visit the site and provide Pitt with regular feedback as it is developed.

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

DBE 2 and UMass are partnering to strengthen educational assessment capacity at the national level in Indonesia. As mentioned previously in this section, DBE 2 will be sending a total of five GOI participants on study visits and fellowships to US partner universities in FY07. Ibu Rahmawati from Puspendik has been nominated to participate in a 1.5 year master's program in research and evaluation methods at UMass. Two additional candidates from Puspendik, and two from BSNP, have been nominated to participate in a two week long assessment and testing study visit at UMass in August. All selected candidates are slated to travel to the US in August, pending the approval of their J-1 visa applications.

E. Challenges

The J-1 visa process is proving to be a massive and highly time consuming undertaking. DBE 2 Jakarta has had to dedicate one staff member 50% time to this task. DBE 2 has found the Program Office to be responsive to the many questions asked thus far; however, it appears that given the evolving visa regulations and requirements, the J-1 visa application process is a learning experience for everyone involved.

Selecting qualified and available candidates in Aceh to fill the various FY07 fellowship slots also proved to be a challenge. Candidates with both appropriate background and interest in the fellowship subject matter often did not have the necessary English skills. And conversely, there were a number of applicants with strong English skills, but no demonstrated interest in the subject matter of the fellowship on offer. Additionally, DBE 2 found two qualified female candidates, who both were not able to move forward in the process due to not being able to receive permission from their husbands.

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

Next quarter, participants for the FSU and Pitt short-term study visits will be selected. Additionally, DBE 2 will notify US university partners and all long-term fellowship candidates impacted by the Program Offices ruling.

DBE 2 will also continue to work diligently to process all J-1 visa documentation, for all short-term and long-term study visit and fellowship candidates.

FSU and UMass are both planning visits to Indonesia that will take place next quarter, during which they will provide technical assistance to university and GOI partners. Detailed scopes of work for these visits will be developed early next quarter.

X. Open University Update

A. Overview

This update briefly describes progress that has been made during this quarter in relation to DBE 2 and Open University (Universitas Terbuka / UT) collaboration.

B. Progress/Accomplishments this Quarter

a. Training Package Review

This quarter, DBE 2 and UT agreed that UT will help DBE 2 in standardizing the training package format. UT has reviewed samples of the packages and proposed a standard format following a meeting and discussion with the DBE 2 training team.

b. Participation in Interactive Audio Instruction Program

Two staff from UT participated in the Interactive Audio Instruction Content Development Workshop this quarter. One UT scriptwriter will serve as the Master Scriptwriter who will oversee the scriptwriting process, and another UT scriptwriter will serve as a script reviewer.

c. Meeting with UT

On March 21, a meeting was held between DBE 2 and UT to provide the UT Rector with updated information on the progress of DBE 2 activities, discuss current and planned UT and DBE 2 collaboration, and to identify any further contribution UT could make to support the project. In regards to technical assistance from FSU, the Rector mentioned that one of the priority areas for UT was media production as the role of non print media is very crucial to support distance learning students.

In regards to credit transfer, the Rector shared that UT policy is to accept transfer of credit from other institutions/training providers (including DBE 2) providing that the process and product of the training meets UT requirements.

To develop a more comprehensive understanding of DBE 2 training, the Rector also agreed to send his staff to DBE 2 training events in order to observe the process and see the product.

d. Partnership with Florida State University (FSU)

FSU and UT communicated this quarter to discuss and plan the FSU visit to UT this July/August as well as discuss UT's participation in the short-term study visit to FSU this August.

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

DBE 2 and UT will develop non print materials for the DBE 2 training packages. LPMP and P4TK will also be invited to join the process as they are also potential partners in replicating the DBE 2 program.

E. Challenges

As mentioned above, UT will only accept credit transfer from institutions/training providers if the process and product of the training meet UT requirements. UT currently applies a different minimum of total hours to earn one SKS than many of the DBE 2 partner universities. This could present a challenge when standardizing training packages.

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

Ongoing and planned activities include the following:

- Finalize task order (PKS) between DBE 2 and UT, particularly in relation to the UT involvement in the kindergarten Interactive Audio Instruction program
- As stipulated in the MOU between DBE 2 and UT one of the responsibilities of UT is developing non-print materials. In this context, DBE 2 and UT will identify potential non-print materials to support DBE 2 training packages in particular and the training program in general.
- Invite UT staff, particularly those responsible for accreditation, to join DBE training so that they will have a better idea on the strategy, process, scope and product of the training.
- Send a letter to UT Rector inviting staff to join the short-term study visit to FSU.
- Develop a plan of action and timeline with UT for hosting the DBE 2 digital library.

XI. DBE 2 University Working Group Update

A. Overview

A University Working Group Meeting was held on March 5-7 at the DBE 2 Jakarta Office and Hotel Ambhara, Jakarta. Meeting participants included University Advisors, University Contact Persons from partner universities, DBE 2 Jakarta staff, and representatives from MONE, MORA, Kemko Kesra and USAID Jakarta. The goals of the meeting were to: reflect on the first round of training; showcase core packages in mathematics, science and Bahasa Indonesia; identify strengths, weaknesses and improvement strategies; disseminate updated training activities; discuss sustainability, localization and repackaging of training packages and associated implications; determine further activities with partner universities; discuss coming initiatives with US Partner universities; and further align DBE 2 activities with MONE (Ditjen PMPTK, Ditjen Dikti) and MORA initiatives.

B. Progress/Accomplishments this Quarter

One of the key meeting outcomes included all partner universities agreeing to grant credit to the DBE 2 training program. Some universities are still deciding how many credits to assign, whereas others have completed the task. It is important to note that each university partner can assign as many credits to the package as it sees fit. Additional meeting topics of discussion and associated outcomes are discussed below.

b. Replication

For replication purposes, participants agreed that DBE 2 should facilitate the establishment of collaboration between universities and various stakeholders in order to replicate the training. To ensure quality standards are met, institutions who want to implement DBE 2 training should have already participated in DBE 2 activities in some capacity, and be certified by Dikti to offer PGSD.

c. Pendampingan

Pendampingan (school professional assistance) is very useful for both participants and facilitators. Participants can meet and discuss issues with facilitators directly, while facilitators can get information on how well participants understand content of the training, see first hand the conditions of the school and witness application of active learning instruction in the school. However, the meeting agreed that this is the weakest part of the MDT process, and the part most difficult for the project to supervise and monitor.

c. Training Package Completion Certificate

Questions are arising about the completion certificate to be awarded at the end of the training package process, particularly on the correct format and wording of this document regarding accreditation and SKS points awarded. Participants were in agreement that certificates should detail training content and number of hours (meeting government regulations on

SKS). At the end of the training there should be a final evaluation and the score should be mentioned on the certificate.

d. University Capacity Building

To a certain degree, meeting participants feel that capacity building taking place on the university side. Faculty who are MDT members are learning new approaches from their involvement in DBE 2. Working in a team with primary school practitioners, developing training packages together and implementing the training has been a valuable experience. Involved faculty learned about active and contextual learning and how they are applied at the primary school-level as well as how to develop and use simple and low cost teaching-learning materials. Being members of the MDT has helped them to understand the real needs of teachers in school. Additionally, some university MDT members are adopting materials from the training package they developed as supplements to courses they offer in the university.

e. Further Outcomes

Other meeting outcomes included the following:

- Participants agreed that Indonesian University partners can communicate directly with US university partners in regards to implementation of planned activities made, to get module development support, access online resources, and share ideas for upcoming US university study visits.
- There is a need to standardize DBE 2 training packages. UT will help DBE 2 standardize the format, and ensure quality standards are met.
- DBE 2 must promote its activities more thoroughly at the provincial/district and national levels to ensure stakeholders understand the program better and give activities more support.
- It was agreed that DBE 2 field staff (DLCs, MTTs) will get credit for their participation in the program from the respective universities.

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

LPMP (Office of Education Quality Assurance) and P4TK (Center for Teacher and Education Personnel Training Development), both technical units under Directorate General for Teacher and Education Personnel Quality Improvement, have been involved in the design, development and implementation of training packages. This existing collaboration should be strengthened to facilitate replication process. Related GOI representatives attended the UWG meeting.

D. Challenges

Even though accreditation is strategically very sensible and a strong selling point to local stakeholders, not all university partners, particularly private and Islamic universities, are certified to offer S1 PGSD. Credit (SKS) that will be granted by those universities might not be transferable to certified universities.

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

Relevant ongoing and upcoming activities include the following:

- Maintain and strengthen collaboration between Indonesian and US university partners.
- University Advisors and University Contacts will get official agreement from partner universities who have yet to do so in regards to granting SKS to DBE 2 training.
- Non-print materials to support printed training packages will be identified. DBE 2 has asked all MDTs, through University Advisors and University Contacts to identify possible non-print materials to support the printed packages. This information will be very useful for developing non-print materials as an integral part of the packages.
- DBE 2 will work together with partner universities in promoting DBE 2 training to stakeholders for replication purpose.

XII. Monitoring and Evaluation Update

A. Overview

This quarter proved to be a markedly busy period for DBE 2 monitoring and evaluation (M&E) activities. Project-wide data collection continued for a number of indicators. Additionally, in preparation for large-scale data collection in control and sample schools, 28 Assessment Administrators, or M&E Assistants, have been recruited, trained and deployed to all provincial offices. These consultants will be conducting school assessments using instruments developed over the course of the quarter. An M&E coordination meeting was held in March, in part to familiarize all DBE 2 M&E personnel with student post-testing procedures to be conducted in April.

B. Highlights

a. Instrument Development

Collaborative efforts invested by the M&E Specialist, project staff in Washington DC, and a project consultant yielded several instruments developed for data collection in Quarters Two and Three. These school assessment instruments, drafted in January and February, were translated into Bahasa Indonesia and piloted in early March. The surveys were subjected to another round of review and revision, and were finalized in time for implementation by Assessment Administrators in DBE 2 and control schools. In addition to instruments specific to school performance, several others were developed during this quarter to mark the progress, and progression of cross-cutting project activities.

b. Data Collection

Data has been consistently collected throughout the quarter on school characteristics (DBE 2 and control schools), teacher and principal biographical information, DBE 2 training attendance, project programs and modules developed and delivered, and student attendance. As of March, data from at least 35 project indicators have been, and are being collected. Large-scale data collection regarding school performance and student performance in Cohort 1, as well as baseline data for Cohort 2 has been planned in this quarter and will be implemented in April.

c. School Assessment Team Strategy

In order to assess school performance in both DBE 2 and control schools at the close of the school year, a number of short-term data collectors were required for the sizeable task at hand. A School Assessment Strategy was developed this quarter detailing the recruitment, training, and responsibilities of assisting Assessment Administrators. Following an open announcement, 28 final candidates were chosen; all hold a first degree in education and have primary school teaching experience.

Shortly after recruitment, M&E personnel trained the Assessment Administrators on data collection procedures, instrument content, instrument usage, and data entry. Simulated data collection and entry activities were provided at the training sites and in schools. The Administrators were deployed in the fourth week of March and are expected to complete their Cohort 1 data collection activities by August 2007. Assessment Administrator distribution and training details are as follows:

Province	Number of AA			Dates Trained	Training Location
	M	F	Total		
West Java/Banten	5	0	5	15 17 March 2007	Bandung
Central Java	2	4	6	15 17 March 2007	
East Java	0	4	4	20 22 March 2007	Tretes, Malang
South Sulawesi	1	4	5	20 22 March 2007	
NAD	1	2	3	22 24 March 2007	Medan
North Sumatera	3	2	5	22 24 March 2007	
Total	12	16	28		

d. Monitoring and Evaluation Work Plan

After more than one year of project implementation teaching and learning intervention activities are intensifying. Similarly, M&E activities are escalating and are expected to reach their height in Quarter Three. To meet this challenge, the M&E Specialist drafted an M&E workplan for the calendar year (January – December 2007). Provincial M&E Coordinators were subsequently asked to prepare accompanying action plans detailing Assessment Administrator management, Cohort 1 student post-test administration, Cohort 2 baseline data collection, as well as regular data collection activities for both Cohorts 1 and 2.

e. M&E Coordination and Orientation meeting

To discuss, share and improve the provincial action plans, an M&E coordination meeting was held for all DBE 2 M&E personnel from March 26 – 28 in Bandung. The meeting was also intended to prepare the provinces for student post-testing activities scheduled to take place April 2 – 13. Dr. Urip Purwono, assessment expert and head of the Psychometrics Laboratory at Padjadjaran University, briefed attendees on the university's plan to conduct end-of-year student assessments for Cohort 1. Results of the meeting included: 1) provincial action plans for Assessment Administrators drafted; 2) provincial action plans for Cohort 1 student post-testing developed; 3) inputs and suggestions for Dr. Urip Purwono and his team in conducting the student post-test shared; 4) action plans for Cohort 2 baseline data collection developed; and, 5) tentative scheduling for regular and periodic data collection through out the calendar year.

C. Progress and Accomplishments this Quarter

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

- Developed data collection instruments for use in Cohort 1 school assessment and Cohort 2 baseline data collection.
- Developed a School Assessment Strategy, which was used to recruit, hire and establish a school assessment team.
- Trained 28 Assessment Administrators to collect and enter data on school performance.

- Composed a DBE 2 M&E workplan and provincial M&E action plans for the calendar year.
- Prepared a strategy for Cohort 1 student post-testing in conjunction with Padjadjaran University.

D. Ongoing Activities

Ongoing activities expected to continue into next quarter (and beyond) include the following:

- School assessment data collection in both DBE 2 and control schools.
- Cohort 1 student assessment (post-test).
- Data collection for teacher profiles, school profiles, MTT profiles, grade-wise enrolment, particularly for Cohort 2.
- Regular data collection on student enrolment.

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

DBE 2 has worked collaboratively with DBE 1 and 3 to provide information for a set of common indicators applied across all DBEs by USAID. Over the course of several meetings, wherein format, content, and data definitions were discussed, DBE 2 successfully contributed needed data to the collective submission. DBE 2 is also initiating a school report card activity, to which the M&E team will contribute. Its design has taken shape over the past quarter in partnership with DBE 1—a link to be sustained in support of activity implementation.

F. Challenges

With information needs escalating, it is imperative that DBE 2's data management and analysis system be adequately prepared to manage increased data collection activity, augmented data sets, and a growing number of staff. On another note, the recent introduction of USAID's new Operational Plan will likely require revision of the set of common indicators currently applied to all DBE programs by USAID. Already maintaining a complex Results Framework composed of 98 indicators, DBE 2 hopes the configuration of this next set—to meet new reporting requirements—will not further complicate DBE 2's carefully configured monitoring and evaluation system. Additionally, USAID's Performance Monitoring Plan necessitates that DBE 2 report on still 11 more indicators, some of which demand data collection efforts well beyond DBE 2's current capacity. Project staff have voiced their concern that these indicators undergo revision before data collection is initiated alongside technical activities.

G. Upcoming Events, Activities and Plans for Quarter Three, FY07

Throughout Quarter Three, DBE 2 will be working intensively on instrument development and data collection. Large-scale and intensive data collection is scheduled to take place in Quarters Three and Four, including Cohort 2 student pre-testing, kindergarten student pre-testing, and Cohort 2 baseline data collection. Student assessment standard setting is scheduled to take place in June. The newly selected MTTs in Cohort 2 will be trained for baseline data collection. Preparation for the Cohort 2 student pre-test, which is slated to begin in early August 2007, will also be undertaken in Quarter 3.

XIII. Jakarta Schools Program Update

A. Overview

Key accomplishments this quarter are largely the coordination activities that have taken place between DBE 2, DBE 1, DBE 3, MBE and Dinas Jakarta Pusat. An evaluation instrument to evaluate the active learning needs of the Jakarta schools, following the MBE intervention, is being discussed with DBE 2 M&E team. This instrument will be applied next quarter in order to best determine the starting point DBE 2 Jakarta schools training activities.

DBE 2 also discussed with PT Aqua Investama this quarter a teaching and learning tool that could be used as a resource to enhance learning in science, social science, Bahasa Indonesia and math. This potential alliance will be explored further next quarter.

A team from DBE 2 also visited TK Al Mamuriyah to discuss the possibility of Al Mamuriyah participating in the formative evaluation component of the DBE 2 TK IAI program. After meeting with DBE 2, Ibu Peni, the Principal, indicated that she would very much like to participate in formative evaluation.

B. Progress/Accomplishments this Quarter

Jakarta schools progress and accomplishments included the following:

- Collecting DBE 1 School Development Plan information
- Collaboration with DBE 3 in searching for a CRC location
- Observation of MBE facilitators in order to determine which can be contracted by DBE 2
- Visit to TK Al Mamuriyah in order to discuss involvement in DBE 2 TK IAI program
- A possibility of a PPA with PT Aqua Investama in North Sumatra, Banten and West Java has been discussed



A visit to TK Al Mamuriyah to discuss the DBE 2 TK IAI formative evaluation program.

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

This quarter, areas of collaboration included the following:

- DBE 2 collected information on the status of the DBE 1 School Development Plan process. As teaching and learning comprises the primary activities in schools, DBE 2 and DBE 1 must collaborate closely on School Development Plan activities.
- DBE 2 examined the possibility of combining a DBE 2 CRC-DBE2 and DBE 3 CLC this quarter. To this end, two visits were made to Pusat Kegiatan Belajar Masyarakat (PKBM) in Jakarta Pusat, including PKBM 15 Negeri, Jl. Cimanuk 11, Cideng, Kecamatan Gambir and PKBM Cikini, Jl. Cikini Kecil No.11, Kecamatan Cikini.
- DBE 2 observed MBE's facilitators as candidates for DBE 2 facilitator positions.
- DBE 2 visited Suku Dinas Jakarta Pusat, Kasie Kepala Seksi Dinas Pendidikan Dasar, Kec. Menteng in order to find a primary public school in Jakarta Pusat as a potential CRC candidate and to find eight more schools to potentially receive the Aqua educational game.

D. Challenges

To date, Jakarta Pusat has not signed an MOU with any USAID project. To avoid friction with Dinas, an MOU should be signed. DBE 1, 2 and 3 must schedule a joint formal visit in order to present their plan and activities.

Successful transition from MBE activities to DBE 2 activities in Jakarta schools must be carefully planned. In order for DBE 2 to design its training intervention, it must assess the impact of MBE activities to date. A training plan should then be developed by the Jakarta Schools Program Manager, in conjunction with the DBE 2 Jakarta technical team.

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

The CRC and CLC location search will be broadened into SD/SMP or Sanggar Kegiatan Belajar (SKB), next activities include the following:

- Working with DBE 3, a confirmation with SKB's Manager in Jakarta Pusat is being set-up to meet in end of April 2007.
- Collaborating with Kasi Dinas Jakarta Pusat to look for opportunities for a CRC and CLC location.

Upcoming MBE to DBE 2 transition activities are detailed below:

- Observation of MBE facilitators in order to select which meet the criteria to work under the DBE 2 program.
- Discussion with DBE 2 M&E team to design the monitoring instrument to observe impact of MBE intervention, in order to decide starting point of DBE 2 active learning training.

Finally, the possibility of creating a PPA with PT Aqua Investama in delivering teaching and learning tools and associated training will be discussed further.

XIV. Additional Programmatic Updates

A. Library Update

a. Overview

This quarter the two library consultants contracted by DBE 2, finalized the data collection for the school library reading book lists. The reading lists consist of books produced and available at the provincial-level as well as a master list of appropriate library books available in Jakarta. The library consultants presented the lists they compiled to DBE 2. In total, the lists contain some 3,000 available titles that have been identified and ranked according to a criteria developed by DBE 2 and the library consultants. The criteria will assist DBE 2 in selecting appropriate non-textbook reading materials for each targeted age group.

A sample of identified library book subject areas is detailed below:

- Memory and Learning
- Emotions and Feelings
- Sensory Perception
- Biography
- The Universe
- Earth Science
- Animal Folklore
- Children's Literature
- Literature

b. Next Steps

Library consultant Ibu Jenny Kaligis's final report identified a successful library model financed by the World Bank in Central Java. DBE 2 is collecting more information on the World Bank approach and examining the model as a possible option for the DBE 2 library intervention. Next steps include consultant presentations to USAID and a finalization of the DBE 2 library strategy.

B. Grants Update

a. Overview

During this reporting period, the major highlights of the grants-related activities were the completion of grants training for the Grants Manager and the delivery of Grants and Procurement training for MTTs, DLCs and provincial support staff in six provinces. The grants and procurement training was carried out as part of the grants training for the Grants Manager and was given during the visit of the Grants Management Consultant

with the purpose of providing a sound knowledge of grants and procurement procedures and policies for comprehensive administration and smooth running of the DBE 2 grants program. Trainings were conducted on the following dates and places:

- Nanggroe Aceh Darussalam – Aceh (January 23 – 24)
- East Java – Surabaya (February 1 – 2)
- Central Java – Semarang (February 8 – 9)
- North Sumatra – Medan (February 15 – 16)
- West Java – Bandung (March 1 – 2)
- South Sulawesi – Makassar (March 5 – 6)

The two-day training went very well with lots of good comments as well as useful inputs provided by the participants. One concern raised by the participants during the training related to appropriate physical infrastructure for each CRC. DBE 2 staff anticipated this type of question and even highlighted the issue in the previous quarterly report. The DBE 2 Grants Manager listened to the concerns and assured the participants that the grants program included provisions for addressing inadequate physical infrastructure at CRC sites. DBE 2 has developed guidelines that clearly define the types of physical infrastructure repairs/enhancements that can be carried out for each CRC under the grants program to enable the CRC to fully support the teaching and learning process and the overall capacity development of teachers.

