



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

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



Quarter One FY10 Report, October - December, 2009
Indonesia DBE 2 Project

QUARTERLY REPORT

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Acronyms and Abbreviations

ALFHE	DBE 2's <i>Active Learning for Higher Education</i> Training Package
APBD	District Budgets
APM	Low-cost Learning Materials
Bappeda	Agency for Regional Development
BAPPENAS	Ministry of Planning
BEP	Basic Education Program (AusAID)
BOS	Bantuan Operasional Sekolah (School Operational Support – block grant)
BP	Beyond Petroleum
BPMTV	Balai Pengembangan Media Televisi (Pustekkom)
BPS	School Support Visits (Bantuan Profesional di Sekolah)
BRR	Aceh and Nias Rehabilitation and Reconstruction Agency
BSNP	National Body for Education Standardization
CLCC	Creating Learning Communities for Children
CMS	Content Management System
CRC	Cluster Resource Center
DBE 2	Decentralized Basic Education, Program Component 2
DE	Distance Education
DEPAG	Department of Religious Affairs (same as MORA)
DIKTI	Directorate General for Higher Education
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
IPB	Institut Pertanian Bogor
ICT	Information Communication Technology
IGRA	Ikatan Guru Taman Kanak-Kanak/Muslim Kindergarten Teachers' Association
IGTKI	Ikatan Guru Taman Kanak-Kanak/Kindergarten Teachers' Association
INGO	International Non-Governmental Organization
ITT	Initial Teacher Training
GDA	Global Development Alliance
GOI	Government of Indonesia
KBK	Competency-Based Curriculum

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Acronyms and Abbreviations

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)
LMS	School Report Card
LPMP	Education Quality Assurance Council
LRC	Learning Resource Center (Unsyiah FKIP)
M&E	Monitoring and Evaluation
MAPENDA	General School Madrasah and Religious Education Office
MAT	Module Adaptation Team
MBE	Managing Basic Education (USAID)
MDC	Madrasah Development Center
MDT	Module Development Team
MI	Islamic Elementary School
MIT	Module Implementation Team
MONE	Ministry of National Education
MORA	Department of Religious Affairs (same as DEPAAG)
MOU	Memorandum of Understanding
MT	Islamic Junior High School
MT	Master Teacher (Intel Teach)
MTT	Master Teacher Trainer
NGO	Non-Governmental Organization
OIC/SOS	Orangutan Information Center/Sumatran Orangutan Society
P4TK	Center for Teacher and Education Personnel Development and Empowerment
P4TK TK & PLB	Center for Teacher and Education Personnel Development and Empowerment, Kindergarten and Special Education
PAKEM	Active, Creative, Joyful and Effective Learning
PAUD	Early Childhood Education
PC	Provincial Coordinator
PBS	Subject Matter Specialists
PBSG	Pusat Sumber Belajar Gugus (Cluster Resource Center)
PGPAUD	Early Childhood Education Teacher Development Program
PGSD	Primary School Teacher Development Program
PGTK	Kindergarten Teacher Development Program
Pitt	University of Pittsburgh
PKBM	Community Learning Center
PKn	Civic Education
PKS	General University Task Order
PLF	Principal Leadership Forum (Intel Teach)

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Acronyms and Abbreviations

PMPTK	Directorate General for Teacher and Education Personnel Quality Improvement, MONE
PPA	Public-Private Alliance
PPPG	Technical Education Development Center
PPTK	Section for Professional Development of Educators
PSP	Primary School Programs
PUKSI	Unsyiah Data Center
PUSKUR	Curriculum Center (MONE)
RENSTRA	Education Sector Strategy
RPS/RKS	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
UI	Universitas Indonesia
UISU	Universitas Islam Sumatera Utara
UKSW	Universitas Kristen Satya Wacana
UM	Universitas Nasional Malang
UMass	University of Massachusetts
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
UNPAS	Universitas Pasundan
UNS	Universitas Nasional Surakarta
UNSYIAH	Syiah Kuala University
UPI	Universitas Pendidikan Indonesia
UPTD	Unit Pelaksana Teknis Daerah (Regional Technical Implementation Unit)

Acronyms and Abbreviations

USAID	United States Agency for International Development
USINDO	United States-Indonesia Society
UT	Universitas Terbuka/Open University
UWG	University Working Group
WIAL	DBE 2 “ <i>What is Active Learning?</i> ” workshops

DBE 2 Fiscal Year 2010 Quarter One Report: Overview

I. DBE 2 Fiscal Year 2010 Quarter One Report: Overview

A. Programmatic Overview

This report covers Decentralized Basic Education Program Component 2: Teaching and Learning (DBE 2) activities for the months of October-December, 2009. In November of this quarter, DBE 2 received its much anticipated contract modification from USAID. With Mod 10 in place, DBE 2 was able to move forward with a number of important new activities, including the Classroom Reading Program, distance education (DE) pilots, and Aceh expansion.

In preparation for the Classroom Reading Program, DBE 2 updated and, with USAID approval, finalized its booklist of non-text book supplemental reading materials for Grade 1-3 students. At the end of the quarter, DBE 2 had received grant applications from the majority of its 1,067 partner schools. Through DBE 2's grants program, each of these schools will receive a total of three book kits containing at total of 200 books per kit. Next quarter, DBE 2 will procure and distribute some 640,000 children's books to target primary school across all of the DBE provinces.

Preparation for DE activities pilot continued this quarter. Early in the period, DBE 2 submitted to USAID a DE pilot concept paper outlining two pilot scenarios designed to strengthen the three primary actors within Indonesia's DE system: online course designers, online instructors and school-based coaches, to USAID. Preparatory steps for both Pilots 1 and 2 are well underway and Pilot 1 activities are expected to commence in 12 clusters and 24 schools next quarter.