As a result of the consultancy and associated training received by the Grants Manager, DBE 2 is now equipped with the following working documents and guidelines:

- Final Grants Manual
- Final Grants Handbook
- Grants Database
- Specialized guidelines for Aceh Infrastructure Grants
- Specialized Aceh Infrastructure Grant Application
- Final grant application forms for CRC, kindergarten, and library programs
- Grant Approval Notification and Request for Modification forms
- Tracking sheet for new grants applications
- Improved procedures for approval of grant applications through the use of new program email addresses
- Guidelines for revenue generation: Simplified Business Plan template and simplified ledger
- CRC updates and CRC financial tracking which were developed to keep track of the grants process
- DBE 2 Frequently Asked Questions (FAQs) which was made based on the questions raised during the Grants and Procurement Training in the six provinces with the objective to help the MTTs/CRC Managers and DBE 2 provincial office staff to have better understanding on the DBE 2 grants program and grants management.

b. Next Steps

During this reporting period, almost all of the CRCs received the starter kits and completed the physical infrastructure improvements. It is expected that in the beginning of the next quarter most of the CRCs in Cohort 1 will have completed the CRC roll-out workshops and

will be ready to start applying for the next level of grants, Tier 2 grants. The Aceh small grants component will likely start in May 2007. Other upcoming grants-related activities include the following:

- Training on CRC management (for CRC Managers and newly appointed MTTs)
- Provide continued monitoring activities of each CRC and provide assistance as required to Cohort 1 CRCs
- MTTs and CRC site selection for Cohort 2
- Combined CRC Initial Training and Grants and Procurement Training for Cohort 2

C. GOI Outreach

a. Overview

This quarter, DBE 2's outreach activities to the GOI included the following:

- Met with Dr. Jahja Umar, Ph.D., Director General, Directorate General of Islamic Education, Ministry of Religious Affairs. DBE 2 discussed the DBE 2 project with Dr. Jahja and ways DBE 2 could work more closely with the Directorate of Islamic Education.
- Developing plans for Jakarta MONE and MORA officials to visit DBE 2 schools. It was decided that DBE 2 should provide opportunities for national level education officials to visit DBE schools with DBE 2 staff to see first-hand the impact of the DBE program.
- Selected MORA and MONE officials to join the DBE 2-sponsored Youth Forum to be held in Bangkok at the end of April. Two MONE officials and one MORA official will join the Bangkok Forum.
- Selected MONE officials to join DBE 2 short-term fellowships to the University of Massachusetts in August, 2007. Two staff from the National Testing Center and two officials from the National Education Standards Board will join the short-term program which will examine issues regarding national testing.
- Prepared a study visit program for Professor Dr. Fuad Abdul Hamid, Deputy Minister, Coordinating Ministry for Peoples' Welfare and a one or two member delegation. The study visit will focus on educational policy and national testing matters.
- Conducted a panel discussion on MONE/MORA collaboration with DBE 2 during the University Working Group (UWG) meeting held on March 5-7. The following officials participated in the panel discussion: Dr. Sumarna Surapranata, Ph.D., Direktur Pembinaan Diklat, Ditjen PMPTK DepMONE; Bapak Sederhana Sembiring, Kasubdit Pendidikan Profesi Kependidikan, Direktorat Ketenagaan DepMONE; Dra. Dian Wahyuni, M.A., Kepala Seksi Kompetensi, DepMONE; Ashari, Kasubdit Kelembagaan dan Kerjasama, Ditjen Binbaga Islam, MORA; Elis W.R., Kepala Seksi Kompetensi, DepMONE; Abd. Muin, Kasi Kelembagaan dan Kerjasama, Direktorat Madrasah, MORA; Hendarman, Direktorat BinDiklat, MONE.
- At the UWG meeting, keen interest in the DBE 2 training program was shown by Bu Dian (representing Dr. Zamroni, Direktorat Profesi Pendidik) and Pak Hendarman (representing Dr. Pranata, Direktur Pembinaan dan Pelatihan, both from Pak Fasli's Directorate General). They would like to have not only copies of DBE 2 training

packages but also more information about the DBE 2 project. Pak Hendarman mentioned the possibility of using the DBE 2 training program as a type of training that could be delivered at the LPMP. DBE 2 Jakarta will prepare the requested information and then meet with Pak Fasli and his two directors.

b. Next Steps

During Quarter Three all of the planned activities will be carried out. Follow-up activities with the MONE directorates responsible for teacher upgrading are planned for Quarter Three as well.

D. Cohort 2 Selection

a. Overview

By the middle of this quarter, all Cohort 2 school clusters were selected including those in Aceh. There were several instances where adjustments needed to be made in which cluster should be selected, in the number and types of schools in the cluster, and in one case there was some question concerning the district that was selected. This was due to a restructuring of the district which was not known until after the MOU was signed. All of these issues were resolved without difficulty because of the transparent and open selection process carried out in all provinces, and because of the inclusion of all stakeholders in the process.

School cluster selection took place according to the following steps:

1. Explanation of School Cluster Selection Criteria

Explanation and discussion of the DBE 2 school cluster selection criteria discussed during a socialization meeting for Cohort 2 candidate districts. The criteria used were those agreed upon by DBE 2 and USAID.

2. Collection of Data from Each Selected District

Districts selected for Cohort 2 were requested to submit data in advance of the school cluster selection workshops. Data requested consisted of the following:

- number of sub-districts in the district;
- number of clusters per sub district;
- number of SD (by type) per cluster;
- number of teachers per school (SD, MI) and per cluster; and
- number of SMP and MT in each sub district.

3. Stakeholder Cluster Selection Workshops in Each District

A stakeholder cluster selection workshop was held in each district with the purpose of producing a short-list of four sub-districts (one cluster per sub-district) in each of the Cohort 2 districts. Participants in these workshops included representatives of:

- MONE;
- Education Council (local);
- MORA;

- School Supervisors from local education and religious affairs offices;
- Muhammadiyah;
- Nahdatul-Ulama; and
- Bappeda.

4. Preparation of Expression of Interest (in some provinces)

An Expression of Interest based on a template provided by DBE 2 was prepared by the principals from the short-listed clusters in each district. The Expressions of Interest were submitted to the DBE 2 for final selection (in consultation with stakeholders) of two clusters from the four short-listed clusters in each district.

5. Production of Final List of Two Clusters per District

The final list of two clusters per district prepared for all districts.

A Cohort 2 summary table is below. It should be noted that Tapanuli Selatan data is not available yet since the decision to proceed with the district was delayed due to questions concerning district reorganization. Now that approval has been given to work with Tapanuli Selatan, cluster selection should be completed by the end of April.

Cohort 2 Summary Table

Province	Number of Districts	Number of Clusters	Number of Schools	Percent Madrasah
Nanggroe Aceh Darussalam	4	10	108	41
North Sumatra*	4	6	56	13
West Java	5	10	99	22
Central Java	5	10	97	28
East Java	5	10	96	27
South Sulawesi	4	8	71	15
TOTAL	27	54	527	26

* Data for Tapanuli Selatan not yet received

It is also important to note that MORA requested that the percentage of madrasah schools be increased in Cohort 2. DBE 2 was successful in raising the percentage from 18% for Cohort 1 to 26% for Cohort 2.

b. Next Steps

The DBE program needs to begin discussions with the USAID Education Office on what the selection criteria for Cohort 3 will be. Earlier in Cohort 2 selection discussions, it was agreed that the DBE mid-term evaluation should make recommendations on how to configure Cohort 3 and what criteria should be used. There is growing interest to establish stronger buy-in and ownership from provincial and district level stakeholders in Cohort 3.

E. Bangkok Youth Forum

a. Overview

This quarter DBE 2 partnered with DBE 3 to select participants for the Bangkok Youth Forum (*Disasters and the Aftermath: Building Young People's Life Skills for Health and*

Education) that will take place on April 29-May 4. The forum will involve youth from Pakistan, Thailand and Indonesia whose lives have all in some way been impacted by natural disaster. DBE has selected youth from Aceh and Central Java to participate.

In Central Java, DBE 3 selected a total of nine youth from Klaten, as well as one SMP teacher who will serve as a chaperone. DBE 2 selected an MTT, also from Klaten, to participate in the forum as well. In Aceh, DBE 3 partnered with Child Fund Indonesia to select five youth from Aceh Besar, as well as a teacher from Aceh Besar who will serve as a chaperone. DBE 2 selected four youth in Banda Aceh, an MTT from Banda Aceh, and two lecturers from Unsyiah who are *Guidance and Counseling* MDT members. Additionally, DBE 2 invited MONE to select two participants and MORA to select one to accompany the DBE 2 delegation. DBE 2 invited a representative from USAID Jakarta and is awaiting a response.

b. Next Steps

DBE 2 will contract Yayasan Kita, an Indonesian NGO, to carry out pre-departure youth consultation activities in Central Java and Aceh. The consultations, involving all selected youth, are scheduled to take place in early April. Additionally, two adult and two youth facilitators from Yayasan Kita will travel to Bangkok to facilitate DBE youth activities throughout the forum. All participants are scheduled to travel to Bangkok on Saturday April 28. While in Bangkok, action plans for follow-up activities will be developed.

Aceh Component 1: Core Update

XV. Aceh Update

A. Overview

In the period of January to March 2007, DBE 2 Core activities Component 1 have completed a series of activities as put forward in the workplan for the term. A number of these activities took place at the school-level, for example the CRC starter kit workshop, and others took place with both field and university staff, such as MDT training.

The development of the draft *Guidance and Counseling* training package is nearing completion. The School Team Workshop will be implemented in all DBE Aceh districts at the beginning of the next quarter.

Highlighted in this report are also three important events: Joe Williams, newly appointed to USAID Jakarta visited; the Education Strategic Planning (*Renstra*) of Majelis Pendidikan Aceh was conducted; and, a kindergarten teacher from Aceh was involved in developing DBE 2 kindergarten master plans. Activities also discussed in this report include the coordination meeting held with the Aceh Besar education office, field staff training, fellowships, MBE transition discussion, *Learning to Live Together* training package development, and Cohort 2 selection.

B. Highlights

a. VIP visits

On February 8-9, Joe Williams, Deputy Director for the Office of East Asian Affairs, USAID Washington, visited DBE 2 Aceh. Later this year he will join USAID Jakarta. The first day agenda included meetings with Dean of Unsyiah FKIP, Vice Rector of Unsyiah, and three local university rectors. During the meeting with the three rectors, Mr. Williams highlighted that working cooperation is highly important for the improvement of education in Aceh.

The second day's agenda included attendance at an Environmental School Training event implemented collaboratively among USAID implementing partners DBE 2, Health Service Program (HSP), and Environment Service Program (ESP) in SDN Sibreh. Mr. Williams spoke with students who were learning about the water cycle. He spoke with many stakeholders including the school principals, teachers, and students.



Joe Williams meets with SDN Sibreh students

b. Education Strategic Planning

On February 14-15, DBE 2 took part in Aceh Provincial Education Strategic Planning Review (*Rencana Strategi Pendidikan Aceh*) for 2007-2011 which was conducted by the Aceh Education Council (*Majelis Pendidikan Aceh*) and the Provincial Education Department. The two day meeting took place in the Aceh Governor's office. More than 70 participants representing 20 UN institutions and INGOs attended the first day of the meeting. The second day of the workshop was attended by the Governor of Aceh and The Ministry of National Education (MONE) with six of Director Generals of Education including the Director General of Basic Education, Fasli Jalal. Much valuable feedback was provided regarding the *Renstra* presented by MPD and Provincial Education Department. The major issue was how the *Renstra* unites support from both government and community in order to improve the quality of education in Aceh. MONE said that the *Renstra* covered all expected aspects. DBE 2 suggested two significant points to be covered in the *Renstra*: Inclusive Education and Community Participation. These two aspects are critical to the success of improving the quality of education in Aceh. The education system and strategy should be designed by taking into account the wide diversity of needs and characteristics of the Acehese community.

c. Contribution to TK Development

From February 26 to March 2, Ibu Ramayulis, a kindergarten teacher from Taman Kanak-Kanak Bungong Teratai Banda Aceh, took part in the Kindergarten Content Development Workshop hosted by DBE 2 Jakarta. Ramayulis is a committee member of the Board of Aceh Provincial Kindergarten. She worked together with DBE 2 technical staff, fellow kindergarten practitioners, and Pustekkom and Universitas Terbuka to develop Kindergarten Master Plans that will be used as a guideline for developing the DBE 2 kindergarten program.

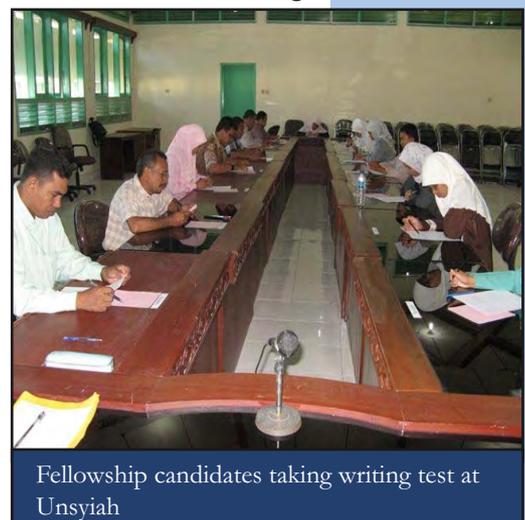
C. Progress/Accomplishments this Quarter

a. Education Coordination Meeting

On January 23 DBE 2 took part in a coordination meeting for INGOs working in Aceh Besar coordinated by Aceh Besar education office. During this meeting, DBE 2 presented its planned activities. Seven INGOs participated in the meeting including Plan International, Education International, Islamic Relief, LGSP, DBE 1, DBE 2, and PMI. The meeting chairperson was head of education of the Aceh Besar education office. The purpose of the meeting was to synergize INGOs and district education department of Aceh Besar activities. One of the agreements achieved was that INGOs have to share their activities with other INGOs and the government in order to avoid overlapping activities certain locations. The education department of Aceh Besar will develop *Rencana Strategi Pendidikan – Education Strategic Plan -* for five years.

b. Fellowships

The partnership between DBE 2 and three universities in the US has resulted in opportunities for lecturers from local universities



Fellowship candidates taking writing test at Unsyiah

to pursue higher education degrees at the University of Pittsburgh University, Florida State University, and the University of Massachusetts. DBE 2 worked with the Language Center of Unsyiah and IAIN to select the candidates, who were nominated by each university, based upon on the agreed criteria. The language centers carried out TOEFL test for the candidates. The candidates then had a writing test which was followed with interview by the team consisting of DBE 2 staff and the language center personnel. A total of six candidates from Aceh have been identified.

c. Grants and Procurement Training

On January 23-24, DBE 2 conducted Grants and Procurement Training for technical and admin staff. The training took place in SDN 54 Banda Aceh. It was attended by ten MTTs, three technical staff, two DLCs, four admin staff and DBE 2 FKIP admin staff. The training was also attended by Yuhelmi Kaban, Program Assistant of USAID Aceh.

This training activity was conducted in two parts. Part one was a formal training on January 23-24, followed by second meetings and additional training January 25-26. The training was facilitated the DBE 2 Jakarta operations team, as well as an International Grants Consultant.



Field staff discuss grant application form

The outputs of the training included participants understanding:

- school grant procedures;
- how to conduct CRC procurement; and
- how to complete application forms for Tier 1, 2 and 3.

d. MBE Transition Meeting

The discussion about MBE and DBE 2 transition was undertaken in a series of meetings. A week after MBE conducted the aforementioned series of meetings, a conference call including USAID representatives, the MBE COP, the DBE 2 Deputy COP, DBE 2 technical advisors, and the DBE 2 Aceh PC, was arranged in order to follow up on issues from the local meeting. The core issue became how MBE facilitators and DBE MTTs can work together in the future at the school-level.

Following the conference call, a series of emails confused the context of the transition discussions. Consequently, another meeting was conducted in Banda Aceh involving USAID staff, and representatives from DBE 1, DBE 2, and MBE Jakarta and Aceh offices.

On January 11 DBE 2 collaborated with MBE to conduct a workshop that focused on the transition discussion. The main purpose of the workshop was to analyze MBE and DBE activities, to develop recommendation for DBE 2, and to build a calendar of activities. The workshop was took place at SDN 54, Banda Aceh and was attended by all 30 MBE facilitators, three MBE Facilitator Coordinators, one MBE District Coordinator, the MBE Program Manager, the DBE 1 Training Manager, two DBE 1 District Coordinator, six DBE

1 District Facilitators, ten MTTs, and 2 DLCs. Tarmi Pudjiastuti from USAID Jakarta and Yuhelmi Kaban also joined the meeting.

During the workshop, MBE, DBE 1, and DBE 2 all presented their activities respectively and then all participants made comments. The meeting was successful, open and frank. Recommendations and a tentative schedule have been produced

e. Active Learning Field Staff Training in Medan

From January 31 - February 3, DBE 2 conducted Active Learning training for Aceh for field staff in Medan. The first day of the training included a field visit to a DBE school in Binjai. During the field visit, staff learned how the teachers use active learning approaches in their classrooms. Field staff also had the chance to talk with the teachers in the school. The second day included a review of the field visit, an assessment of learning models, and active learning teaching practice based on their field visit experiences.



Students practice measuring square sizes

The training was designed for DBE 2 field staff, Master Teacher Trainers (MTT) and District Learning Coordinators (DLC). The objective of the training was to increase field staff capacity, boost their confidence, and to provide them with the knowledge and skills to effectively support educators in DBE clusters as they attempt to understand and implement active learning strategies.

f. Cluster Resource Center Development

On February 5 – 6, DBE 2 conducted a CRC workshop in Sibreh, Suka Makmur sub-district, Aceh Besar. The purpose of the workshop was to inform school principals, school committee members, school supervisors, and teachers about CRC starter kits and to train them on how to use the starter kits, especially to produce low-cost learning materials. This workshop also served as a training of trainers for future starter kit workshops.

The 52 participants who attended the TOT consisting of school principals, school committee members, school supervisors, and two teachers from each school, representative of local education and religious affairs offices, and DBE 2 field staff. The workshop was facilitated by DBE 2 Jakarta advisors.

CRC starter kit workshops were next conducted in all clusters (with the exception of SDN 82 because the new building is not yet finish). A total of three additional starter kit workshops were held. Thirty-two participants attended the workshop at SDN 50 on March 8 – 9. Thirty-five participants attended the



Participants using CRC starter kits

workshop at cluster SDN 22 in SDN 22, Banda Aceh. And 45 participants attended the workshop at cluster Neuheun in Aceh Besar On March 23 – 24.

After completing the CRC workshop, each cluster is ready to begin CRC implementation. Grants applications have been completed for each CRC. Additionally, necessary CRC renovations should begin soon. The CRC committee is awaiting further steps which local stakeholders are expecting to come from the program. Local stakeholders are keen to see continued progress. Follow-up activity is expected to involve collaboration between DBE 2 and local education and religious affairs offices to review the action plans each CRC has developed.

g. Environmental Schools Campaign

On February 8, DBE 2 in collaboration with two other USAID implementing partners, ESP and HSP, conducted a workshop, “Environmental School Campaign,” in cluster SDN Sibreh, which was attended by more than 200 students. The workshop was initiated based on formative research done by USAID ESP in several places in Indonesia including Aceh indicating that in most communities there is little correlation between sanitary practices and quality of life and disease prevention.



Students model water conservation practices

The main idea of the workshop was to promote a safe and healthy environment at the community level. One approach was to direct awareness and sensitization activities to primary school students who are considered to have significant roles in establishing and maintaining a safe and healthy environment. The survey stated that students can become behavioral change agents at the community level.

h. Cohort 2 District and Cluster Selection

USAID had approved three new districts for Cohort 2: Pidie, Bireun and Aceh Tengah. The DBE Aceh team was directed to conduct an assessment in those districts. On Feb 20 – 22, the DBE team visited each district and talked with district education office and religious affairs personnel. In each district the team spent time discussing the cluster selection process with stakeholders.

In every meeting the team explained the purpose of the visiting and elaborated on the DBE 2 program. The team explained to stakeholders that cluster selection should comply with the established criteria, including: impacted by tsunami; rural; easy to access; at least two to three madrasah schools; enough teachers (at least 70 teachers), strong commitment from both school principals and teachers; and, no overlapping activities with other donor programs.



A school selected in Atang Mujungket

Based on the input from the education and religious affairs offices, which was then cross-check by DBE 2 in the field, the clusters detailed in the table below were selected.

Cohort 2 Clusters and Schools

	District	Number of Cluster	Number of Schools	
			SD	MI
1	Aceh Besar	2	13	6
2	Pidie	1	6	6
3	Bireun	3	22	15
4	Aceh Tengah	4	23	17
	T o t a l	10	64	44

i. Electricity Assessment

On February 26, a consultant from Winrock International, with the support of DBE 2 Jakarta and Aceh completed an electricity assessment at all Aceh Cluster Recourse Center (CRC) sites. The assessment focused on areas where there is a limited to non-existent power supply. The assessment results will be used to select a minimum of two pilot sites. Pilot activities will apply creative engineering solutions that address issues such as power consumption and cost considerations. Applications tested through these pilots might include low-power desktops and laptops and energy-efficient monitors. It is anticipated that pilot activities will be underway by July of this year.

j. Library and Publisher Assessment

On January 28 – 30, a DBE 2 library consultant conducted a school reading book and local publisher assessment in Aceh. The purpose of the assessment was to develop a picture of the current school library conditions, and find out the capacity of local publishers in providing reading materials to school. The consultant visited seven schools and interviewed six school principals, twelve teachers, ten MTTs, and two local publishers.

The visits to the local publishers clearly demonstrated that they do not have the capacity to provide reading materials to schools, and that most reading material in Aceh comes from outside of Aceh.

k. Kindergarten Survey

DBE 2 completed its kindergarten survey in Aceh last quarter; however, data analysis was completed this quarter. Survey results indicated that there are a total of 28 kindergartens in the Cohort 1 clusters with a total of 2201 students (1087 male and 1114 female). Most of the kindergartens are private.

l. Youth Forum Participation

DBE 2 is sending a group from Aceh to participate in next quarter's disaster preparedness and recovery Youth Forum in Bangkok. A total of nine youth from Banda Aceh and Aceh Besar will attend the event, as well as one MTT and two teachers from Aceh, and two Unsyiah faculty members. Child Fund Indonesia, on behalf of DBE 3, and DBE 2 Aceh selected the youth from Aceh Besar and Banda Aceh respectively.

m. Guidance and Counseling Training Package Development

DBE 2 undertook a series of activities this quarter in order to work towards the completion of the *Guidance and Counseling* training package. A workshop was conducted at SMP 1 Banda Aceh on March 1 – 3 in order to finalize topics, subtopics and the review first draft of associated lesson plans. A second workshop was held on March 12 – 14 at the DBE 2 office in order to review and finalize the first draft. A third workshop, including a training package simulation, was carried out on March 26-29. Workshop papers and first draft training materials are now available.

n. Civic Education - Learning to Live Together Training Package Development

The development of the Civic Education or *Learning to Live Together* training package is ongoing. New members were recruited to strengthen the existing MDT and one consultant was contracted from UT to assist the team. The team has now finalized topics and subtopics that should be written into the package. Session plans and a schedule for the first materials development workshop April 24 – 26 are under development now.

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

In the last three months, a number of activities were conducted with other USAID implementing partners, as detailed throughout this report. Activities included DBE and MBE transition discussions and meetings as well as ESP and HSP collaboration on a school environment campaign activity. Additionally, DBE 2 and DBE 1 collaborated closely in order to conduct the Cohort 2 assessment in three districts, Pidied, Bireun and Aceh Tengah.

DBE 2 also attended a meeting on February 8 with the Banda Aceh and Aceh Besar education and religious affairs offices in order to discuss ways to strengthen the collaboration between DBE 2 and local government. DBE 2 was also worked together with DBE 3 to select youth who will participate in Regional Youth Forum that will be held in Thailand at the end of April.

DBE 2 and the Team Leader of CEPA – Communities and Education Program in Aceh – also took the initiative this quarter to move towards collaboration on improving the quality of teaching in Cohort 2 primary schools. CEPA is working in three sub-districts in Bireun, one of which borders a DBE sub-district.

E. Challenges

Despite the successes achieved during the period, DBE 2 also encountered some challenges which impacted the program's ability to rapidly progress on a number of fronts. These include the lack of experience of MDT members, which has slowed down the completion of the training package. DBE 2 provided close assistance to the team, in addition to the provision of more team members who have expertise in this field.

Internally, there is lack of experienced technical staff which has led to some coordination challenges. This problem will be solved through strengthening the capacity of DBE 2 staff through close supervision and guidance, feedback and relevant training.

Additionally, the differing participant pay schedules of projects in Aceh create problems when planning and coordinating activities. This issue must be taken up at the COP level in Jakarta.

Expanding to five districts next quarter will present a logistical challenge as DBE 2 Aceh currently only has two rental cars. Travel time from existing districts to the new one will take time from four to eight hours. DBE 2 intends to rent one additional car for easy mobilization of staff.

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

Significant events and activities planned in the next quarter include the following:

1. Guidance and Counseling STW

Next Quarter the *Guidance and Counseling* STW will be conducted.

2. Civic Education MDT Workshop

The *Learning to Live Together* MDT team will conduct a workshop to agree on topics, subtopics and develop a first draft of the lesson plan.

3. Select new DLCs and MTTs for Cohort 2

DBE 2 plans to select two DLC and 10 MTT for Cohort 2.

4. Cohort 2 Socialization

DBE 2 plans to conduct socialization program in new district. This idea is coming as a response to the request from the stakeholders during Cohort 2 assessment.

5. Cohort 2 Field Staff Training

Newly recruited staff will be trained on active learning approaches prior to beginning to work with teachers in schools.

6. Select Kindergarten (TK)

The next quarter DBE 2 will also select one TK in each Cohort 1 cluster as part of the DBE 2 TK pilot.

7. Baseline data for Cohort 2

The baseline data collection for Cohort 2 will be carried out next quarter. For this stage, the baseline will focus on four aspects of teaching learning process: planning, active learning, classroom management, and assessment.

8. ICT survey

A further ICT survey will be carried out next quarter to find out electricity conditions in each school. Winrock International will participate in the activity.

XVI. Aceh Component 2 Update

A. Overview

In the last three months, DBE 2 Aceh Component 2, Unsyiah FKIP (DBE 2 Unsyiah) has completed a number of activities including the working groups' development of annual action plans, the creation of weekly ICT tutorial program for Unsyiah FKIP faculty, and the selection of candidates for the Unsyiah FY07 fellowships.

DBE 2 Unsyiah continued to meet with university stakeholders this quarter, including the rector and FKIP dean. Communications activities included the development of mailing lists for working group and Unsyiah FKIP faculty members and the publication of DBE 2 news in the Unsyiah newsletter, *Warta Unsyiah*.

DBE 2 Unsyiah recruited two new staff members including the Program and Development Staff Specialist, and an accountant. Other progress was made to upgrade and rearrange the DBE 2 Unsyiah office to provide space for new staff. Important progress also included assisting FKIP in installing and developing the wireless Local Area Network (LAN) system to give access to Unsyiah FKIP faculty members, and assist them in implementing what they have learned during DBE 2 ICT tutorials.

B. Progress/Accomplishments this Quarter

a. New Staff Recruitment

During Quarter Two, DBE 2 Unsyiah recruited two new staff. Mr. Rusly Mahady was recruited for the position of The FKIP Staff and Program Development Specialist and started on February 1. Ms. Sri Dahliana was hired for the FKIP Accountant started on March 1. Meanwhile Ms. Yulia Fitri, FKIP Facilities Management Specialist is taking the maternity leave from March 1 to May 30.

b. Workshop to Develop Annual Action Plan

The workshop to develop annual action plan was conducted in Banda Aceh on January 9 -11. This workshop was attended by all members of Inter-University Working Group, Unsyiah Working Group, and Unsyiah Working Sub-Working Group. The workshop was supervised by Ibu Tarmi Pudjiastuti from USAID Jakarta and Ibu Cut Kamaril Wardani, DBE 2 Aceh Program Manager. The Rectors from Unsyiah, IAIN Ar-Raniry and



Opening of WG annual action plan workshop

Muhammadiyah participated in the opening session on the first day. At this workshop all working groups produced the annual action plans that will be implemented during FY07. After the workshop, the Unsyiah Working Group refined its annual action plan.

c. Fellowship Selection Candidates

Through its three US partner universities, DBE 2 Unsyiah recruited candidates for a total of five fellowships.

Fellowship	US University	Number
ICT and Education	Florida State University	1
Facilities Management	University of Pittsburgh	3
Assessment	University of Massachusetts	1
Total		5

DBE 2 originally intended to recruit one fellow for Crisis and Grief Counseling; however no appropriate candidate could be found. Conversely, three qualified candidates were found for Facilities Management, so DBE 2 increased the number of facilities management slots from two to three in order to make up for the lack of an appropriate Crisis and Grief Counseling Fellow.

In order to participate in degree programs, candidates must have TOEFL scores of at least 550. To increase their TOEFL scores, the Unsyiah Rector enrolled candidates in English Training at the Unsyiah Language Center. Selected candidates are in the process of applying for J-1 visas.

DBE 2 Jakarta notified DBE 2 Unsyiah at the end of the quarter that newly learned USAID Program Office requirements may cut down on the number of fellows able to study in the US this year. DBE 2 is waiting for further guidance.



Fellowship candidates take written exam

d. Weekly ICT Tutorial

The ICT tutorial is designed to enhance and enrich the quality of the teaching and learning process for the Unsyiah FKIP faculty members. The tutorials are scheduled each Friday afternoon and started in February 2007. To support this program DBE 2 purchased two desktop computers and two laptops.

When faculty members have mastered ICT concepts, they can borrow laptops and LCD projectors from DBE 2 Unsyiah office and use them in their classroom for teaching. They then return the laptop and projector after the class.



ICT tutorial class

e. Unsyiah FKIP Wireless LAN

To support the ICT tutorial program all Unsyiah FKIP faculty members should have Internet access in order to download materials that can support their teaching from the Internet. In this case, DBE 2 Unsyiah assisted Unsyiah FKIP to install Wireless Local Area Network (LAN) system in the Unsyiah FKIP Lobby.

Now faculty can access wireless Internet in the Unsyiah FKIP lobby or while at their desks in their departments. Because of this facility, some Unsyiah FKIP faculty members purchased new computer laptops for their own use, and DBE 2 Unsyiah believes that these computer laptops will not be used only for Internet access but also for other academic activities. DBE 2 also assisted faculty members with older model laptops update their computers so that they are able to access the wireless as well.



Interviewing a fellowship candidate through teleconference from Jakarta

f. Unsyiah Candidates for Youth Forum in Bangkok.

Two Unsyiah FKIP faculty members were selected to participate in the Bangkok Youth Forum on April 29 to May 4, 2007. Mr. M. Nazir Basyir, and Ms. Nurbaity from the Unsyiah FKIP Counseling Department were selected. While in Bangkok, Nazir and Nurbaity will work to develop associated activities they can share with FKIP faculty.

g. DBE 2 News in Warta Unsyiah

This quarter, DBE 2 Unsyiah published articles regarding the DBE 2 Unsyiah program in the Warta Unsyiah. The news included DBE 2-USAID fellowships, the annual action plan workshop, and the ICT tutorial program.

h. Unsyiah FKIP Database

The description and Terms of Reference (TOR) for the Unsyiah FKIP Database have been drafted. The draft had been discussed with Unsyiah FKIP Sub-working Group, M&E DBE 2 Core, and M&E DBE 2 Jakarta Office through Internet teleconference.

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

DBE 2 Unsyiah assisted Unsyiah FKIP and USINDO to select a total of 11 teachers for the USINDO lab school. The selected teachers will be announced on April 4.

DBE 2 Unsyiah also assisted Save the Children in getting candidates from FKIP to join the inclusive education study tour in Hong Kong on April 17-27. The Dean appointed Ibu Israwati from PGSD to join this program.

D. Challenges

DBE 2 Unsyiah has conducted several sessions for the weekly ICT tutorial on Friday afternoon; however, this has turned out to be not the most convenient day as most faculty members return to their homes for prayer on Friday and return to campus only if they have schedules for teaching. Based on faculty feedback, next quarter DBE 2 Unsyiah will reschedule the ICT Tutorial from Friday to Tuesday afternoon.

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

Quarter Three activities scheduled are detailed below:

- Preparation for the exhibition of low-cost instructional materials that should be implemented in the last quarter will begin next quarter
- Continue the process of preparing fellowship candidates especially providing all documentation for passport, visa, and application to US Universities, and improving their English ability
- Building Unsyiah's Specialized Resource Capacity. Two faculty members will attend the Bangkok Youth Forum, and in turn share their experience with other faculty
- The DBE 2 Unsyiah Weekly ICT tutorial will continue, on a newly scheduled day
- DBE2 Unsyiah will continue to work with the DBE 2 M&E team to design an electronic database for Unsyiah FKIP
- Dialogue will continue with the Unsyiah English Center regarding the possibility of using English courses to model active learning approaches and effective use of ICT for teaching and develop the learning model in PGSD with Active Integrated Learning to improve quality of teaching learning
- Financial Management is a sensitive issue to discuss at Unsyiah because the university has its own rules, as mandated by the GOI. In one discussion with the Unsyiah Working Group, attended by the Unsyiah Rector, it was concluded that DBE 2 will give Unsyiah FKIP staff financial management training so that they can better provide input and knowledge within the established system. Associated activities should begin next quarter.
- Private Sector/Community Relations. DBE 2 Unsyiah will continue to work on strengthening links between Unsyiah, alumni, private sector and community organizations.
- Professional Development Plan. DBE 2 and the Sub-Working Group will begin to draft a professional development plan, with the assistance of DBE 2 Jakarta and US university partners.

Central Java Update

XVII. Central Java Update

A. Overview

This quarter was very challenging for the DBE 2 staff in Central Java. DBE 2 pursued two major efforts in 1) trying to maintain the momentum of Cohort 1 district activities while 2) expanding into ten new clusters for Cohort 2. For Cohort 1, DBE 2 Central Java continued the training package development with UNS/IAIN Walisongo finishing the second draft of the *Classroom and Personnel Management* package and implementing the field test in two districts, Klaten and Kudus. At the same time the project provided starter kits, conducted workshops and established Cluster Resource Centers (CRCs) in all ten clusters. To aid the development of Cohort 2 clusters, one school in each Cohort 1 cluster was identified as a reference school, or *Sekolah Acuan*. DBE 1 and 2 staff provide training for school staff on how to demonstrate the DBE approach to effective teaching, learning and management practices.

With these efforts underway, DBE 2 Central Java also pursued the selection of clusters for the second cohort of districts. DBE 2 staff provided training for cluster and school stakeholders in each district to introduce active learning and as a means to identify DLCs and MTTs. DLC and MTT candidates have been identified and will be contracted in the next quarter.

B. Highlights

One outstanding achievement this quarter was the creation of the ten CRCs. The CRCs are one of the key components in DBE 2's cluster capacity building efforts. An opportunity to meet with the Director of the Institute for Assurance of Quality Education in Central Java suggests that this DBE 2 initiative is in line with MONE's plans for enhancing cluster activities to promote teaching and learning. The Director plans to visit one of the CRCs to observe the approach used by DBE 2.

A district level competition for school clusters in Karanganyar District resulted in the DBE Jatipuro Cluster as the top ranked cluster. They will go onto the provincial level competition.



Teachers at the CRC training in Jatipuro Sub district in the Karanganyar District

The Deputy Head of the US Mission in Indonesia and the Desk Officer for Indonesia at USAID Washington made separate visits to SDN Tangkisan Pos (Jogonalan Sub-district, Klaten District) to observe the school and DBE activities and to measure the rehabilitation efforts since it was one of the DBE schools to be damaged by the 29 May 2006 earthquake.



Mr. John Heffren, Deputy Head of US Missions in Indonesia visiting the SDN Tangkisan Pos School Jogonalan

C. Progress/Accomplishments this Quarter

a. Cohort 2 District and Cluster Selection

1. Summary

District selection was completed in the previous quarter based on discussions between the DBE COPs, PCs and the Provincial Education Officials. The result was the selection of four new districts – Blora, Grobogan, Demak and Purworejo and the extension of two more clusters in the Cohort 1 District of Klaten. During this quarter the MOUs were socialized with each district and signed at the district level. Blora and Demak held formal signing ceremonies for the occasion. The last MOU signing occurred in Demak on 29 March with COP representatives from the three DBE teams present.

In January DBE 2 staff in collaboration with DBE 1 and 3 socialized the DBE program with the cluster stakeholders at district level meetings. DBE 2 staff confirmed with each school its interest in participating in the program. After confirming each school's interest the final list of schools was sent to USAID for approval. One cluster initially had only seven schools and 56 teachers. To increase the number of teachers to the prescribed minimum of 70 teachers, the district education office added three new schools to the cluster. Confirmation by the stakeholders was conducted at the district workshop on “*What is Active Learning?*” in mid-March.

2. Results

One of the objectives of DBE selection criteria was an increase in the presence of madrasah schools in the clusters. In this case DBE was able to include 27 madrasah schools out of 97 or 27.8%. In comparison to Cohort 1 this represents a 12.8% increase in the percentage of madrasah from last year's percentage of 15%. The total number of teachers is lower than cohort 1 however this will enhance training programs as there will be more opportunity to interact with the teachers. This cohort will include 97 schools and 896 teachers thus supporting 15,887 students.

Cohort 2 Cluster Data: Number of Schools, Type of Schools, Teachers and Students

District/City	Sub-district	Total schools	Total teachers	Total students	Total Madrasah	Core school
Demak	Wonosalam	10	104	2047	3	SDN 2 Kendaldoyong
	Demak	11	73	2041	4	SDN 5 Bintoro
Grobogan	Grobogan	10	85	1753	3	SDN 1 Getasrejo

District/City	Sub-district	Total schools	Total teachers	Total students	Total Madrasah	Core school
	Tawangharjo	9	84	1688	3	SDN 3 Selo
Blora	Blora	10	111	1993	2	SDN 1 Kauman
	Banjarejo	8	74	1205	3	SDN 1 Gedongsari
Purworejo	Bener	10	101	1832	2	SDN Bener
	Gebang	10	75	1193	1	SDN 1 Mlaran
Klaten	Karanganom	9	83	908	3	SDN 1 Troso
	Ceper	10	106	1227	3	SDN Mlese
TOTAL		97	896	15887	27	

b. Training Package Development and Delivery

i. Introduction to Mathematics, Module Development Team A

1. Summary

The final draft and report were submitted by UNNES and IAIN Walisongo in mid-January. Print and electronic copies of the training materials have been prepared and distributed to the DBE 2 Jakarta Office and USAID. Additional copies are being prepared for the Directorate of Teachers and Educational Personnel Quality Development.

2. Results

UNNES/IAIN has indicated that they are preparing to offer the training package *Introduction to Mathematics* to interested parties to help support in-service programs for clusters and districts in Central Java.

ii. Classroom and Personnel Management, Module Development Team B

3. Summary:

DBE 2's review of the first and second drafts of the training package resulted in the provision of assistance to the university professors in addressing more practical approaches to the topic. In mid-January, the Provincial Coordinator met with the seven university lecturers, a DLC and MTTs to explore changes in classroom management when active learning methods are introduced to the classroom. Based on this discussion the university lecturers agreed to conduct an action research activity to learn more about the impact of active learning on the classroom environment. The lecturers, guided by the Mr. Sukarno, University Advisor and Mr. Sarjita, the DLC visited DBE,



Prof. Anita from UNS claimed that even though she has been teaching for more than 40 years, there is still more to learn.

MBE and CLCC schools to observe first hand the differences in classroom approaches in active learning classrooms. For many of the lecturers this was the first time they had entered the classroom. The experience was very positive and helpful towards understanding the fundamental shifts in classroom management in active learning environments.

MDT B prepared a revised second draft for the training package and a training schedule for the implementation of the training. The field test of the training package was implemented as illustrated in Table 2.

Field Trial Schedule: STW, KKKS and KKG

District/Cluster	Training	Dates	Number of Participants		
			Male	Female	Total
Klaten District	STW	13 15 Mar	44	65	109
Kudus District	STW	20 22 Mar	73	46	119
Klaten District	KKKS 1	26 Mar	20	8	28
Kudus District	KKKS 1	28 Mar	18	6	24
Klaten/Klaten Utara	KKG 1	27 Mar	*	*	124
Klaten/Jogonalan	KKG 1	27 Mar	*	*	124
Kudus/Gebog	KKG 1	29 Mar	*	*	114
Kudus/Kaliwungo	KKG 1	29 Mar	*	*	121

* Data not yet completely disaggregated

2. Results

One significant result was that the university lectures came away from the development exercise with a better understanding of practical approaches to classroom management. They developed a better perception of how active learning and contextual learning are effectively implemented in the classroom. This was very helpful in their preparations for the second draft of the training package. The field test of the package also reinforced the new approach as principals and teachers have responded well to the training.

c. Cohort 2 DLC and MTT selection

1. Summary

For Cohort 2, Central Java is exploring a different approach to hiring the DLCs and MTTs. Centered on the introductory training workshop “*What is Active Learning?*” DBE 2 Central Java has requested that the five final candidates for DLC assist Pak Sarjita in implementing four two-day workshops. The five candidates come from the CLCC and MBE programs so they bring with them a strong background in active learning training. Final selection will be based on interviews (conducted before the workshops started) and their performance as facilitators in the workshops.

The MTT selection is also centered on the “*What is Active Learning?*” workshops conducted in March. Participants in the workshop included supervisors, principals, subject matter teachers¹ (SMT) and selected teachers from each cluster. The workshop outcome from day one is the preparation of an active learning lesson plan. Based on facilitator observations, developed lesson plans, and education office recommendations, four to six teachers, principals or supervisors from each cluster were invited to conduct a lesson in a reference school classroom. The teachers from the reference school, supervisors and principals then assessed the lesson using a detailed checklist. The shortlist of MTT candidates for each cluster is based on these assessments. DBE 2 hopes to select MTTs from the participating SMTs present at the workshop so that they will be able to enhance the KKG training in the clusters. Final selections will be made during the first week of April.

2. Results

The opportunity to interview MBE and CLCC facilitators for the position of DLC provided a strong shortlist of candidates for the position. Their assistance in facilitating the introductory program also provided an understanding of how well they will perform in the future. There are two strong candidates under consideration and are expected to get approval from their districts to participate in the DBE program.

The approach to selecting the MTTs provides for an efficient way to not only provide the training, but to allow possible MTT candidates to demonstrate their capabilities in an immediate real-life situation. None of the participants were aware that the in-class demonstration served as a selection mechanism for MTTs. The outcomes of the evaluation will generate a shortlist of two to three candidates for each cluster.

The teacher assessment tool also provides the principals and supervisors with a means to more effectively assess teacher capabilities related to the implementation of active learning methods. This will be helpful for teacher supervisors as DBE 2 begins to implement activities in the Cohort 2 schools and classrooms.

To the extent possible, MTTs will be selected so that each subject matter (language, math, science and social studies) and lower grade specialists are represented. This will provide a good foundation for MTT teams to address the variety of topics to be developed and the implementation of the training packages.

d. *What is Active Learning? Workshops*

1. Summary

This workshop served as an introductory program for the Cohort 2 districts. The training programs were arranged to be conducted at the district level near one of the reference schools and CRCs from Cohort 1. Table 3 identifies the location and participants at the workshop. Participants included the principal from each school, the supervisors responsible for the schools, SMTs from the KKG and outstanding teachers. The two-day workshops were organized so that the first day provided an introduction to active learning.

¹ In each cluster there are five teachers who support the activities of the teacher discussion groups (KKG). They are comprised of one specialist for language, math, science and social studies plus a lower grade specialist.

The final session for the day involved the participants in developing a lesson plan using active learning methods. These were used as a basis for selecting participants to assist in demonstrating an active learning approach in the reference school. On the second day the participants traveled to a reference school to observe the activities of the school and to visit the CRC. The teachers selected to give demonstrations were divided into two groups. Each group spent an hour giving their demonstration. The evaluators reviewed the candidates' assessment immediately after the sessions were completed while the MTTs from Cohort 1 demonstrated the types of resources available at the CRC.

Schedule of *What is Active Learning?* Workshops

District(s)	Location	Dates	Number of Participants				
			Supervisors	Principals	SMT	Teachers	Total
Demak	Demak	15 16 Mar	6	21	10	21	58
Blora and Grobogan	Kudus	20 21 Mar	6	18	10	18	52
			6	19	10	19	54
Klaten	Solo	28 29 Mar	8	32	10	11	61
Purworejo	Jogjakarta	23 24 Mar	6	20	10	20	56
Total			32	110	50	89	281

2. Results

Key stakeholders in the district and schools had a better understanding of how active learning is implemented in the classroom. This will serve as a good foundation when training in the new clusters and schools begins.

e. Cluster Resource Center Activities

1. Summary

During January, start-up kits for each CRC were distributed to all ten sites. This was followed by workshops to review administrative concerns and to demonstrate how the CRC can be used for teacher professional development, demonstration of effective classroom activities and ways to make locally produced learning resources.



What is Active Learning? Workshop in Demak District



Teacher Demonstration at SD 02 Dorang (Jepara District) by teacher of Blora District

2. Results

The Teacher Discussion Groups (KKGs) are meeting every Saturday at the CRCs. The teachers are making effective use of the CRC resources to enhance their effectiveness in the classroom. The additional resources are very helpful, especially the examples of locally produced learning resources. The TOT CRC Workshop was conducted in December for Klaten Utara Sub-district, Klaten District and is thus not included in the table below.



Teachers from the Diponegoro Cluster, Ngemplak Sub district of Boyolali District learn how to make low cost instructional materials at the CRC Workshop.

List of Schools where CRCs are Located and Dates of Workshops

School	District/Sub-district	Dates
SDN Tangkisan Pos	Klaten/Jogonalan	15 January
SDN 01 Cepogo	Boyolali/Cepogo	16 January
SDN 01 Sawahan	Boyolali/Ngemplak	17 January
MI Muh Karanganyar	Karanganyar/Karanganyar	18 January
SDN 01 Jatipuro	Karanganyar/Jatipuro	19 January
SDN 01 Dorang	Jepara/Nalumsari	26 January
SDN 03 Sukodono	Jepara/Tahunan	27 January
SDN 01 Sidorekso	Kudus/Kaliwungu	30 January
SDN 01 Gondosari	Kudus/Gebog	31 January

f. Reference Schools (*Sekolah Acuan*)

1. Summary

DBE 1 and 2 collaborated on the selection of the reference school sites. The site selection was based on the need to demonstrate school development planning and enhancement of learning in the classroom. Cluster stakeholders were involved in the process of selecting the schools to assure that the best school would serve as a demonstration site. The selection was conducted in January and February. Follow-up evaluations were made in February and March to determine the status of each reference school and to identify areas for further development.

2. Results

Each cluster has a designated *Sekolah Acuan* and is preparing the schools further to receive visitors. One *Sekolah Acuan* in the northern districts and one in the southern districts have been selected to immediately serve Cohort 2 districts and schools. During the “*What is Active Learning?*” Workshops the two *Sekolah Acuan* were visited by the participants. DBE 1 included the *Sekolah Acuan* in their first workshops in Cohort 2 districts to demonstrate how school planning can be conducted and the results of the School Development Plan.

The following table identifies the ten schools selected to represent each cluster.

List of Reference Schools by District, Cluster and School

District/Sub-district	Cluster	Reference School
Jepra/Tahunan	Pratiwi Sudarmono	SD Sukodono 3
Jepra/Nalumsari	Gajah Mada	SD Dorang 1
Kudus/Gebog	Melati	SD Sidorekso 1
Kudus/Kaliwungu	Ki Hajar Dewantara	SD Gondosari 1
Boyolali/Ngemplak	Diponegoro	SD Donohudan 1
Boyolali/ Cepogo	Diponegoro 1	SD Cepogo 1
Karanganyar/Karanganyar	Raden Mas Said	SD MI Muhammadiyah
Karanganyar/ Jatipuro	Kartini I	SD Jatipuro 1
Klaten/Klaten Utara	Nusa Indah	SD Karanganom 3 MI Gading
Klaten/Jogonalan	Ki Hajar Dewantara	None*

* Due to the earthquake that struck the Jogonalan Sub district in May 2006 there were no appropriate locations for the reference school at this time. Instead two schools in Sub district Klaten Utara were selected.

g. Monitoring and Evaluation

1. Summary

For Cohort 1 the Monitoring, Evaluation and Communication Specialist (ME&CS) has been very busy in preparing for the school assessments. Part of the preparation included the interviewing and hiring of six M&E Assistants. The ME&CS is also preparing for the baseline data collection for Cohort 2 districts. A training program is being prepared for the new MTTs and DLCs.

2. Results

The six new M&E Assistants have begun data collection on: (1) School Assessment; (2) Classroom Observation; (3) School Management; (4) Trainee Satisfaction Survey; and, (5) Student Assessment. They began sampling 28 schools from Cohort 1 districts on 22 March.

h. Public and Private Alliances

Discussions are underway with two Internet providers to provide hotspot technology for a model CRC in Central Java. EDC's ICT Specialist Bob Spielvogel is preparing a proposal for one of the local firms.

i. DBE 2 Staff Changes, Promotions and News

1. Summary

The following staff changes have occurred or will take effect at the end of this quarter:

- Mrs. Stefani will assume the Operational Manager role after serving as Office Manager,
- Mr. Haryo will assume the new title of Monitoring, Evaluation and Communication Specialist,
- Mrs. Susan will be promoted from Jr. Accountant to Accountant,
- Ms. Didi will be promoted from Receptionist/Secretary to Administrative Assistant.
- Mrs. Rita, an MTT from Klaten Utara was promoted from principal to supervisor and will be assigned to one of the Cohort 2 clusters.

Other news:

- The DBE 2 Cluster in Jatipuro (Karanganyar District) received the top award in a district-wide competition. They will advance to the provincial level competition.
- MTTs in the Klaten District will be converted from part-time to full-time MTTs beginning in the next quarter.
- Mr. Siswadi, an MTT from the Jogonalan Sub-district will be representing DBE 2 at the Youth Forum in Bangkok.



Right:: John Heffren (Center) with Elizabeth Sunindyo (CTO USAID DBE 1) and Sarjita (District Learning Coordinator/ Training Specialist DBE 2) observing a lesson conducted in the CRC. Left : John Heffren greeting students in the bamboo classroom.

k. Special Guests Visit Central Java

The Deputy Head of Mission for the US Embassy, John Heffren made a brief visit to SD Tangkisan Pos in the sub-district of Jogonalan (Klaten District). He used the opportunity to observe the School Planning activities of DBE 1, DBE 2's classroom instruction and the CRC. Time was taken to view both USAID and UNICEF bamboo structures.

A team from the Peace Corps visited a number of schools in Klaten and in Magelang. They visited a DBE school, SD Tangkisan Pos. Peace Corps was interested in how schools operated in rural settings and in this case to see how the schools recovered from the earthquake that struck on May 29 2006.

Kimberly Rosen, the USAID Desk Officer in Washington spent one morning at SD Tangkisan Pos to learn more about DBE 1, 2 and 3 programs along with the USAID programs ESP and SWS. A brief presentation was given by each group before she observed the activities and repairs made to the school after the May 2006 earthquake.



Ms. Kimberly Rosen observes instruction in the bamboo classroom at SD Tangkisan Pos



Ms. Kimberly Rosen discusses the activities of ESP at SD Tangkisan Pos

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

a. Coordination with DBE 1 and 3

To ensure that clusters meet the needs of DBE 1, 2 and 3, the teams developed selection criteria based on each team's interest. These were shared with the district stakeholders. The final list of clusters represents the best match for the interests of DBE 1, 2 and 3. On January 10, the three PCs met with the Deputy Governor and government stakeholders to review the progress of the program and to describe the up-coming events for the three teams. This was viewed as the initial discussion on the creation of a provincial steering committee. DBE 1, 2 and 3 are discussing the creation of a joint newsletter to be prepared on a quarterly basis. Regular coordination activities continue such as PC discussions on office management and presentations at workshops conducted by each team.

b. MBE Collaboration

In early March the PCs from DBE 1, 2 and 3 and MBE met to discuss ways to build on the success of the MBE program. The result was to proceed with the development of a provincial forum to explore how DBE and MBE programs can best meet the needs of Central Java's educational development goals. A meeting in early April is planned with the Head of the Education Office in Central Java to create the forum. DBE 2 Central Java currently interviewing MBE facilitators for the position of District Learning Coordinator. Four MBE facilitators are assisting with the "What is active learning?" workshops in the new districts. University professors from UNS and IAIN Walisongo visited MBE schools in Magelang to observe classroom practices. This was part of an action research study that also included DBE and CLCC schools. The MBE Evaluation Team visited several DBE

schools on February 1 and with the DBE PCs on 2 February. The result of the meeting was an interest in promoting a provincial forum to explore ways to build on the DBE and MBE successes.

c. Meeting with the Provincial Education Quality Assurance Institute (LPMP)

On 2 April the PC and UA visited with Mr. Makhali, the Head of the Institute, to explore mutual interests in improving the quality of teaching and learning. One topic of discussion was their school cluster enhancement program. DBE 2's CRC program parallels this LPMP initiative and it was agreed to explore this further. Mr. Makhali plans to visit one of the CRCs to see if this could be a model for other clusters that they wish to develop.

d. Replication Activities

As a way to assist the non-DBE schools in the Jogonalan sub-district,² the 22 schools were invited to the *What is Active Learning?* workshop held on March 28-29 in Solo for the Klaten Cohort 2 clusters. This was a special request from the District Head of the Education Office and seemed most appropriate to include them in this program and DBE 2 was happy to support their request at this workshop.

e. Creation of a Provincial Forum

A key developmental issue is how to bring together the institutional, financial and human resources of the province and districts so as to better meet the developmental needs of the educational system. DBE proposes a provincial forum to explore this issue. With the support of the Deputy Governor, DBE will be discussing this concern with the Head of the Education Office and establish a team to help design the program. DBE wishes to address some key developmental concerns through this forum not to support DBE initiatives, but how DBE initiatives can support both provincial and district needs. The MBE program is also being included in this forum as to build on its success. The forum team is expected to be formed in April.

E. Challenges

a. Managing Cohort 1 and 2 Districts

Coordinating two development and implementation programs with a one year timeline difference has stretched DBE 2 Central Java human resources significantly. DBE 2 is looking at ways to maximize current resources, hiring new DLCs and MTTs, and exploring the possibilities, with DBE 2 Jakarta, or adding additional office staff. In general, Cohort 1 field staff can manage activities with minimal support from the provincial office so it is possible now to focus more attention on the start-up of the second Cohort.

b. Supporting replication efforts

Small efforts have been made to assist in replication but a more systematic approach is needed. DBE 1, 2 and 3 plan to work with the District Steering Committees and District Technical Teams to develop sustainable and effective approaches. Follow-up in the schools will be a primary concern for replication activities. A Provincial Steering Committee needs to be created and DBE plans on addressing this issue soon.

² Jogonalan was one of the sub-districts that was affected by the May 29 2006 earthquake. DBE is working in one cluster, but there are another 22 schools in the sub-district.

c. Building on MBE experiences

DBE is working in one of the eight MBE districts in Central Java. It would be very advantageous to build on the success of these schools. The forum concept noted above is seen as one way to bridge this gap through available institutional, financial and human resources at the provincial and district level.

d. Steering Committee and Reporting

The addition of four more districts means that there will be substantially more communication and reporting needs. More field staff is needed to assist in resolving this issue. Current discussions in Jakarta suggest that there may be some assistance coming in this area.

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

The following activities will be implemented in the next quarter:

- Second training package roll-out (MDT B) will be conducted for the first cohort districts.
- Selection of one kindergarten in each cohort 1 cluster for introducing the Kindergarten Program and preparing the MTTs with TOT to implement the program.
- Post Year 1 data collection for Cohort 1 districts.
- Student Assessment post-test to be conducted in April
- MTTs and DLCs conduct skills enhancement workshops for cohort 1 clusters.
- Field Staff Midterm training for cohort 1 MTTs and DLCs.
- Selection of MTTs and DLCs for Cohort 2 districts will be finalized and contracts signed.
- Training of the MTTs and DLCs for Cohort 2 districts and collection of baseline data.
- Cohort 2 MTTs and DLCs implement the *What is Active Learning?* Workshop in the clusters.
- Cohort 2 MTTs and DLCs participate in the TOT workshop for the national foundation training package and implement the STW.
- Creation of a provincial forum on *Improving the Quality of Basic Education*.
- Continue a dialogue with LPMP on the cluster enhancement efforts.

Summary of Key Activities

Key Activities	Implementation	Building on Past Activities	Contributing to DBE 2 Goals
<i>Cohort 1</i>			
Second training package roll out (MDT B)	STWs and KKKS 1 workshops conducted at the district level and KKG 1 workshop conducted at the cluster level with follow up activities in the schools (April June)	Try out of training package had been completed and revisions made for the roll out	Improving the quality of teaching and learning through university prepared training packages

Key Activities	Implementation	Building on Past Activities	Contributing to DBE 2 Goals
Selection of one kindergarten per cluster to introduce the Kindergarten Program and preparing the MTTs through TOT to implement the program	Kindergarten selection by MTTs in April/May in each cluster Provincial TOT for MTTs and DLCs in June	This is a follow up to the survey activities on kindergarten in clusters	Enhancement of the existing kindergarten programs
Post Year 1 data collection for Cohort 1 districts	Assistant M&E to collect data in schools (April and May)	Provides information to compare with the initial data on schools	Monitoring of project for analysis and revising as needed
Student Assessment post test to be conducted	By non DBE personnel in selected schools and students	Follow up to the pre test conducted in September	Assessing intervention impact and comparing to non DBE schools
Field Staff Midterm training for cohort 1 MTTs and DLCs.	Provincial training	Prepare the MTTs and DLCs for mentoring of prof. development activities	Contribute to professional development of MTTs and DLCs
MTTs and DLCs conduct skills enhancement workshops	MTTs and DLCs provide training in the clusters and with follow up activities in the schools	Strengthen previous training programs and address new areas for prof. development	Increase the capacity of schools and teachers to provide an effective learning environment in the schools
<i>Cohort 2</i>			
Selection of MTTs and DLCs will be finalized and contracts signed.	DBE 2 provincial staff to meet with district stakeholders to review hiring process and get assignment docs signed		Contributes to the expansion of program into the second cohort of clusters.
Training of the MTTs and DLCs and collection of baseline data.	DBE 2 provincial staff to conduct training in a central location		Contributes to the expansion of program into the second cohort of clusters.
Cohort 2 MTTs and DLCs implement the <i>What is Active Learning?</i> Workshop in the clusters.	MTTs and DLCs to conduct training in clusters	Program based on experiences of MTTs and DLCs from Cohort 1 MTTs and DLCs	Provides foundation for further training to support school and classroom efforts to improve the quality of teaching and learning
MTTs and DLCs participate in the TOT workshop for the national foundation training package and implement the STW.	National and provincial staff to provide training to the MTTs and DLCs in a central location in the province	Follow up to the What is Active Learning? workshops	MTTs and DLCs prepared to support school and classroom efforts to improve the quality of teaching and learning
<i>General</i>			
Creation of a provincial forum on <i>Improving the Quality of Basic Education</i> .	Provincial stakeholders to develop program with DBE and MBE PCs and staff	Build sustainability and replication of DBE/ MBE best practices for provincial and district education system	Creation of sustainable and replicable approaches to primary education
Continue a dialogue with LPMP on the cluster enhancement efforts.	PC to discuss further collaboration with LPMP staff	Builds on the enhancement of clusters to provide quality of training for teachers	Strengthen clusters and CRCs to support quality teaching and learning practices

East Java Update

XVIII. East Java Update

A. Overview

Most of this quarter's activities have focused on providing a solid foundation for DBE 2 to become an effective change agent within Cohort 2 schools. To accomplish this DBE 2 has chosen new districts and clusters, established model schools in Cohort 1 to be visited later by Cohort 2 stakeholders, hired and begun training Cohort 2 MTTs and subject matter specialists (PBS), presented a two-day cluster-level workshops entitled *What is Active Learning?*, and hired and trained four M&E assistants to assist in data collection.



DBE 2's Silvana Erlina works with students of SDN Meri 1 Mojokerto

For Cohort 1, activities have focused on the establishment of CRCs that are secure and integrated into each cluster's activities. These activities included three-day cluster-level CRC training workshops and a provincial-level grants management workshop. Monthly MTT meetings continued to be held to provide on going training and administrative assistance to the MTTs. In addition, we held an extended MTT meeting this quarter to evaluate MTT activities in the field and the changes they have witnessed in the schools. In addition, DBE 2 is using its best Cohort 1 MTTs to assist in the training of new MTTs and PBS.

MDT B has continued to meet regularly and an action plan for the pilot test and subsequent roll-out of its training package "*Building Learning Communities*" has been submitted and scheduled. In addition, a two-day final evaluation workshop of the MDT A training package, *Bahasa Indonesia*, was held at the State University of Malang.

Finally, DBE 2 Surabaya hosted several visitors during this quarter. These included Alastair Rodd, program technical manager, and Craig Boynton, program administrative specialist, both from RTI, and an evaluation team selected by USAID to evaluate the Managing Basic Education (MBE) program.

B. Highlights

a. Cohort 2 District Stakeholder Workshop

Along with DBE 1 and DBE 3, DBE 2 met with MONE and MORA officials from each of the Cohort 2 districts, on January 8, 2007. At this meeting discussions focused on the MOU and presented cluster selection criteria, the DBE 2 training model and planned training activities. This meeting was very successful in that it revealed Cohort 2 stakeholders as highly motivated and already knowledgeable about the program from the previous year's activities with Cohort 1. In addition, there were many questions about CRCs,

and DBE expectations in terms of material, training and technical assistance. The DBE representatives were able to clear up any misconceptions about DBE regarding the type and kind of assistance that will be provided and also to clarify expectations regarding MTT responsibilities and criteria for selection. MONE officials agreed to provide a shortlist of MTT candidates for DBE 2 to interview based on the criteria which was presented to them during the meeting.

b. Final Evaluation of MDT A Training Package: *Bahasa Indonesia*

This evaluation workshop was held January 12-13 at the State University of Malang. The objectives of the evaluation were both to review and reflect on outcomes of the first training packet and to begin final revisions of the training packet for submission later this quarter. All members of the MDT A attended the workshop.

During this course of the meetings, MTTs reported on many positive changes they observed in the schools as a result of the implementation of the training package. Most notable among these changes were the use of fewer lectures by teachers, the use of low cost teaching materials in addition to the textbook, the display of student work in the classroom, increased involvement by principals in the classroom, and a more collegial atmosphere among teachers.

University members of the MDT reported on their experiences during their school visits. University members reported that the visits will bring about changes in their future teaching practices and have increased their understanding of the environment faced by teachers in schools in the field. They were able to observe firsthand the conditions in the schools and discovered that there is a wide variety of resources available to each school. The university members were also impressed with the teachers' ability to self-evaluate and discovered that many teachers are able to discuss and appreciate their strengths and challenges. The university members of the MDT acknowledged that most teachers and principals have readily adopted new teaching methods although it has taken some longer while others have remained reluctant to make the effort. Finally, all university members agreed that the training packet meets the requirements of the four SKS course it replaces at the university.

A presentation by the DBE 2 M&E specialist about the participant survey results suggested that nearly 100% of trainees were satisfied with the training package. Some additional recommendations by the M&E specialist included the need for MTTs to document and quantify the specific changes they have observed and for more data to be collected on performance in language classes among the students. In addition, ways to make demonstration lessons more active and varied, the need for a user's guide for the training package, and more examples of active learning were suggested by all participants.

c. Cohort 2 Sub District and Cluster Selection

Selection of Cohort 2 sub districts and clusters was completed this quarter. Along with DBE 1 and DBE 3, DBE 2 began visiting each potential cluster early in the quarter and finalized the selection by mid February 2007. This was one of the most important activities of the quarter as the new clusters will serve as the venue for most of DBE 2s activities over the next two years. A detailed description of the selection process is provided below in Section C.

d. Cohort 2 MTT Selection

Along with cluster selection, the key to building a solid foundation for DBE 2 to become an effective change agent within Cohort 2 schools is the selection of MTTs who have the energy, experience, technical ability and management skills to become the leaders of training programs and innovations in the selected clusters. Because of this DBE 2 has taken great care and effort to find the best available candidates in each cluster.



Utari P. (MDT UM) and STW participants at Sidoarjo

Criteria for selecting MTTs were first presented at the Cohort 2 District Stakeholder Workshop and candidates from the clusters that met the criteria were given the opportunity to apply. Shortlists of seven to ten candidates were compiled and each candidate was interviewed by representatives of MONE, MORA and DBE field staff. The top three candidates from each cluster were chosen for further consideration and participated in three days of practice teaching, training and active learning activities. The best performing candidate from each cluster during the three days of activities was offered an MTT position.

All field staff commented that they felt very satisfied with the selection process and that the best candidates had been selected. The new MTTs already feel comfortable and part of the team and will be ready to begin base line data collection early in April.

e. CRC Training and Roll-out

Subsequent to the initial CRC training led by two DBE 2 Jakarta technical advisors, the CRC training was rolled-out in each of the clusters in January. The CRC training was led primarily by the MTTs with assistance from the DLCs and PBSs, and the training was very well received by all participants and facilitators. All participants had an opportunity to do “hands on” work with the materials in the starter kit given to the school where the CRC will be housed. The participants created their own teaching materials using examples from the starter kit and presented simulated lessons to other participants. They also developed strategies for managing the CRC and for integrating existing activities such as



Presentation by KKG 2 participants at Bangkalan. M. Kamil (MTT) is the facilitator.

teachers' meetings (KKG) and principals' meetings (KKKS) into the CRC.

PBS involvement in the CRC training has been very important because they have become the lead facilitators in all regular activities involving the CRC, especially those related to cluster-wide teacher meetings (KKG). They have responded well to this role and should become a very valuable resource during the roll-out and development of effective and fully utilized CRCs.

f. M&E Assistant Workshop

DBE 2 East Java hosted five M&E assistants and the M&E specialist from Makassar, M&E specialists from Jakarta, and four M&E assistants from East Java for a three-day workshop from March 20-22. The workshop gave the assistants an overview of the DBE program, team building exercises and preparation for data collection in Cohort 1 schools. The M&E specialist expressed his happiness with the workshop stating that all participants developed a good understanding of DBE and the need for data collection as well as their important role in the collection of usable data.

g. Extended MTT monthly meeting

DBE 2 held an extended MTT monthly meeting for C Cohort 1 this quarter in order to discuss the work of the MTTs and to celebrate their progress and completion of one year with DBE 2. Each MTT was asked to summarize the activities in their schools during the past year since the beginning of DBE 2. Some of their observations were that classrooms and schools have become much more pleasant places due to the display of students work on the walls, the presence of more smiling faces among teachers and students alike, and the use of more locally made materials for activities that involve movement and interaction among students and teachers. MTTs observed that most teachers understand the principles of active learning and are working hard and doing their best to utilize PAKEM techniques in their classrooms even though they continue to need guidance and motivation.

The biggest challenge stated by the MTTs is to continue to motivate the teachers, particularly those teachers accustomed to rote learning methodologies and lectures for many years, and who are generally more resistant to change. One approach to overcome this challenge is for the DBE 2 MTTs to "recruit" motivated and enthusiastic teachers to "mentor" less motivated teachers by encouraging innovation and use of active learning methodologies.

h. Short-Term Technical Assistance

DBE 2 hosted two short term technical visitors this quarter. Craig Boynton, Project Administration Specialist and Alastair Rodd, Project Manager, in February. Their assistance was welcomed in the coordination of new technical activities with new budget and administrative needs associated with the addition of Cohort 2 districts.

In addition, DBE 2 helped facilitate a workshop conducted by Alastair Rodd on school report cards on February 22, 2007 in Bangkalan, Madura. The MTT who helped facilitate the workshop commented that the parents who participated in the workshop were impressed with the clarity of the documents used to report on the schools and considered the various sessions very useful tools for getting a good picture of the quality of their children's schools.

i. Selection of Candidates for US University Study Tour

DBE 2 chose four candidates to attend the University of Pittsburgh in the fall. These included the rectors of each DBE 2 partner universities and university contact persons.



C. Progress/Accomplishments this Quarter

a. Cohort 2 District and Cluster Selection

1. Summary

Along with those highlights already mentioned above, the primary accomplishment this quarter has been the selection of new clusters for Cohort 2. Working closely with DBE 1 and DBE 3, DBE 2 met MONE and MORA officials to outline the DBE program, present criteria for cluster selection and clarify all concerns and questions of stakeholders in the districts and subdistricts.

Cluster selection for Cohort 2 began in November 2006 at the joint DBE 1, 2, and 3 district selection workshops with the socialization of all stakeholders to DBE activities and the presentation of DBE activities and the selection criteria and process. This was followed up in early January with a workshop at Bappeda attended by Cohort 2 district stakeholders. The MOU was discussed, selection criteria reviewed again and a shortlist of clusters was compiled.

Subsequent visits to each potential cluster for data collection were carried out to verify the selection criteria were met in each potential cluster. These visits were made by teams consisting of DBE 1, 2 and 3 and representatives from Bappeda, MONE, and MORA. The merits of each cluster were discussed and Cohort 2 clusters were chosen.

2. Results

The DBE visits to the schools and clusters as well as further meetings with district and sub district officials, enabled DBE to select ten clusters that not only met DBE criteria but those of the district as well. The result is a total of 96 schools including 26 madrasah.

The essential characteristics of the ten new clusters and five districts for Cohort 2 can be seen the following table.

Districts	No. of Clusters	No. of Schools	No. of Teachers	No. Of Students	No. of Madrasah
Bojonegoro	Baureno	10	110	1,559	3
	Kaliditu	9	72	1,208	3
Nganjuk	Kertosono	9	112	1,239	3
	Tanjunganom	10	75	1,501	2

Districts	No. of Clusters	No. of Schools	No. of Teachers	No. Of Students	No. of Madrasah
Pasuruan	Beji	10	124	1,771	4
	Grati	10	118	1,187	2
Sampang	Camplong	14	135	1,462	3
	Kedundung	10	125	1,315	3
Tuban	Merakurak	7	83	1,454	1
	Semanding	7	69	1,413	2
Totals	10	96	1,023	14,109	26

b. Training Package Development and Delivery

1. Summary

The MDT submitted all required deliverables for the first phase of the training package. This includes an action plan and schedule for the pilot test and roll-out of the training package. The MDT has worked well together throughout both the development and delivery of the first training package. All MTTs, DLCs, MDT members, and school principals have attended MDT meetings and assisted in the development of the training package.

2. Results

All key participants in the development and delivery of the training package have been assigned roles and responsibilities for the delivery of the training package. All training activities have been scheduled until September 2007, and the training package is ready for delivery, starting with the pilot test in two districts early next quarter.

c. Sekolah Acuan

1. Summary

Roll-out and training of school-based staff continued in January in each school (two schools per cluster) chosen to be a reference school or *Sekolah Acuan*. *Sekolah Acuan* will be used for study visits not only by other educators in the district but also by new participants in the DBE program from Cohort 2 schools.

DBE 2 collaborated and shared costs with DBE 1 to conduct *Sekolah Acuan* training which involved a number of topics and activities, including developing reading corners, building classroom management skills, and creating meaningful displays with student work. Early in March DBE 1 and 2 revisited each *Sekolah Acuan* to see the classrooms, observe teachers giving a class, and provide further assistance to each principal and teacher.

2. Results

The *Sekolah Acuan* training and subsequent school visits have been very successful and highly motivating for field staff and school-based staff alike. Principals, teachers and parents are proud that their school has been chosen as the reference school for their cluster.

They pointed with pride to the changes in their classrooms and school environment that have come about as a result of their interaction with DBE 2. They have also improved their ability to talk about active learning and respond to inquiries about the program and rationale for new activities. The physical changes in the schools have been remarkable and resulted in greater motivation for all stakeholders.

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

a. MBE Evaluation Team

DBE 2 hosted a four-member team evaluating the MBE program. The MBE Provincial Coordinator and other representatives, the four MBE evaluators, the DBE 1 District and Provincial Coordinators, two other school supervisors from MONE, and the DBE 2 Provincial Coordinator and Training Program Manager, visited one DBE school in Mojokerto and met with teachers in another to discuss the CRC located in the school. The size of the team made it difficult to gather accurate information from the school principals and teachers as they were quite intimidated by the number of visitors and directness of the questioning by the MBE evaluators.

b. District and Cluster selection, MTT and District Facilitators (DF) Selection

DBE 2 coordinated with DBE 1 and DBE 3 on these activities to ensure that all criteria were met. All participants were pleased with the results and expressed satisfaction with the organization and cooperation apparent in this most important activity.

c. Replication

DBE 2 continued discussions on replication activities in two additional clusters. While the provincial government has continued to voice its support and willingness to provide funds to support this activity they do not yet have the funding for DBE 2 to begin the activities.

E. Challenges

DBE 2's biggest challenge has been to plan, organize and carry out the large number of this quarter's activities. Many of the activities had to be held concurrently and required considerable planning and cooperation from all staff. DBE 2 accomplished this through good communication, hard work and flexibility from all staff, including those of DBE 1 and DBE 3.

DBE 2 has responded to the challenge of having so many activities taking place in a short period of time by giving more responsibility to the MTTs and PBSs at the cluster- and school-level. The PBSs have been very active in the establishment and support of activities in the CRC. They are taking the lead on all activities held at the KKG and have responded well to the additional responsibility. One PBS commented that she felt much more professional about her work and really appreciated the confidence DBE had in her ability.

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

Ongoing and upcoming activities planned include the following:

- Pilot test and roll-out of the MDT B training packet
- Data collection from Cohort 1 schools
- Baseline Data collection for Cohort 2
- Development of the foundation training package in Math, Science and Bahasa Indonesian
- Field Staff Training for newly hired staff for Cohort 2.

In summary, activities this coming quarter will be geared toward the following activities: the pilot test and subsequent roll-out of the second training package, *Building Learning Communities*, data collection, and field staff training. Additionally, DBE 2 will continue to be active in the schools through MDT members' activities, led by MTT and PBS, including observing teachers in the classrooms and providing guidance and support in further enhancing active learning techniques in the CRCs. Finally, DBE 2 will make use of lessons learned with Cohort 1 and continue to work very closely with DBE 1 to ensure the smooth addition of Cohort 2 schools.

North Sumatra Update

XIX. North Sumatra Update

A. Overview

The major accomplishment of Quarter Two FY07 has been the initiation of activities in Cohort 2 districts. By the end of the Quarter, all Cohort 2 school clusters had submitted nominations for Cohort 2 field staff; selection of these new field staff will take place early in Quarter Three FY07, with the ‘*What is Active Learning?*’ (WIAL) training providing an opportunity for evaluation of the candidates and the development of a short list of potential field staff in each school cluster. In Cohort 1 districts, field staff members have been re-contracted, with three MTTs being promoted to become DLCs. This means that all districts (Cohort 1 and 2) are under the supervision of DLCs with one year’s experience of the DBE 2 program. Cluster Resource Centers (CRCs) are now established and operating in all Cohort 1 clusters. *Sekolah Acuan* have also been established (one per Cohort 1 cluster) and are nearing readiness to host study tours from Cohort 2 schools. Successful *Sekolah Acuan* will be important in assisting the process of replication in North Sumatra.

B. Highlights

a. Promotion of Cohort 1 MTTs to Become DLCs for Their Second Year

During the re-contracting of Cohort 1 field staff, three MTTs were promoted to become DLCs for either Cohort 1 districts, or a combination of Cohort 1 and 2 districts. The original two Cohort 1 DLCs, Pak Irwansyah and Pak Salmon, are now responsible for a mixture of Cohort 1 and 2 districts. Such use of already experienced field staff to form our DLC team will ensure a smooth transition to Cohort 2 activities. Regional responsibilities of each DLC are shown below.

Regional Responsibilities of North Sumatra DLCs

Name	New DLC (Y/N)	Responsibility in Cohort 1	Responsibility in Cohort 2
Irwansyah	N	DLC Tebing Tinggi, Deli Serdang and Binjai	DLC Tanjung Balai and Padang Hulu, Tebing Tinggi
Salmon	N	DLC Sibolga and Tapanuli Utara	DLC Sibolga and Tapanuli Selatan
Sarwono	Y	MTT Padang Hilir, Tebing Tinggi	DLC Deli Serdang and Padang Hilir, Tebing Tinggi
Abdurrahman Ayun	Y	MTT Binjai Utara, Binjai	DLC Binjai
Gisler Simanullang	Y	MTT Tarutung, Tapanuli Utara	DLC Tapanuli Utara and Dairi

b. Students Having Fun In and Out of the Classroom

Students in DBE schools can regularly be observed engaging in fun activities in and out of their classrooms. The environment in these schools is becoming more pleasant and attractive, creating a richer learning environment for the children.



Students responding to richer learning environments in DBE schools

C. Progress/Accomplishments this Quarter

a. Cohort 2 District and Cluster Selection

Cohort 2 districts were selected towards the end of 2006 in Quarter One FY07. Cohort 2 districts new to DBE are Kota Tanjungbalai, Kabupaten Dairi and Kabupaten Tapanuli Selatan, with expansion in the existing Cohort 1 district, Kabupaten Tapanuli Utara. An MOU signing ceremony with Kota Tanjungbalai, Kabupaten Dairi and Kabupaten Tapanuli Selatan was held on January 22. Notwithstanding this, Kabupaten Tapanuli Selatan was not formally approved by USAID until March, later than the other districts, due to concerns caused by the proposed splitting of Tapanuli Selatan into three separate districts. By March it was decided that this did not pose a threat to DBE implementation, and so Kabupaten Tapanuli Selatan was formally added to the Cohort 2 districts.

School cluster selection took place in each Cohort 2 district according to the following steps:

i. Data Collection

Collection of data from each selected district in advance of school cluster selection workshops included:

- number of sub-districts in the district;
- number of clusters per sub-district;
- number of SD (by type) per cluster;
- number of teachers per school (SD, MI) and per cluster; and
- number of SMP and MTs in each sub-district.

The collection of this information in advance of the stakeholder workshops allowed the DBE 2 and DBE 3 team to eliminate inappropriate (with respect to number of schools, number of teachers) clusters in advance of the workshops, thereby simplifying the selection process during the actual workshops. This data collection took place during early January.

ii. Stakeholder Cluster Selection Workshops in Each District

A stakeholder cluster selection workshop was held in each district with the purpose of producing a short-list of four sub-districts (one cluster per sub-district) in each of the Cohort 2 districts. Participants in these workshops included representatives of Dinas Pendidikan, Dewan Pendidikan, Departemen Agama, supervisors (pengawas) from Dinas Pendidikan and Departemen Agama, Muhammadiyah, Nahdatul-Ulama, and Bappeda. Stakeholder workshops were conducted in Kota Tanjungbalai and Kabupaten Dairi on January 11 and 12 respectively, 2007, and in Kabupaten Tapanuli Utara and Kabupaten Tapanuli Selatan on January 24 and 25 respectively.

iii. Preparation of Expression of Interest

An Expression of Interest (EOI), based on a template provided by DBE 2 Medan, was prepared by the principals of the four short-listed clusters in each district. The EOIs were submitted to the DBE 2 Medan office for final selection (in consultation with stakeholders) of two clusters from the four short-listed clusters in each district.

iv. Production of Final List of Two Clusters per District

Following review of the EOIs, two clusters were selected for each district. The school clusters selected in each Cohort 2 district are shown below:

School Clusters Selected in Each District

District	School Clusters	
Kabupaten Dairi	Sidikalang (urban)	Sumbul (rural)
Kota Tanjungbalai	Tanjungbalai Selatan (urban)	Datuk Bandar (urban)
Kabupaten Tapanuli Selatan	Padangsidempuan Barat (urban)	Batang Angkola (urban)
Kabupaten Tapanuli Utara	Pangaribuan (rural)	Sipoholon (rural)

b. Training Package Development and Delivery – *Planning and Assessment*

i. Development

Development of the *Planning and Assessment* training package continued during Quarter Two of FY07 with the trialing of the STW, KKKS I and KKG I and follow-up review of the delivery process and the training materials. Concerning the trialing, this took place as indicated below.

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

District	Training activity	Sub-district or Cluster	Training date	Training locations	Number of participants
Tapanuli Utara	STW	Tarutung and Pahae Julu together	January 16 to 18	Hotel Glory, Tarutung	103
	KKKS I	Tarutung and Pahae Julu together	January 30	SDN 173265	19
	KKG I	Tarutung	January 30	SDN 173131	127
		Pahae Julu	January 31	SDN 173265	61
Deli Serdang	STW	Lubuk Pakam and Deli Tua together	January 16 to 18	SDS Harapan 3, Deli Tua	105
	KKKS I	Lubuk Pakam and Deli Tua together	January 30	SDN 107955	19
	KKG I	Lubuk Pakam	January 30	SDN 107955	109
		Deli Tua	January 31	SDN 101801	200

Review and revision of the STW trialing was accomplished by the IAIN-SU MDT on February 2 and 3, in preparation for roll-out in Sibolga, Tebing Tinggi and Binjai. On February 14, a similar meeting was held to review the trialing of the KKKS I and KKG I. Problems discussed included the training package content (some repetition of topics already covered in the Introduction to Science training package), and delivery styles (some IAIN-SU members of the MDT not yet comfortable with active learning strategies).

Phase I of Bantual Profesional di Sekolah (BPS) for the Planning and Assessment training package was conducted in Tapanuli Utara and Deli Serdang at the end of February and beginning of March, and was well-attended by MDT members from IAIN-SU. Each school was visited for one day during BPS I, with teams consisting of one DBE 2 member and one other (IAIN-SU or Government of Indonesia (GOI)). As for the BPS activities for the Introduction to Science training package, teams used a BPS manual (developed by DBE 2 North Sumatra) for these visits, and completed observation reports for each teacher/classroom visited.

ii. Roll-Out

Roll-out of the STW and the KKKS I and KKG I portions of the *Planning and Assessment* training package took place in Sibolga, Tebing Tinggi and Binjai as indicated below.

Roll-out of *Planning and Assessment Training Package (STW, KKKS I and KKG I)*

District	Training activity	Sub-district or Cluster	Training date	Training locations	Number of participants
Sibolga	STW	Sibolga Kota and Sibolga Selatan together	February 7 to 9	SMKN 2	102
	KKKS I	Sibolga Kota and Sibolga Selatan together	February 20	SDN 084082	18
	KKG I	Sibolga Kota	February 21	SDS Tri Ratna	117
		Sibolga Selatan	February 20	SDN 084082	142
Tebing Tinggi	STW	Padang Hilir and Padang Hulu together	February 6 to 8	SDN 163099	103
	KKKS I	Padang Hilir and Padang Hulu together	February 20	SDN 163088	18
	KKG I	Padang Hilir	February 21	SDN 163088	100
		Padang Hulu	February 20	SDN 163099	94
Binjai	STW	Binjai Utara	February 20 to 22	SDN 023901	52
		Binjai Selatan		SDN 020266	53
	KKKS I	Binjai Utara and Binjai Selatan together	March 13	MIN Binjai	18
	KKG I	Binjai Utara	March 13	MIN Binjai	109
		Binjai Selatan	March 14	SDN 024755	98

Review and revision of the KKKS I and KKG I roll-out and Bantuan Profesional di Sekolah I (BPS I) were conducted during the MDT meeting held on March 21 and 22. Preparations were also made during this meeting for the trialing of KKKS II and KKG II to be held in early April.

IAIN-SU members of the MDT have been very active in all aspects of development and implementation of the Planning and Assessment training package. They have been very reliable in their attendance during training activities in the field, and have made a serious effort to adapt to the use of active learning strategies with which they were at first rather unfamiliar.



Participants involved in activities during trialing and implementation of the Planning and Assessment training package

c. Cluster Resource Center Activities

All Cluster Resource Centers (CRCs) officially began operation during January 2007, with a two-day socialization workshop in each one. Workshops were facilitated by DBE 2 North Sumatra program specialists and field staff, and followed the pattern established earlier (November 2006) with the roll-out of activities in the Pahae Julu pilot CRC. A popular part of the workshop in each school cluster was the presentation to participants of the starter kit. Details of CRC Workshops are given below.

CRC Workshop Details

District	School cluster	Location of CRC and Workshop	Date of Workshop (January)	Number of participants
Binjai	Binjai Selatan	SDN 023895	24 25	34
	Binjai Utara	SDN 020263	22 23	31
Deli Serdang	Lubuk Pakam	SDN 104242	12 13	33
	Deli Tua	SDN 101801	10 11	33
Tebing Tinggi	Padang Hilir	SDS Taman Siswa	24 25	32
	Padang Hulu	Aula SD Kompleks	22 23	34
Tapanuli Utara	Tarutung	SDN 173131	25 26	32
Sibolga	Sibolga Kota	SDN 081232	22 23	31
	Sibolga Selatan	SDN 081240	24 25	31

During the CRC Workshop in each cluster, decisions were made by the participants concerning management of the CRC, and persons responsible for CRC management were selected democratically. Plans were made for activities to be held in each CRC. Since these workshops, field staff have been making regular visits to the CRCs and providing mentoring assistance concerning implementation of activities and provision of suggestions for future programming.



CRC workshop participants examine contents of Starter Kit

d. Grants Training

As a follow-up to the CRC Workshops delivered in each school cluster, a DBE 2 Jakarta led training was held in Medan (February 15 to 17) for all field staff for the purpose of explaining the operating system of the grants program. Field staff will be expected to assist stakeholders in their cluster with preparation of proposals for future CRC development. In addition to explanation of this material, some discussion took place amongst participants about problems encountered in the operation of CRCs.

e. Establishment of *Sekolah Acuan*

DBE 1 and 2 worked together to select one *Sekolah Acuan* in each Cohort 1 school cluster, using the general criteria of evidence of improved school management and use of active learning strategies. As a result of applying these criteria to Cohort 1 schools, a mixture of CRC schools and non-CRC schools were selected as *Sekolah Acuan*. These are indicated below.

Sekolah Acuan

District	School cluster	Location of Sekolah Acuan	CRC or non-CRC
Binjai	Binjai Selatan	SDN 020256	Non CRC
	Binjai Utara	SDN 020263	CRC
Deli Serdang	Lubuk Pakam	SDN 104242	CRC
	Deli Tua	SDN 101798	Non CRC
Tebing Tinggi	Padang Hilir	SDN 167645	Non CRC
	Padang Hulu	SDN 168234	Non CRC
Tapanuli Utara	Tarutung	SDN 173100	Non CRC
	Pahae Julu	SDN 173265	CRC
Sibolga	Sibolga Kota	SDN 081232	CRC
	Sibolga Selatan	SDN 084082	Non CRC

Following the selection of the *Sekolah Acuan*, a team composed of DBE 1 and 2 staff members traveled to each district to socialize with stakeholders the *Sekolah Acuan* program (February 15 to 22). Workshops to prepare the schools to become *Sekolah Acuan* were held on February 26 and 27, in Tebing Tinggi for Tebing Tinggi, Deli Serdang and Binjai, and in Sibolga for Sibolga and Tapanuli Utara. During these workshops, a schedule was developed for follow-up mentoring in the schools by DBE 1 and 2. Some of the *Sekolah Acuan* will be ready to host their first study visits in April, while others will need longer for their preparation.



Sekolah Acuan Workshop activities

f. Socialization in Cohort 2 districts

Following the selection of Cohort 2 school clusters, DBE 2 teams composed of program specialists and field staff traveled to each Cohort 2 district to socialize DBE 2 and the process to be used for selection of Cohort 2 field staff. These events took place on March 7 in Tanjungbalai and Dairi, on March 8 in Tapanuli Utara, and on April 10 in Tapanuli Selatan. Participants in each case were the principal from each school, the head of the school committee from each school, and representatives from Dinas Pendidikan, Departemen Agama, Muhammadiyah and Nahdatul-Ulama. Participants were asked to nominate candidates for the upcoming MTT selection process to begin during the *'What is Active Learning?'* training.

g. *'What is Active Learning?'* training (WIAL)

WIAL was designed to provide initial training in PAKEM to principals, school committee heads, teachers and government representatives in Cohort 2 school clusters, and also to enable the production of a short-list of MTT candidates. WIAL in Tanjungbalai and Tapanuli Utara took place from March 26 to 29. WIAL in Dairi and Tapanuli Selatan will take place in April (Quarter Three FY07). Based on observations of the participants during these training activities, it seems that there is a wide range of competence in terms of understanding of active learning strategies amongst Cohort 2 stakeholders.

h. Re-contracting Cohort 1 field staff

While WIAL was taking place in Cohort 2 districts Tanjungbalai and Tapanuli Utara, negotiations were being made with relevant persons in Cohort 1 districts to enable the re-contracting of Cohort 1 field staff. As mentioned earlier in this report, three of the Cohort 1 MTTs have become DLCs. New MTTs will need to be found to replace them.

i. Monitoring and Evaluation Activities

In preparation for the upcoming very busy M&E schedule involving data collection in both Cohort 1 and 2 schools, and also the post test in Cohort 1, a decision was made in Jakarta that M&E Assessment Administrators (AAs) should be hired in each province. In North Sumatra, five AAs were hired (interviewed and selected by the M&E Officer). These consultants were trained in Medan from March 22-24 and are now ready to begin their duties in collaboration with Cohort 1 and 2 field staff who also have responsibilities in the area of data collection.

j. Peace Corps Visit

A Peace Corps Assessment Team visited Medan (February 5 and 6) to determine the potential of Medan and the surrounding area as a posting location for Peace Corps volunteers. This visit was orchestrated by the US Consulate in Medan, but DBE 2 and 3 organized school visits for the team. Schools visited were SDN 020263 and SMP Tunas Pelita in Binjai. The Peace Corps team appeared to be very happy with their findings during these visits, and felt that the Medan area would be a promising location for their volunteers.



Peace Corps Assessment Team at SDN 020263 Binjai Utara

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

A considerable amount of collaboration took place between DBE 1, 2 and 3 North Sumatra during Quarter Two FY07, as indicated below:

- school cluster selection in each Cohort 2 district (DBE 1, 2 and 3);
- selection of *Sekolah Acuan* (DBE 1 and 2);
- planning and implementation of *Sekolah Acuan* workshops and follow-up mentoring (DBE 1 and 2); and
- planning of school visits for Peace Corps Assessment team (DBE 2 and 3).

Discussions took place with Save the Children Nias concerning a visit to DBE schools for a study visit focusing on teaching and learning and other DBE 2 activities. This visit is planned for Quarter Three FY07.

E. Challenges

The major challenge emerging in Quarter Two FY07 was that of concurrent activities in Cohort 1 and 2 districts. This will continue to be a considerable challenge particularly until the selection of Cohort 2 field staff has been completed; until this has been done, Cohort 1 field staff will be needed for implementation of Cohort 2 as well as Cohort 1 activities. Even after this has taken place, and Cohort 2 field staff members are trained and active, allocation of program specialists to multiple activities will continue to be challenging.

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

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

- production of final version of Planning and Assessment training package (June 2007);
- management training for all CRC managers in all Cohort 1 school clusters;
- completion of 'What is Active learning?' training in all Cohort 2 school clusters; (April 2007);
- selection and contraction of Cohort 2 field staff (April to May 2007);
- training of Cohort 2 field staff (May 2007);
- training of Cohort 1 field staff (June 2007);
- establishment of Module Implementation Team (MIT) for Foundation Training Package (May 2007)

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

Key Activities for Quarter Three FY07

Activity	Implementation	How activity builds on past activities	Contribution to achievement of larger goals of DBE 2
Production of final version of Planning and Assessment training package	By IAIN SU MDT facilitated by DBE 2 North Sumatra	Production of the final version of the Planning and Assessment training package represents the culmination of development, trialing and implementation activities which have been conducted over the last few months.	Training package development by MDTs forms the basis for all future DBE 2 teacher training activities and will prepare the way for development of partnerships between the universities and the district education offices, an integral part of the DBE 2 sustainability plan. Development and implementation of training packages is one of DBE 2's main goals; active learning strategies integral to the KKKS and KKG training activities are a cross cutting feature of all training packages to be developed by DBE 2
Delivery of management training in all Cluster Resource Center (CRC)	To be delivered by DBE 2 North Sumatra program specialists and field staff	CRC management training will enhance the sustainability of CRCs recently established in each Cohort 1 school cluster	Establishment and continuing operation of CRCs in all clusters is one of DBE 2's main goals
Delivery of WIAL training in Cohort 2 districts, and selection of field staff	To be carried out by DBE 2 North Sumatra program specialists and field staff	WIAL training builds on PAKEM training delivered to Cohort 1 participants. Procedures and criteria for selection of field staff based on lessons learned from the Cohort 1 selection process	Scaling up into new districts for Cohort 2 will enable DBE 2 to work in more districts/schools using best practices from Cohort 1
Cohort 1 and 2 field staff training	To be carried out by DBE 2 North Sumatra program specialists and (for Cohort 2) Cohort 1 field staff	Training activities build on field staff training already received; expertise of Cohort 1 field staff will be used during Cohort 2 training	Development of a strong group of practitioners in each school cluster is one of DBE 2's main goals
Establishment of MIT for Foundation Training package	To be carried out by DBE 2 North Sumatra	Foundation Training Package implementation will build on lessons learned from implementation of Introduction to Science and Planning and Assessment training packages	Development and implementation of training packages is one of DBE 2's main goals; active learning strategies integral to the KKKS and KKG training activities are a cross cutting feature of all training packages to be developed by DBE 2

XX. South Sulawesi Update

A. Overview

This reporting period has been marked by the selection of Cohort 2 school clusters and the start of training activities in Cohort 2 schools. This included extensive cross-component coordination through the highly successful jointly sequenced battery of startup activities for Cohort 2 districts. This quarter has also involved strengthening the program through the equipping and opening of activity in all CRC sites which includes the completion of initial CRC workshops in each DBE school cluster. Progress has also been ongoing with the development and roll-out of the second (learning communities) training package which has been led by Universitas Muhammadiyah. The office also hosted several high-profile visits from Menkokesra, MONE Jakarta, USAID and EDC USA staff.

B. Highlights

The activity over the past quarter offers numerous highlights, but perhaps the most interesting highlight is the roll-out of a jointly planned, sequenced and implemented battery of start-up activities for Cohort 2. This was done in close coordination with DBE 1 to include the following activities:

- Initial training for school teams on the active learning strategy
- Participative leadership workshops for school principals and school committee heads
- Study visits between Cohort 1 and Cohort 2 schools attended by school and government stakeholders from districts in both cohorts
- RPS training workshops led by DBE 1

The study visits which took place over the week of March 26-30 were filled with numerous anecdotes from the field—from across the province—which underscore several key messages:

- **The program is achieving strong results.** Significant changes are evident in classrooms and the learning environment has improved substantially.
- **These results are being noticed, in some cases by senior local government officials** (in several cases the District Government Head (*bupati*) attended the workshops or even visited the Cohort 1 schools which hosted the visits. The Bupati of Enrekang joined the study visit and was so impressed by the results he witnessed that he immediately pledged Rp.50 million for each reference school to make physical improvements to the facilities. The Wakil Bupati of Jeneponto was so enthusiastic about the visit from Cohort 2 guests from Makassar that he invited the entire group to a warung for a free lunch where all participants were required to eat a local delicacy—horse stew.

- **There is a great sense of pride among Cohort 1 schools** following the recognition of what they have achieved through DBE program activities. In several cases, local neighbors and parents were so excited by the visits that they lined the streets as a procession for the arriving guests from Cohort 2 districts.
- **Cohort 2 participants have developed an enthusiasm about the program** that is already evident in their participation in start-up activities. This is already evident in the “What is active learning?” workshops. Many study visit participants returned to their districts and immediately developed work plans for follow-up action that can take to make changes to their schools based on what they saw in Cohort 1 DBE schools.

C. Progress/Accomplishments this Quarter

a. Cohort 2 District and Cluster Selection

1. Summary

Cluster and school selection in South Sulawesi followed the district selection process which resulted in four new districts: Kota Makassar and Kabupatens Luwu, Sidrap and Pinrang.

School selection workshops were held in each new district on the following schedule:

Kota Makassar	15 January
Kabupaten Pinrang	16 January
Kabupaten Sidrap	24 January
Kabupaten Luwu	25 January

Each of these workshops included representatives of all three DBE components as well as stakeholders representing the range of relevant government and non-government organizations including MONE, MORA, Bappeda, Dewan Pendidikan, NGOs, and representatives from the candidate school clusters.

The agenda for these workshops included an overview of the DBE program, presented PCs or representatives of each component, followed by a school cluster selection workshop facilitated by the DBE 2 PC and provincial specialist staff.

The DBE 2 team facilitated a selection process in which participants were provided with criteria which were reviewed by DBE 2 team members. Representatives from each shortlisted school cluster presented an overview of their schools. Following these presentations, district stakeholders completed an evaluation table for each candidate cluster. The results of these evaluations were compiled, offering a final score for each school cluster. These results were publicly presented to all stakeholders who then used the tabulation as a basis to nominate the final selected clusters. The process was conducted openly before all district stakeholders and school cluster representatives who attended the meeting.

Immediately following these workshops the DBE 2 and DBE 1 M&E specialists conducted verification visits to each nominated school cluster to verify that conditions were suitable for DBE implementation and to gather preliminary school data. This verification activity was announced publicly to stakeholders during school cluster selection workshops as an essential step in the school selection process and a precursor to DBE 2 sending the list of nominated school clusters to USAID Jakarta for confirmation.

Verification was extremely useful and uncovered several potential problems with the nominated cluster which were quickly addressed with local stakeholders and in some cases the nominated cluster were changed to ensure that the selected schools correctly reflected DBE school selection criteria and could meet program operational requirements.

2. Results

The final results are listed in the following table.

School Cluster Data: DBE 2 South Sulawesi Cohort 2

Kabupaten/Kota	school cluster name	Total SD/MI	Total teachers	Total students
Makassar	Mamajang (Cluster 1)	8	114	2840
	Tamalanrea (Cluster 2)	7	109	2492
Luwu	Belopa (Cluster 1)	10	103	1747
	Bajo (Cluster 2)	9	121	1650
Sidrap	MaritengaE (Cluster 1)	10	119	1941
	Pitu Riawa (Cluster 2)	10	81	1365
Pinrang	Sawitto (Cluster 1)	10	130	1518
	Mattiro Bulu (Cluster 2)	10	121	1941
Total	8 school clusters	74*	898	15494

* The total MI is 11

b. Training Package Development and Delivery

i. Development: Bahasa Indonesia

The full *Bahasa Indonesia* MDT met a total of five times during the training package development process. This involved the determination of topics and subtopics, the drafting of aims for each session, the collection of background materials and resources, the collection and preparation of materials that would be used in the field, the assignment of roles in roll-out, the review of materials in consideration for accreditation of the package by both universities, and the simulation of each session prior to field trial and roll-out. In addition to these full MDT meetings, numerous small group meetings also took place during the development process. These were focused on drafting training materials and handouts, revision to



DBE 1, 2 and 3 representatives meet with local government representatives from MONE and Bappeda to consider revisions to school cluster selection in Kota Makassar.

reading materials for participants, drafting session plans and inputs during training, revising subsequent drafts of materials assembled from small working groups, adapting inputs from the university accreditation team and adapting materials in response to trial simulations.

Simulations provided an invaluable insight as to how materials might be received during the field trial and roll-out. This activity allowed members to anticipate problems and make corrections before delivery to school-level participants. MDT members offered improvements and suggestions during these activities; these were immediately incorporated into materials and workplans.

Participants Trained: Jenepono and Enrekang

STW	178
KKKS	46
KKG	393

The trail in Jenepono and Enrekang (including the STW, KKKS and KKG) was joined by an accreditation team of lecturers from both university partners (faculty of *Bahasa Indonesia* and from the PGSD department) were included. Their formative evaluation was an integral part of the revision process before the package was rolled out in the remaining districts. The field observation carried out by the accreditation team was a key factor in achieving support for the accreditation from both universities through the Deans of the PGSD departments at UNM and Unismuh.

ii. Roll-Out: Bahasa Indonesia

The *Bahasa Indonesia* training package was rolled out in Pangkep, Soppeng, and Palopo. There the training package included four components: the school team workshop (STW), the training for *kelompok kerja kepala sekolah* (KKKS), training for teachers through the *kelompok kerja guru* (KKG), and school and classroom-level professional support activities or *pendampingan*. Training for STW took place over a three day period from September 18-20 2006. The KKKS training included two activities, each lasting one day (November 20 and 30 2006). The KKG training included two activities, each lasting two days (November 21 2006 and December 1 2006 for teachers of classes 1, 2 and 3; then again on November 22 2006 and December 2 2006 for teachers of classes 4, 5 and 6). Professional support for teachers and head teachers lasted for three days (November 28-30 2006). *Pendampingan* was provided to every school, and to one teacher from early grades and one from upper grades. School clusters all requested that similar support be extended to include observations of all teachers in DBE schools.

Participants Trained: Pangkep, Soppeng and Palopo

STW	290
KKKS	72
KKG	680

iii. Development and Delivery: Learning Communities

The full learning communities MDT had met formally five times during the development process. This involved defining the concept of a ‘learning community,’ defining the topics and subtopics relevant to the training package in support of this concept, describing the topics to be covered by each activity (STW, KKKS, KKG and pendampingan). It also involved the collection of resources and materials, drafting of materials and reading resources for participants, assigning of responsibilities to smaller working teams within the MDT, creation of session plans and assignments of facilitator roles as well as simulation of each training session. Smaller working groups have also met repeatedly during this process to draft materials, collect readings for participants and create scenarios for each session of training activities in the STW.

To date the total number of participants trained through the learning communities training package trial in Soppeng and Palopo is as follows 215 (STW). Trials of the KKKS and KKG will take place in early April.

iv. Accreditation

University accreditation of the *Bahasa Indonesia* training package was formalized by Universitas Muhammadiyah Makassar (Unismuh) in February. UNM will follow a similar process. A similar letter is expected to be delivered from UNM within April 2007.

The fact that both module development teams in South Sulawesi contain members of both universities has encouraged the exchange of ideas and sharing of best practices between the faculties of UNM and Unismuh. Deans and heads of PGSD departments of both UNM and Unismuh have received very positive reports about the development and implementation of DBE 2 training packages. Particularly strong reports were made by the non-MDT university faculty who observed the Bahasa Indonesia training package roll-out as a nine-member ‘accreditation team’ that included faculty from both UNM and Unismuh.

Unismuh will link training package elements to existing courses in their PGSD department and may also link it to relevant subject matter programs. These “linked” courses, both from the PGSD and from relevant subject area departments, would be waived if a registering teacher/head teacher/pengawas presents a certificate of completion for any DBE 2 training package activity to the university upon registration to a formal degree program.

The deans and the heads of the PGSD departments at both UNM and Unismuh are also considering using DBE 2 training package content as an input to their pre-service course work. Unismuh will identify existing courses that match DBE 2 training package components and suggest that lecturers who deliver those courses include the training package as supplementary materials in their pre-service course. The dean of primary education and the secretary of the PGSD department at UNM are discussing inducting the DBE 2 training package materials into the PGSD department library. This is an important preliminary step before the materials are socialized to all lecturers in the department.

MDT members of both Universities have reported that their experience in developing and delivering the DBE 2 training packages has had an impact on the delivery their courses.

MDT member lecturers report that they now apply more group-work in their undergraduate courses. Materials from the training packages and other more varied resources are being incorporated into their pre-service courses. They are encouraging students to identify and access many more resources from outside course textbooks.

There have also been some examples of uptake of DBE 2 training package materials into other government training activities. Materials from DBE training packages are now used in the teacher in-service training delivered through the provincial-led *Sekolah Unggulan* program. Local governments have adapted some DBE 2 training package materials for use in their routine KKG and KKKS meetings.

The accreditation of the *Learning Communities* training package will follow a different process from the Bahasa Indonesia training package. Whereas the *Bahasa Indonesia* training package development and trial process was observed by an accreditation team composed of members of the Bahasa Indonesia faculty and the PGSD faculty from both universities, UNM and Unismuh have reported that the *Learning Communities* package can be accredited without observation and review from such an outside accreditation team. Both universities will review the final training package materials and will use the reports from MDT members who come from each university to evaluate the quality of the training development and roll-out process.

Both universities have stated that the accreditation of the *Bahasa Indonesia* training package will form the basic consideration for the recognition of other training packages developed by any subsequent DBE 2 module development teams, facilitating a more efficient and expedited accreditation process for subsequent training packages. The PGSD departments of both UNM and Unismuh have agreed to meet some time during the next quarter to discuss the joint recognition of DBE 2 training packages and to achieve agreement on a single process for evaluation and accreditation.

c. Cluster Resource Center Activities

1. Summary

Cluster Resource Centers (CRCs or in Bahasa Indonesia *Pusat Sumber Belajar Gugus/PSBG*) were a major feature of provincial activity during this reporting period. MTTs and appropriate provincial staff attended Grants training led by Jakarta representatives on March 5-6. Grant applications have been received from all CRC sites and these have been forwarded to the Jakarta office. All CRCs have received starter kits. Two-day roll-out workshops were completed in each PSBG by the first week of March. Workshops were facilitated by Provincial educational resource specialist/DLC Abdoellah Djabier with each of the MTTs.

Renovations to each CRC site proved to be challenging due to limitations in local contractor capacity. None of the ten CRC sites in South Sulawesi had sufficient physical security measures in place at the time that they were selected; all needed to have security grates installed on windows and openings. Local contractors, such as metal smiths who are typically hired to provide such services are unable to meet project accounting and reporting

requirements. For example, banking requirements were challenged by the fact that local metal smiths transact business in cash or have at best only personal bank accounts. Proposals were equally difficult to obtain as few of these businesses are in the habit of providing written estimates of work and costs; almost none are capable of producing a computer-drafted (or even typed) proposal. This task often required considerable assistance from local MTTs.

2. Results

Roll-out workshops have been high energy events that have met an enthusiastic response at the cluster level. Participant evaluations were very positive; nearly all participants stated that the activities had achieved the objectives of familiarizing participants with the resources available at the CRC and with ways for participants to use the resources to improve their teaching and learning practice. Participants also developed low-cost teaching and learning aids and created lesson plans that incorporated the kits that were provided in science and mathematics.

A total of 308 participants attended the roll-out workshops plus an additional 37 subject area specialist teachers (*guru pemandu bidang studi*). Participants included head teachers plus two teachers from each school, TK/SD supervisors, and in some cases *Kepala Cabang Dinas* also attended for part of the workshop as observers.

The roll-out workshops highlighted the importance of *guru pemandu bidang studi* (GPBS) as the greatest consumers and promoters of the resources accessible in the PSBG. These personnel normally play an important role within each cluster in providing support to teachers in each subject matter. For that reason they were recruited to attend the pre-workshop preparation meetings at each site, during which they were provided some orientation on the program and assigned responsibilities as facilitators for some sessions. This approach has been very successful. The CRCs are seen as providing these personnel with much-needed resources that will improve their capacity and increase impact that they can make on teaching and learning activities within their cluster.

In many cases, the sites have been visited by school faculty from non-DBE schools. These personnel have heard positive reports about program activity and are interested in accessing the resources made available through the CRC facilities. In some cases, teachers from non-DBE schools observed the CRC roll-out workshops.

Each CRC school is separately drafting follow-up action plans that will lead to the next round of PSBG workshops focused on facilities management that are expected to take place in the coming reporting period.

d. Initial Training in Cohort 2 Schools

The roll-out of “*What is Active Learning?*” workshops was completed from March 12-16 in all clusters of the four Cohort 2 districts. This was preceded by a TOT held in Makassar on 7 March during which Cohort 1 MTTs and Makassar specialists prepared to facilitate the workshops. The Makassar sites for this activity received extensive positive press coverage in *Koran Fajar*, the most popular daily newspaper in the province.

This training was the first in a series of roll-out activities arranged by DBE 2 and DBE 1 to form a unified package of interventions, sequenced purposefully to achieve the maximum benefit for schools. Activities were sequenced as follows:

- “*What is Active Learning?*” workshops facilitated by DBE 2
- head teacher training in participative leadership and school committee training facilitated by DBE 1
- studi banding jointly facilitated by DBE 2 and DBE 1
- RPS facilitated by DBE 1

e. Study visits or “*studi banding*” between Cohort 2 and Cohort 1 districts

This was the third activity in the start-up packet of interventions sequenced in coordination with DBE 1. This activity involved all districts from Cohort 1 and Cohort 2 and took place from March 26-30 (although considerable effort was extended prior to these dates in planning the activity and in preparation of *Sekolah Acuan* or ‘reference schools’ that hosted the visits). Participants for the study tour were for the most part, the same persons who attended DBE 2 “*What is Active Learning*” initial training and the same people who will form the School Development Planning Working Group (KKRPS). Representatives of District Technical Teams (from *Dewan Pendidikan, Dinas Pendidikan, Bappeda* and MORA) participated. Approximately 336 participants from Cohort 2 schools/districts took part, along with approximately 150 from host schools and districts in Cohort 1. The activity was jointly funded and managed by DBE 1 and DBE 2.

The goal for the event was to provide a strong start for Cohort 2 activities and give district stakeholders at all levels a combined experience and a common context to begin school improvement activities focused on good teaching and learning. This will be followed next by RPS workshops, the next step in the sequence of DBE 1 and DBE 2 start-up activities for Cohort 2 districts.

This event involved all MTTs and DBE 1 District Coordinators, most DBE 1 District Facilitators, most DBE 1-2 provincial specialists and administrative staff. This was a large and complicated operation involving significant technical and logistical coordination. By all accounts it was a big success. This high-energy event had a significant impact on both Cohort 1 and Cohort 2 districts: the enthusiasm and commitment of Cohort 2 districts is very evident, the activity will likely drive increased demand for program support toward replication in Cohort 1 districts.

Day 1: School teams from all Cohort 2 schools (comprised of the head teacher, a committee member and two teachers) plus other district officials attended an initial half-day orientation workshop held in their own districts.

Day 2: Participants then divided into groups which traveled to two different host districts. They were met by Cohort 1 district officials and accommodated in home-stays where continued discussions took place for the evening. The next day they visited two reference schools where they observed normal school activities, reference school teachers and students were briefed to continue teaching and learning activities as if the visitors were not there. The visitors used survey guides and questionnaire instruments created by DBE

2 provincial specialists to focus their experience. They also met with parents and school committee members and the head teacher to discuss their experiences with the first year+ of DBE activities.

Day 3: Participants then returned home and on the following day, met in a workshop to share their experiences from the two districts and four (or in some cases more) reference schools visited. In Cohort 1 host districts, participant schools also held evaluation meetings to draw any lessons they could learn from the experience and determine how they might improve the process for future replication visits.

The enthusiasm and momentum for change generated through the study tour was evident during the school visits and evening discussions, but reached a peak on the final day when the groups met to compare their experiences. After the study visits the participants were asked about their experience and to reexamine their fears from before the visit; all of them said that what they saw in the Cohort 1 Reference Schools was very special. After visiting the remote SD Sumba Rambu reference school in Palopo visitors from Luwu remarked that they were impressed at how much was achieved in a short time without additional funding. They were not the only visitors to be impressed by the way that the school was able to create learning materials from recycled materials which were normally found in trash. Participants from Cohort 2 schools in Luwu who visited Soppeng were surprised with what they saw in the schools and wanted to photocopy the school's RPS and teachers' lesson plans. Many said they would be able to immediately change classroom practice and apply things that took no money such as:

- seating students in groups;
- using available materials to create low-cost teaching and learning aids;
- displaying student work around the classroom;
- writing their own lesson plans similar to what they saw; and
- school committees will try to organize parents in informal groups to improve participation and help support teachers.

Senior government officials actively participated in events in most cases and in some cases even Bupati and Wakil Bupati of Cohort 1 districts joined in the study visits.

The results achieved were a product of great coordination and teamwork among all those participating both from DBE 2 and 1 and from local stakeholders at the district and province level. It is anticipated that the success of the study-tour and reference school program will provide a strong incentive to both Cohort 2 districts and schools - and to Cohort 1 districts in replicating the program to other clusters and sub-districts.

f. MONE Visit to DBE School in South Sulawesi

A project review team from MONE visited SD 14 Bonto-Bonto, a DBE school in Ma'rang cluster, Kab. Pangkep on March 8. This was facilitated by the DBE 2 MTT. The team observed classroom activities, interviewed school staff (including teachers, the head teacher and committee members) and met with local education officials. Local school, subdistrict and district level stakeholders felt very proud to have been chosen for this national level visit and considered it an honor to show off what they have accomplished.

g. Menkokesra Visit to Makassar to Observe DBE Operations

A team from Menkokesra visited Makassar on January 29 together with representatives of the Menkokesra Sekretariat for the dual purpose of meeting with local government and to learn about DBE implementation in South Sulawesi. The DBE 1, 2 and 3 PCs made a joint presentation to the Menkokesra representatives (led by Ibu Detty). The presentation focused on demonstrating coordination across the components. The meeting was also useful as a means of compiling input from other stakeholders who were invited from the province and district levels, including head teachers, school committee members and university faculty. Their observations and insights about the program were informative and conveyed a very positive impression of what has been accomplished so far. A report on this event was forwarded earlier this week.

h. Cohort 2 District MOU Event

A Cohort 2 MOU handover ceremony was held in Makassar, on 12 March at the Governor's official residence. The event was attended by DBE 2 and DBE 1 Chiefs of Party, DBE 3 Deputy Chief of Party and all three South Sulawesi Provincial Coordinators and Elizabeth Sunindiyo DBE 1 CTO from USAID. Although provincial and local government turnout was extremely limited (as anticipated due to the complex protocol environment), the story received very positive press coverage.

i. Participation in the National-level University Working Group (UWG)

The University Advisor and University Contacts from partner universities participated in the UWG held in Jakarta, March 6-7. The meeting had a positive impact on the University contact persons from UNM and Unismuh, who returned to Makassar proud of what they had accomplished and reported in Jakarta. Several follow-up steps are planned to be taken to address strategic issues.

j. Interview and selection of New Makassar Staff

The DBE 2 Makassar team welcomes two new staff during this period; Ria Tantri Buna and Olly Bitikaka recently joined the admin team and are making a mark with their new energy and ideas. They are already strengthening DBE 2 operations.

Openings for Assessment Assistant and District Learning Coordinator positions were advertised in the local newspaper (*Koran Fajar*) and over the internet. This information was also posted at local universities. Shortlisted candidates were interviewed from March 5-14. The best five Assessment Assistant candidates signed contracts on March 16. Flight bookings and preparations were made so that these newest members of the Makassar team were able to participate in training in Tretes, East Java without difficulty. The final selection of new staff for open DLC positions are somewhat complicated by the fact that the provincial staffing plan for South Sulawesi does not conform to the initial draft produced in Jakarta. Discussions were held between the PC and Jakarta operations/finance personnel before contracts were offered to the two selected DLC candidates.

k. PT Inco Regional Security and PPA Meeting

The Provincial Coordinator met with David Weymouth, Senior Risk Management Specialist of PT INCO (International Nickel Indonesia Tbk) to discuss regional security conditions and to explore opportunities to discuss public/private alliance opportunities. Mr. Weymouth has offered to facilitate a visit to the head operational offices in South Sulawesi located in Sorowako, East Luwu district. This opportunity has been discussed with the PPA Advisor in Jakarta. It is expected that a follow-up meeting or continuing discussion will be scheduled to take place during the next quarter.

l. M&E Activities

Work planning for M&E was a major focus of coordination meetings in the Makassar office during this reporting period.

The M&E specialist participated in training for M&E assistants in Bandung, March 14-17, to prepare for training of South Sulawesi assistants which took place in Tretes, East Java over March 19-24. The assessment of Cohort 1 schools will begin in April and continue through the coming quarter of activities. A post-test of Cohort 1 districts will also be implemented together with representatives from Unpad during April.

School survey and teacher profile baseline data for Cohort 2 districts was completed and submitted to Jakarta during this period.

m. Kindergarten Activities

A candidate from South Sulawesi was chosen to attend the national Kindergarten Content Development Workshop held in Jakarta from February 27 – March 5. The South Sulawesi representative, Ibu Aisyah, is head teacher of the Makassar Montessori School and the head of the provincial TK coordination board. She is a seasoned and enthusiastic professional. She reported on progress at the workshop on returning to Makassar and is enthusiastic about continued participation in DBE 2 TK activities in the province.

n. Makassar Office Issues

The Makassar DBE office was re-configured during this reporting period. The addition of new admin and technical staff to the provincial office has required a rethink in seating arrangements and the way space is used. All administrative staff from each component have moved to the second floor and all specialist staff have moved downstairs. This new configuration has provided room for additional staff being added for Cohort 2 and has maintained the principle of arranging physical space to encourage interaction and coordination between the three components.

A security review of the Makassar office was conducted in early February by Control Risks Group (CRG) representative Chris Twyford together with Rosemary Lombard and Christine Filosa from EDC Washington and Newton respectively. The draft report from CRG was received and reviewed by the Provincial Coordinator and some of the suggested improvements to security guard contracting and office operations have been implemented. More improvements are expected to be followed up by the office management team during the coming months.

o. Replication

Replication of DBE 2 activities in Cohort 1 districts has been widespread but unevenly distributed. While some district governments have formally allocated funding from their budget (APBD) to pay for planned replication of DBE interventions, there are also many instances of ‘non-formal replication’ activities, frequently facilitated by MTTs during their free time. The following table provides an overview of DBE 2 replication activities across the province.

District	Replication	
	FORMAL	NON FORMAL
Jeneponto	Local government is in the process of considering the allocation of funds to support replication. It is expected that some budget will be allocated but the date of that allocation or the total is not yet clear.	<ul style="list-style-type: none"> Schools from Kec. Turatea, Kec. Bontoramba and non DBE schools located near the Binamu DBE school cluster are making informal study visits to Reference Schools.
Pangkep	Local government has allocated APBD funds of Rp. 61 million for the replication of DBE 1 and DBE 2 activities. DBE 2 has recommended that this be focused on replication of the active learning strategy training.	<ul style="list-style-type: none"> Non DBE schools have conducted study visits to SDN 14 Bonto Bonto, gugus Ma’rang. The total number of visitors and the schools (or government offices) that they are from is not yet clear but the school has reported that it is becoming quite used to frequent visits from outsiders. 7 non DBE schools have joined the KKG and KKKS activities (for meetings once a month). Visitors from schools in Kec. Bungoro and La’bakang have made several unscheduled visits to SDN 28 Tumampua in Gugus Pangkajene. In 2007 10 schools have conducted replication of the DBE 2 active learning strategy training workshop and RPS. These activities have been funded by local government and facilitated by MTTs, <i>Guru pemandu bidang studi</i> KCD and Pengawas (including DBE 1 district facilitators).

Soppeng	MONE has implemented the DBE 2 active learning strategy training workshop (SPA) and RPS in 2 Kecamatan (Kec. Marioriwawa 1 cluster, 6 schools and in Kec. Marioriwawo 1 cluster 6 schools) and will continue the process with all Kecamatan (1 cluster per kecamatan) through the remainder of 2007.	<ul style="list-style-type: none"> • The Pengawas TK/SD in Lilirilau (Pak H. Mustafa) has been actively disseminating information and facilitating at least portions of the DBE 2 active learning strategy workshops (SPA) through meetings in non DBE clusters. • The KCD from DBE clusters have been invited to attend KKG and KKKS meetings in non DBE clusters to present the activities that have taken place through program implementation and discuss their achievements to date.
Enrekang	In 2006 the DBE 2 active learning strategy workshops (SPA) were implemented in 1 cluster in Kec. Malua (12 schools total) and in 16 schools in Kec. Anggeraja (which are not part of the existing Anggeraja DBE school cluster). The district plans to extend this effort in 2007 to cover an additional 9 kecamatan and as many as 1,245 teachers from non DBE schools.	<ul style="list-style-type: none"> • The MTT in Anggeraja (Ibu Nety) has facilitated the active learning strategy workshops (SPA) in 7 schools in Gugus Kotu a non DBE cluster in Kec. Anggeraja. • The KCD and Pengawas have actively presented information and facilitated at least portions of the DBE 2 active learning strategy workshops (SPA) outside DBE school clusters in Kec. Malua. • The KCD from non DBE kecamatan have asked their teachers and head teachers to visit DBE sekolah acuan. • Non DBE schools have attended KKG & K3S of the DBE school clusters and participated actively in discussions regarding the implementation of active learning strategies (through various peer teaching and peer tutoring activities) to date, this 52 SD + 1 MI have attended these meetings, sometimes held at the aula Kecamatan Enrekang.
Palopo	Local government is waiting for funds to be allocated for replication of DBE activities. It was planned that funds would be allocated for the implementation of the DBE 2 active learning strategy workshops (SPA) and RPS. The total funding allocation is not yet certain.	<ul style="list-style-type: none"> • Non DBE schools have made study visits to DBE schools. • There is a desire among several schools to join DBE activities funded through dana BOS.

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

Coordination has been a major theme of activity over this reporting period and includes coordination with other DBE components, external donor organizations and local government.

a. Cross-Component Coordination

Ongoing consultations with DBE 1 and 3 have taken place for a range of activities, with the goal of achieving the greatest impact in schools. The strongest example of coordination is evident in the preparation of the battery of initial activities planned for Cohort 2 start-up. Cohort 2 activities implemented by DBE 2 and 1 have been thoughtfully sequenced to optimize benefits to schools and emphasize that all school improvement efforts should support better teaching and learning—the core business of schools. The paket begins with DBE 2 “what is active learning” workshops which introduce stakeholders to the foundation concept supporting the teaching and learning process supported by DBE. This is followed by DBE 1 training for head teachers and school committee members on participative leadership. The following week Cohort 2 schools and relevant stakeholders made study visits to DBE “reference schools” in Cohort 1 districts to hear directly from educators what they have achieved in the first year of implementation. The week following that school teams began RPS training workshops and follow-up activities facilitated by DBE 1.

Other activities which provide evidence of coordination between components or with other organizations include:

- Joint formal ceremony to endorse MOUs with Cohort 2 districts
- Coordination between MTTs and DBE 1 District Coordinators (DCs) in preparation for study visits from Cohort 2 schools to Cohort 1 'reference schools'
- New DCs have helped the preparation for DBE 2 “What is active learning” workshops held in Cohort 2 districts this week by disseminating invitations and communicating with local stakeholders to socialize the events
- The DBE 2 University Advisor participated in the DBE 1 TOT for district facilitators who will implement RPS training. This cooperation worked to develop trial tools that incorporate basic competencies from the national curriculum into RPS assessment instruments. The aim is to help schools direct RPS activities toward teaching and learning.
- The PC attended a Donor Harmonization forum hosted by the SOFEI (Support Office For Eastern Indonesia) on 8th March to promote donor coordination, particularly in the context of a new JICA project, which will include activity in the education sector. AusAID will also expand its Learning Assistance Program for Islamic Schools (LAPIS) into Bone District in South Sulawesi, focusing on professional development for English language teachers (MI and MTs levels) and building an integrated MI/MTs (*satu atap*). Activity is scheduled to commence in June of this year following initial survey and consultations.
- A project review team from MONE visited SD 14 Bonto-Bonto, a DBE school in Pangkep District, on March 8
- The DBE 1 and 2 PCs collaboratively facilitated a full day diving trip for the USAID representative’s visit to Makassar on 10 March

b. Local Government Coordination

DBE 2 has also met with members of both LPMP and MONE Propinsi to learn more about their planned training activities in the province and more particularly in DBE districts. Information related to upcoming work plans was relayed to Pak Maskur in Jakarta. Continued dialogue will be important, particularly with LPMP, as DBE 2 training participants continue to ask how DBE 2 training is related to school-level curriculum (KTSP) and government activities.

c. Coordination with Other Donor Funded Activities

External coordination has included a DBE 2 meeting with JICA to discuss their planned education project in South Sulawesi. A consultant working for JICA to assess the landscape of education program activities visited the DBE office to find out more about DBE program design and activities. This fact-finding mission was aimed at helping JICA or Jakarta prepare effectively for their own education project which they plan to roll-out in Jeneponto, Barru and Wajo districts within the next year. They were particularly interested in local governments' planned replication of program activities as this is a feature they would like to focus on in their project.

E. Challenges

The volume of field activity has been extremely demanding and has required high commitment from staff who often worked on weekends and holidays. The increase in intensity of DBE 2 activities has both positive and negative sides. The program has achieved a great deal of success over this reporting period—success that has been noted by local stakeholders—and has been ambitious in scheduling. However the drawback of a full calendar of field activities is that it is extremely difficult to modify the timing of activities even slightly. A change in one event requires adjustments across the entire workplan to accommodate other DBE 2 activities, other DBE components and government calendars. The provincial team is trying to maintain a balance between high determination and realism; this goes for both Makassar-based specialists and MTTs. The addition of two new District Learning Coordinators staff should help ease the load. More must be done in scheduling field activities which to now have seen specialist staff traveling at nights, on weekends or holidays.

CRC equipping and grants management has been complicated by the relatively low quality of school facilities in South Sulawesi and by the extremely low capacity of local renovation contractors who the project must contract to complete required physical improvements to school facilities at the CRC sites. This issue and the related challenges are detailed above under the description of provincial CRC roll-out activities. Grants training provided to field staff in early March will certainly improve the process and results during the next round of grant-related activity. However, provincial staff struggle to maintain a balance between expedience in the delivery of field activities and probity in accounting and financial documentation.

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

Upcoming events and activities during the next quarter will include the following:

- **Replication support to Cohort 1 districts** – the PCs are drafting a coordinated plan to support local government replication in all Cohort 1 districts. Study visits have increased demand for this assistance and increased communication with district stakeholders is likely to be a feature of coming months
- **Learning Communities training package roll-out** – the next training package which is led by the Unismuh Module Development Team has begun during this reporting period and will continue throughout the coming quarter.
- **Follow-up for CRC roll-out** – continued follow-up at clusters level will continue during the coming quarter and Makassar specialist staff are planning the next series of interventions/activities which will include establishing effective management structures for each PSBG site. This will involve intensive coordination between Makassar specialists and MTT field staff.
- **MTT recruitment and field staff training** for both Cohort 1 and Cohort 2 field staff
- **TK site selection and work-planning** – site selection for the TK intervention will be completed by the end of April and it is expected that interventions will begin once materials development is completed at national level.
- **Focus on improved provision and management of ongoing in-school support provided by MTTs** – MTT support to teachers and schools is one of the strengths of the DBE 2 model. Strengthening this feature and improving support for MTTs will be a focus of management and work planning during the coming quarter.
- **M&E workplan** – there are an extensive array of M&E activities both for Cohort 2 and Cohort 1 during the coming quarter. These will be assisted through the new M&E assistants. The M&E assistant will also receive support for data entry which is expected to expedite the delivery of data to the Jakarta office.

West Java/Banten Update

XXI. West Java and Banten Update

A. Overview

Quarter Two FY07 has been the busiest quarter for DBE 2 in West Java and Banten since the project commenced in 2005. Because of commencement of Cohort 2 activities whilst simultaneously continuing with Cohort 1, core activities expanded to include preparation and implementation of Cohort 2 *Initial Teacher Training-What is Active Learning?*, while continuing with preparation and field testing of the training package *Classroom and Personnel Management* in Cohort 1 clusters. At the same time a much-expanded project monitoring and evaluation program commenced, as well as an intensified renovation, supply, and training program for the 12 Cohort 1 CRCs.



PAKEM in action: a busy Grade 2 student in Cilegon engaged in mathematics fieldwork.

In addition during the quarter, ten new Cohort 2 sub-districts and clusters were selected and approved by USAID, and new school data compiled and aggregated for them. The mathematics training package which was successfully field-tested and implemented in late 2006 for Cohort 1 in Sukabumi, Cilegon, Karawang, Indramayu, and Kota Tangerang was evaluated and revised into its final form and submitted to DBE 2 Jakarta. DBE 2 has also continued its program of liaison and cooperation with counterpart officials at the province, district, and sub-district levels, and USAID and other donor projects in West Java and Banten. DBE 2 has also continued its regular communications activities including arranging and attending many kinds of forums, meetings, and trainings, and through publication of the monthly West Java/Banten newsletter in Bahasa Indonesia.

Because of the growing complexity of the project, DBE 2 gives constant attention to planning and scheduling the many processes which are occurring simultaneously within DBE 2 and across the broader DBE project. It has continued to be a central challenge to coordinate and schedule the human, physical, and financial resources to support all these activities occurring over a large geographical area. To provide additional manpower to help carry out this endeavor, during the quarter, 22 Cohort 1 MTTs were re-contracted; 20 Cohort 2 MTTs were recruited and newly contracted; a new DLC was employed; and 2 additional administrative staff were added. At the commencement of Quarter Two 07 DBE 2 in West Java and Banten employs 59 office and field staff. The combined total of DBE

1, 2 AND 3 staff working in the Bandung office is now 33, with the addition of more staff for DBE 1 and DBE 3. DBE 2 manages the Bandung office and has made the necessary logistical arrangements to accommodate this additional staff and associated furnishings, ICT, and communications.

B. Highlights

The main highlight of Quarter Two FY07 has been the sheer volume of training and other activities carried out by the DBE 2 teams for school clusters throughout West Java and Banten. The level of activity has been unprecedented. Consider, for example, the following matrix demonstrating the intensity of Cohort 1 and Cohort 2 field activity which occurred simultaneously during the last weeks of March 2007:

Activity	Mon 19 Mar	Tue 20 Mar	Wed 21 Mar	Thu 22 Mar	Fri 23 Mar
Bandung Cohort 1 MDT B-UNTIRTA activities (UA, ICT, UNTIRTA, MTTs)	Indonesian Nyepi public holiday	1.10 MTT school visits, Sukabumi 2. MDT travels to Lebak for KKKS2 &.KKG2	1. 10 MTT school visits, Sukabumi 2. KKKS2 & KKG2, 95 participants, Lebak.	1.10 MTT school visits, Sukabumi 2. KKKS2 & KKG2, 95 participants, Lebak.	1. 10 MTT school visits, Sukabumi 2. MDT returns from Lebak.
Bandung Cohort 2 ITT activities (EPM, DLCs, PC, ICT MTT facilitators)	Holiday	5 staff travel to Subang to prepare for ITT	Cohort 2 ITT in Subang for 70 participants	Cohort 2 ITT in Subang for 70 participants 5 staff return from Subang	Prep for next week's ITT activities in Garut, and joint MTT monthly meeting
Bandung M&E activities (M&E + 5 Assessment Administrator)	Holiday	1 st . deployment of 5 M&E data gatherers to field	1 st . deployment of 5 M&E data gatherers to field	1 st . deployment of 5 M&E data gatherers to field. Prep for M&E Orientation Meeting in Bdg	1 st . deployment of 5 M&E data gatherers to field. Prep for M&E Orientation Meeting in Bdg
Other activities	Holiday	AED Visitor in Bdg.	AED Visitor in Bdg.	DBE 2 PC meeting in Jkt.; Combined DBE 1, 2 AND 3 PC meeting in Jkt. AED Visitor in Bdg.	DBE 2 PC meeting in Jkt AED Visitor in Bdg..

Activity	Mon 19 Mar	Tue 20 Mar	Wed 21 Mar	Thu 22 Mar	Fri 23 Mar
Bandung Cohort 1 MDT B-UNTIRTA activities (UA, UNTIRTA, MTTs)	1.10 MTT school visits, Sukabumi 2. 10 MTT school visits, Lebak 3. Prep for MDT UNTIRTA evaluation meeting this week.	1.10 MTT school visits, Sukabumi 2. 10 MTT school visits, Lebak 3. Prep for MDT UNTIRTA evaluation meeting this week.	1.10 MTT school visits, Sukabumi 2. 10 MTT school visits, Lebak 3. Prep for MDT UNTIRTA evaluation meeting this week.	1.10 MTT school visits, Sukabumi 2. 10 MTT school visits, Lebak 3. Prep for MDT UNTIRTA evaluation meeting this week.	1.10 MTT school visits, Sukabumi 2. 10 MTT school visits, Lebak 3. 1 day MDT UNTIRTA trg package evaluation meeting, Bdg
Bandung Cohort 2 ITT activities (EPM, DLCs, PC, ICT MTT facilitators)	5 staff traveled from Bdg to Garut yesterday 1 day DBE 2 workshop in Garut for West Java senior Cohort 2 counterparts	Cohort 2 ITT in Garut for 70 teachers	Cohort 2 ITT in Garut for 70 teachers 5 staff return from Garut to Bdg	Attend and contribute to combined MTT monthly meeting in Bdg	Attend MTT monthly meeting in Bdg Prep for next week's ITT activities in Bogor
Bandung M&E activities (M&E + 5 Assessment Administrator)	M&E Orientation Meeting all DBE 2 M&E staff in Bdg. 2 nd . deployment of 5 M&E data gatherers to field	M&E Orientation Meeting all DBE 2 M&E staff in Bdg. 2 nd . deployment of 5 M&E data gatherers to field	2 nd . deployment of 5 M&E data gatherers to field	2 nd . deployment of 5 M&E data gatherers to field	2 nd . deployment of 5 M&E data gatherers to field
Other activities	AED Visitor in Bdg.	AED Visitor in Bdg.	AED Visitor in Bdg.	Combined Cohort 1 and Cohort 2 MTT Monthly Meeting in Bdg. 42 MTTs re contracted and contracted. AED Visitor in Bdg.	Combined Cohort 1 and Cohort 2 MTT Monthly Meeting in Bdg.

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

C. Progress/Accomplishments this Quarter

a. Training Package Development and Delivery

i. Development

Two teacher training packages continued to be developed, tested, and evaluated by DBE 2 in West Java and Banten – *Introduction to Mathematics* and *Classroom and Personnel Management*.

1. Summary

During the period September-November 2006 *Introduction to Mathematics* was field-tested and rolled out. During Quarter Two Fiscal Year 07, the package was evaluated and revised over 4-5 January 2007 in Bandung. With regard to *Classroom and Personnel Management*, the Module Development Team associated with Universitas Sultan Ageng Tertayasa completed design and development, and over 23-24 January a two-day MDT/MTT workshop was held in Serang, Banten to explain the package and the field testing process to be conducted in Sukabumi and Lebak during February and March.



Grade 6 children at SD Blok I, Cilegon, actively exploring a scientific concept using teacher produced materials.

2. Results

Introduction to Mathematics was completed as a finished training package and submitted in its final form to DBE 2 Jakarta in January 2007. *Classroom and Personnel Management* was prepared for field testing during February and March 2007.

ii. Field Testing

1. Summary

Classroom and Personnel Management was field tested in Pelabuhanratu on February 6-8 (STW); on February 13-15 at Rangkasbitung (STW); on February 20-21 at Pelabuhanratu (KKKS1 and KKG1); on February 27-28 at Rangkasbitung (KKKS1 and KKG1); on March 13-14 at Pelabuhanratu (KKKS2 and KKG2); and on March 21-22 at Rangkasbitung (KKKS2 and KKG2). Follow-up activities occurred in DBE 2 school clusters at these locations after each successive STW, KKKS, and KKG. On March 30 there was a one-day evaluation of field testing by the MDT in Bandung, and a revision of the materials in preparation for roll-out.

2. Results

The package was successfully field tested, evaluated, and revised. A number of useful lessons were learnt from the testing at Pelabuhanratu and Rangkasbitung and following evaluations some modifications were made to the training package.

iii. Roll-Out

Roll-out of *Classroom and Personnel Management* will commence during Quarter Three FY07.

iv. Accreditation

1. Summary

Various proposals have been discussed at DBE 2 Jakarta and DBE 2 Bandung for accrediting *Introduction to Mathematics*, and this matter was discussed during the evaluation workshop in early January. Accreditation may be obtained at a later stage from a university in West Java or Banten, but more likely from Universitas Terbuka in Jakarta. After detailed consideration, *Classroom and Personnel Management* was accredited by UNTIRTA in December 2006.

1. Results

At this stage there is still no firm plan for accreditation of *Introduction to Mathematics*, but this matter is expected to be resolved during Quarter Three FY07. *Classroom and Personnel Management* has now been accredited by UNTIRTA.



Grade 3 children at SD Sukasari 4 in Tangerang spread out their mathematics worksheets on the classroom floor.

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

1. Summary

To rapidly commence training activities in Cohort 2 clusters a series of five two-day trainings, entitled *What is Active Learning?*, were prepared by DBE 2 Bandung in conjunction with technical consultants from DBE 2 Jakarta to introduce approximately 65 teachers, school principals, and local officials to key DBE educational concepts. During a series of preparatory meetings in Bandung in February a training package was developed and teams of trainers comprising DLCs and selected MTTs were prepared. A schedule of training was devised, commencing first in Subang over March 22-23; then Garut over March 27-28; Bogor over April 3-4; Karawang over April 11-12; and finally Indramayu over April 17-18 2007. Logistics preparation was undertaken, including identification and booking of suitable new training venues in Subang, Garut, and Bogor. Finally, the program was arranged in such a way as to permit DBE 1 to immediately follow DBE 2 ITT with a three-day DBE 1 training in the same districts, each with the same audience.

2. Results

By the end of March 2007 ITT had been successfully completed in two Cohort 2 districts – Subang and Garut, and approximately 130 local educators trained and introduced to DBE 2.

c. Cluster Resource Center Development

1. Summary

Considerable preparatory work has continued for the CRC program during Quarter Two FY07. This has involved arranging the three areas of CRC development: preparation of sites; procurement and distribution of materials and equipment; and training of the managers and school communities associated with each CRC. This complete cycle has been successfully completed for one CRC, the pilot model at Kota Tangerang in Banten. There have been delays preparing the other eleven West Java and Banten CRCs due to a number of issues surrounding the chosen sites, mainly related to misunderstandings in local communities about the extent of DBE 2 funding available for site preparation. The procurement and storage at the DBE office in Bandung of a large quantity of materials and equipment has continued in conjunction with DBE 2 Jakarta. To prepare DLCs and MTTs for the CRC program, over January 25-26, a two-day CRC training was held at Serang, Banten; and over March 1-3, a two-day CRC Grants Program training was held in Bandung.

2. Results

Twelve West Java and Banten CRCs have been identified. One site is completed, four other sites have been completed to the stage of immediate supply of materials and equipment, and the other six sites are almost ready for that supply. It is anticipated that all sites will be ready for training activities early in Quarter Three FY07.

d. Sekolah Acuan and Project Replication

1. Summary

Following the decision by DBE 1 and 2 to identify reference schools in each project district, a survey was conducted in West Java and Banten during December 2006 in conjunction with DBE 1 Bandung to identify possible candidate schools. A list of six schools which meet the DBE 1 and 2 selection criteria for *Sekolah Acuan* was developed as a result of this visits program. Over February 19-20, a combined DBE 1 and 2 *Sekolah Acuan* workshop was held in Bandung to introduce these schools to the concept and prepare them to host visits from new Cohort 2 sub-district school clusters. It is expected that the DBE 1 study visit program involving these six schools will begin rolling out in April 2007.

2. Results

Six Sekolah Acuan were identified and prepared by DBE 1 and 2 for the DBE 1 Cohort 2 study visit program to commence in April 2007.

e. Communications

DBE 2 Bandung has continued production of a monthly newsletter during The quarter, with issues already published for January and February 2007. The *DBE 2 West Java & Banten Monthly Newsletter* is published in Bahasa Indonesia, and distributed by MTTs to all DBE 2 stakeholders throughout West Java and Banten.

f. District and Sub-district Selection for DBE Cohort 2

Following approval by USAID of the three new Cohort 2 districts and the two districts retained from Cohort 1 into Cohort 2, DBE 1, DBE 2, and DBE 3 on January 15 conducted a one-day meeting in Bandung with senior representatives from Kabupaten Garut, Kabupaten Subang, Kota Bogor, Kabupaten Karawang, and Kabupaten Indramayu to explain the Cohort 2 process and prepare for sub-district selection. A series of MOU signing ceremonies then followed: on January 29 the DBE MOU was signed with Kabupaten Subang at the Komplek Bupati, Subang, West Java; on February 6 a DBE MOU was signed with Kota Bogor at the Mayor's Office, Bogor, West Java; and on February 9 a DBE MOU was signed with Kabupaten Garut, at the District Secretariat, Garut, West Java. Concurrently with these signing ceremonies, and in Karawang and Indramayu, ten new sub-districts were selected for inclusion in the project and the names and details submitted for approval, and at the same time active recruitment for twenty new MTTs commenced. In conjunction with sub-district education and religious affairs offices, the selection of new school clusters followed. Finally, on 26 March, DBE 2 organized an Orientation Workshop in Garut for senior education and religious affairs officials from Garut, Subang, Kota Bogor, Karawang, and Indramayu-to re-explain DBE 2 and PAKEM curriculum development, and to consolidate relationships.

Cohort 2 - Clusters and Schools Summary: West Java

Kab/Kota	Kecamatan	Total		Total Students	Total Teachers
		SD	Madrasah		
Indramayu (retained from Cohort 1)	Balongan	7	3	1602	87
	Jatibarang	6	2	NA	NA
Karawang (retained from Cohort 1)	Talagasari	6	2	1353	71
	Kotabaru	9	2	3309	100
Garut	Cikajang	7	2	2279	74
	Tarogong	7	2	3180	105
Subang	Jalancagak	10	1	1464	93
	Pagaden	7	3	1930	83
Kota Bogor	Tanah Sareal	8	2	3000	130
	Bogor Tengah	8	2	2583	111
TOTALS		74	21	15027	613+

g. Monthly Master Teacher Trainer Meetings and Trainings

Following the monthly routine established earlier in 2006, during the quarter the 24 Cohort 1 MTTs met at the end of January (in Serang, Banten) and February (in Bandung) with DBE 2 staff from Bandung for one night-one day meetings to receive update briefings, follow-up training, and complete their reporting and financial administration. Finally, on March 29-30 a combined Cohort 1 and Cohort 2 MTT meeting was held in Bandung to introduce the twenty new Cohort 2 MTTs into the project, and re-contract or contract all MTTs. Where possible monthly MTT meetings are also combined with other simultaneous events, for example full MDT meetings, to maximize organizational and budgetary efficiency.

h. Project Monitoring, Evaluation, and Testing

Project monitoring, evaluation, and testing activities are taking on an increasing significance for DBE 2 in West Java and Banten. During the quarter, and to strengthen M&E data gathering efforts in the field, five “Assessment Administrators” (data gatherers) were recruited and contracted until June 2007 to assist the M&E specialist. In addition the DBE 2 Bandung office hosted two DBE 2 M&E workshops: the first over 15-17 March for all DBE 2 M&E coordinators and ten Assessment Administrators from West Java and Central Java; the second over 26-27 March for all DBE 2 M&E Coordinators with staff of Universitas Padjadjaran, Bandung.

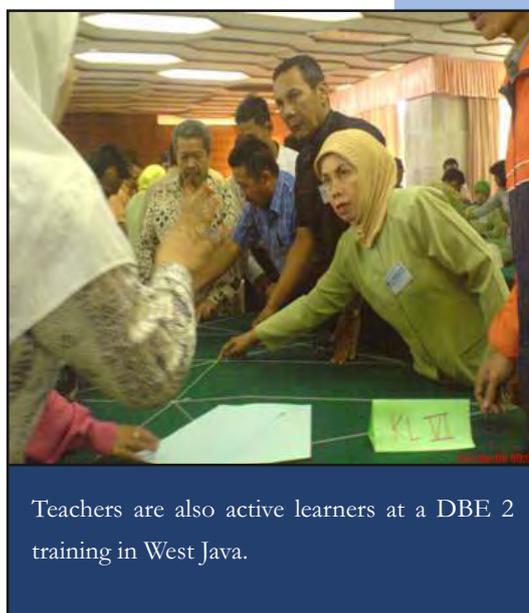
D. Areas of DBE, MBE, Other Project and/or Local Government Collaboration

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

During Q2 FY07 DBE 2 has continued to cooperate closely with DBE 1 and DBE 3 in the joint Bandung office and in the field. Regular meetings are conducted between the DBE 1, 2 and 3 Provincial Coordinators about a range of issues concerning effective project coordination, as well as in the field between DBE 1, 2 AND 3 field staff at the district and sub-district levels. Importantly, DBE 1, 2 AND 3 have begun close cooperation for the training program: as an example, DBE 2 is leading the way introducing Cohort 2 districts and sub-districts into the project with the set of five “Initial Teacher Trainings” in March and April 2007, which are progressively followed by linked training activities conducted by DBE 1 and DBE 3.

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

DBE 2 has continued to lead the way for cooperation between USAID projects operating in the two provinces, especially those with provincial offices in Bandung. During Q2 FY07 there have been two meetings held in Bandung between seven USAID projects – DBE 1, DBE 2, DBE 3, ESP, LGSP, SENADA, and HSP, culminating on 7 February 2007 with a joint presentation by USAID projects in Bandung to the West Java Regional Secretariat at Gedung Bappeda, West Java. This meeting was also attended by senior representatives of USAID in Jakarta. On 20 February the DBE 2 PC attended a function hosted by West Java Governor to launch the USAID/TAF *West Java Single Portal for Investors* program at the Hyatt Regency Hotel, Bandung.



Teachers are also active learners at a DBE 2 training in West Java.

c. Cooperation with other international donors operating in West Java and Banten

DBE 2 attempts to keep informed about the activities of other international donor organizations and projects in West Java and Banten, especially those in the education sector, and particularly those working with primary education. For example, on 15 February 2007, the DBE 2 PC met with the US State Department *Regional English Language Office* at Balai Pustaka, Jakarta, to arrange cooperation for RELO’s provision of English language

assistance to a number of DBE 2 schools in West Java and Banten which had requested this special assistance.

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

DBE 2 regularly confers with government officials at provincial, district, and sub-district levels in West Java and Banten to update DBE 2 activities, seek advice, and ensure they are invited to all major events. Many local officials, particularly from education and religious affairs offices in districts and particularly sub-districts, attend teacher training activities and their attendance and advice is much appreciated.

E. Challenges

The greatest challenge facing DBE 2 in West Java and Banten continues to be managing and scheduling a rapidly-expanding set of simultaneous project activities across a geographically dispersed area of operations covering two separate provinces and Cohorts. Commencing in Q2 FY 07 DBE 2 will be implementing a full range of Cohort 1 and Cohort 2 activities in eleven districts and twenty-two sub-districts, in two overlapping project phases, and this presents a special set of challenges for scheduling, funding, staffing, and training specialists.

To prepare for this DBE 2 has expanded provincial administrative staff by contracting an additional DLC, and has employed more data collectors and casual data entry clerks for M&E activities. However, even with this extra help DBE 2 staffing is stretched to the limit.

With a lot of thought, effort, and teamwork being devoted to anticipating and preparing for these challenges, DBE 2 is confident that the team in West Java and Banten will be able to efficiently manage this expanding program of activities, and produce an excellent educational affect in the sub-districts.

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

a. Ongoing Activities

All of the activities reported above are ongoing, and will continue well into the FY 07 project year, in particular:

- **Ongoing training package development and implementation** for *Classroom and Personnel Management* will occur in conjunction with UNTIRTA throughout Q3 of FY 07, with all field testing and rollouts scheduled to be completed and final training packages completed by Q4 FY 07.
- **Cohort 1 Teacher training program.** A program of four School Team Workshops, eight KKG workshops, and eight KKKS workshops and related school follow-up activities will be commence for *Classroom and Personnel Management* in Cilegon, Indramayu, Karawang, and Tangerang from June 2007.
- **Cohort 2 Initial Teacher Training:** continuing the series of two-day *What is Active Learning?* introductory trainings commenced during Q2 FY 07, trainings will occur during Q3 FY 07 in Bogor, Indramayu, and Karawang.

- **Implementation of the Cohort 1 CRC program** has been underway since Q3 FY 06 for 12 Cohort 1 sub-districts, and the final six will be operationalized during Q3 FY 07, including renovations and repairs, initial supply of materials and equipment, and training of host organizations and personnel.
- **The DBE 2 M&E program** will continue to expand using five temporary Assessment Administrators contracted until mid-June.

b. Upcoming Events, Activities and Plans for Quarter Three FY 07

Between April and June 2007 the following activities and events will occur:

- **Full incorporation of Cohort 2 districts and sub-districts.** In conjunction with DBE 1 and DBE 3, five new DBE Phase 2 districts and 10 sub-districts and school clusters will be fully incorporated into the project by June 2007.
- **DBE 2 District Cooperation Agreements** will be signed with the five new districts during April 2007.
- **Sekolah Acuan** will continue to be used in six Cohort 1 sub-districts for the DBE 1 Cohort 2 comparative study program.
- **One new DLC** will be recruited and contracted to assist with the expanding workload in West Java.
- **20 new part-time Cohort 2 MTTs** will be trained over 23-27 April 2007 and fully incorporated in the Cohort 2 training program.
- **Three monthly newsletters** will be prepared and distributed for April, May, and June 2007.
- **Cooperation arrangements** will continue with other USAID projects, other international donor projects, with DBE 1 and DBE 3, and with local officials in provinces, districts, and sub-districts.

All of these activities will build on the foundations laid for DBE 2 in West Java and Banten over the past eighteen months, and will result in a substantially expanded project by the middle of the 2007 calendar year.



Teachers are also active learners at a DBE 2 training in West Java.

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

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

A. DBE 2 Project Deliverables

Deliverable 5: School Cluster Identification

This quarter, DBE nearly completed Cohort 2 cluster selection. The exception is the district of Tapanuli Selatan in North Sumatra which is currently being reorganized. Cluster selection will be complete early next quarter.

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

DBE 2 began the recruit and selection of Cohort 2 MTTs and DLCs this quarter.

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

This quarter DBE 2 held a Content Development Workshop which resulted in the production of master plans that will guide the development of the first 50 audio programs. Additionally, the team of UT and Pustekkom scriptwriters has started writing the audio program scripts.

Deliverable 10: Contractor-Assisted CRCs Developed and Equipped

DBE 2 distributed starter kits and rolled-out associated training to all CRCs this quarter in all provinces with the exception of Aceh and West Java/Banten. The majority of these CRCs are now operational. By the middle of Quarter Three, all CRCs will be operational.

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

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

Deliverable 13: Grants for Library Materials

The library consultants contracted by DBE 2 completed compiling the DBE 2 library book lists this quarter. The lists contain over 3,000 locally available titles.

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

This quarter, discussion took place with Intel Corporation regarding the development and roll-out of a hotspot pilot activity. Together, DBE 2 and Intel developed a draft pilot framework.

Deliverable 18: A Summary Written Account of Alliances

This quarter a summary account of FY06 alliances was submitted with the DBE 2 FY06 annual report. A more detailed summary account will be submitted during Quarter Three.

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

Deliverable 1: Mobilize Provincial Coordinator and Key Staff to Aceh

DBE 2 Aceh hired a Procurement Specialist this quarter.

Deliverable 4: ICT Assessment

DBE 2 and Winrock International completed the first phase of the ICT Assessment this quarter. The second and final phase of the assessment will be completed next quarter.

Deliverable 5: Establish and Operate Small Grants Mechanism

DBE 2 conducted small grants training in Aceh this quarter for field staff. Additionally, a Procurement Specialist was hired, and potential grantees were identified.

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

Deliverables 4 and 5 remain to be completed. DBE 2 is awaiting guidance from USAID to proceed with these activities.

DBE 2 Contract Deliverables Tracker: Progress through FY07 Q2

XXIII. DBE 2 Contract Deliverables Tracker: Progress through FY07 Q2

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

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

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

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

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

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18	A summary written account of alliances identified and under development with the private sector. For each alliance, the report will include a summary of the contributions of the parties, including the amount of leverage brought by the Contractor; a description of new resources, level of innovations, and new partners; and a summary of how the interests and objectives of each partner converge.	On an annual basis.	FY07 Q1, FY08 Q1, FY09 Q1	FY07 Q2: Brief FY06 PPA summary submitted with DBE 2 Annual Report. A more detailed summary is to be submitted in Q3
19	Special reports/ analyses as may occasionally be requested, including input to planned mid term and final evaluations in 2007 and 2009.	Upon request with delivery as agreed to by the CTO.		School Report Card, Draft Cluster Selection and Annual Reports submitted
Aceh Program Component 1: DBE 2 Core				
1	Mobilize Provincial Coordinator and key staff to Aceh. Within 30 days of this modification, mobilize remaining staff to Aceh.	Within 15 days of modification.	FY06 Q3	Complete: FY07 Q1
2	Submit workplan through September 30, 2006. This workplan must show how and when deliverables stipulated in this amendment and the DBE2 contract	Within one month of this modification.	FY06 Q3	Complete: FY06 Q3
3	Assessment for continued DBE 2 assistance in Aceh province.	Within twelve months of this modification.	FY07 Q3	Complete: FY07 Q1
4	Assessment of the feasibility of the ICT component of DBE 2 in Aceh province.	Within six months of this modification.	FY07 Q1	FY07 Q1: Winrock International scope of work complete and assessment scheduled for FY07 Q2 FY07 Q2: Winrock conducted the first phase of ICT assessment. Second phase scheduled for Q3. A final report will be submitted during Q3.

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5	Establish and operate a small grants mechanism as described above.	Within three months of this modification.	FY06 Q4	FY07 Q1: DBE 2 grants program approved by USAID. Additional documentation on small grants mechanism drafted. FY07 Q2: Aceh MTTs trained in small grants activities, potential grantees selected, procurement specialist hired
Aceh Program Component 2: Unsyiah FKIP				
1	Mobilize Project Manager (key personnel under this contract) and support staff to Aceh.	Within 15 days of this modification.	FY06 Q3	Complete: FY06 Q4
2	Submit a report providing the design concept of the new teacher training facility. This deliverable will be used by an Architectural and Engineering firm, under a separate procurement mechanism, to create detailed terms of reference and cost estimate for the new teacher training facility.	Within 45 days of this modification.	FY06 Q3	Complete: FY06 Q2
3	Submit a report identifying priority refurbishment interventions for existing UNSYIAH FKIP buildings, student dormitories, or faculty housing units.	Within 45 days of this modification.	FY06 Q3	Complete: FY06 Q2
4	Finalize procurement plan and timeline for equipment, furnishings, and supplies the contractor will provide for both refurbished and newly constructed facilities.	Within two months of this modification.	FY06 Q4	FY06 Q4: Memo submitted notifying USAID of revised timetable for deliverable, pending finalization of facility design
5	Finalize with UNSYIAH FKIP a comprehensive management and operational plan for a new teacher training facility.	Within four months of this modification.	FY06 Q4	FY06 Q4: Memo submitted notifying USAID of revised timetable for deliverable, pending finalization of facility design finalization of facility design

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
6	Sign a MOU to establish a University Partnership with UNSYIAH and establish a joint working group, comprised of representatives from UNSYIAH, DBE, and USAID, to oversee and set priorities for DBE2 work to support pre-service and in-service teacher training at UNSYIAH.	Within 30 days of this modification.	FY06 Q3	Complete: FY06 Q3
7	Submit workplan through September 30, 2006. This workplan must show how and when deliverables described above will be accomplished. Subsequent workplan will be part of the DBE2 annual workplan.	Within 30 days of this modification.	FY06 Q3	Complete: FY06 Q3