With the contract mod in place, DBE 2 moved quickly to lay the foundation for activities in 18 new clusters and 9 new districts in Aceh. In collaboration with local education offices, the project identified a total of 18 new MTTs and 11 new DLCs. Training of these designated field staff commenced and they will officially begin work with the project as soon as USAID approval is received.

In addition to preparation for the roll-out of these new activities, the ongoing program of activities carried out across both Cohort 1 and 2 clusters continued, in addition to transition and dissemination of DBE 2 activities in both target and non-target clusters and districts. Collaboration with both Indonesian and US university partners continued to strengthen and grow, and DBE 2's Active Learning for Higher Education (ALFHE) training package is set for expansion to up to 41 new universities through Indonesia's Western and Eastern University Consortia. Also of note, the five USAID DBE 2 fellows studying at Florida State University (FSU), the University of Massachusetts (UMass) and the University of Pittsburgh (Pitt), all completed their Master's degrees.

An important milestone this quarter was the implementation of DBE 2's last nationally led program of field staff training (FST) for its almost 250 Cohort 1 and 2 field staff (largely Master Teacher Trainers and District Learning Coordinators). This last FST was designed to better prepare field staff to engage local stakeholders in transition and sustainability planning.

DBE 2's grants program continues to outfit CRCs with ICT equipment needed for teachers to engage in the spectrum of DBE 2's ICT and active learning training activities and become a hub for distance learning opportunities for teachers within the cluster. Cohort 1 and 2 CRCs are in the process of applying for Tier 3 grants through which they are able to obtain hardware necessary for Internet connectivity as well as other technology to support DE and other ICT-based initiatives. It is important here to note that all 18 CRCs in South Sulawesi have now installed Internet connectivity at their own cost and as this report describes, CRCs in other provinces are starting to follow suit.

ICT Maintenance and Troubleshooting and Internet workshops were conducted for CRC teams across all provinces this quarter in an effort support CRC sustainability and also prepare teams for Tier 3 grants. More than 600 CRC stakeholders participated in these activities.

Developing Active Learning with ICTs (DALI) and Intel Teach training continued throughout the period with over 2,700 teachers being reached. DALI training is nearly complete in Cohort 1 clusters, and well underway now across Cohort 2; Intel Teach activities are underway for Cohort 2 stakeholders.

As indicated in the various Provincial Update sections of this report, Interactive Audio Instruction (IAI) kindergarten (TK) replication is taking off across all provinces. Cluster teams, often including teachers from partner TK, are making use of the TK transition workshops and accompanying IAI TK dissemination kits that were distributed to CRCs last quarter. In Central Java alone, a total of 363 new TK participated in IAI dissemination activities.

The Transition Update section of this report provides an overview of project transition data, presenting a picture of how the project is being taken up by local stakeholders and implemented using a variety of non-DBE 2 funding. The transition data capture those activities where both DBE 2 materials and staff are being used to bring the project to new stakeholders, with workshops funded by sources other than DBE 2. According to this definition, this quarter, a total of 184 new sub-districts were involved in project transition.

B. Report Structure

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

- Overview
- Progress/Accomplishments

- DBE, other project and/or GOI collaboration
- Challenges
- Ongoing activities, and upcoming events and plans for Quarter Two, FY10

Sections II-XII examine the status of key programmatic components of the DBE 2 project. Provincial quarterly summaries are found in Sections XIII-XIX. Two separate sections detailing Aceh Component 1 and 2 activities are provided. The report concludes with Sections XX which details progress toward the achievement of contract deliverables.

II. University Partnership Update

A. Overview

This quarter proved to be a very rich period of collaboration not only between DBE 2 and its university partners, but also between DBE 2's Indonesian and US university partners. The roll-out of the Active Learning for Higher Education (ALFHE) training package continued, and DBE 2's direct involvement drew to a close with the marking of portfolios at the end of the quarter. Interest in ALFHE grew beyond the project provinces, and Indonesia's East and West University Consortiums signed up to participate in ALFHE activities. Teams from both Florida State University (FSU) and the University of Pittsburgh (Pitt) visited Indonesia to continue work with university partners in the areas of action research and consortium development respectively. Additionally, FSU placed a doctoral student at the Open University (UT), to collaborate on a variety of distance learning projects with the UT over the next several months. Also of note the five USAID DBE 2 fellows studying at US universities completed their Master's degrees this quarter, bringing the total to eight fellows earning master's degrees throughout the course of the project. These items, as well as a number of other activities, are discussed below.

B. Progress/Accomplishments this Quarter

a. Non-print Materials Development

A five day workshop on instructional video script writing was conducted in Batu, East Java from September 30 to October 4. This was a follow-up activity to the planning and development of instructional video programs workshop conducted at UT in March, 2008. The general goal of the current workshop was to provide further training on instructional video script writing for selected participants so that they are better prepared to produce quality video scripts and to plan their production. The expected outputs of the workshop were to:

- Share experience on script writing and program production so that participants can learn from good and bad examples;
- Update the script writing assignments;
- Prepare basic a program outline, a brief content description and treatment of the program;
- Develop first drafts of the instructional video scripts; and,
- Finalize deadlines for final script submission and timelines for production.

Participants included 23 script writers from partner universities, P4TK and DBE 2 representing both the provinces and Jakarta. Two consultants, one from UT and the other a former video producer from Pustekkom, assisted with the implementation and facilitation of the workshop.

The workshop resulted in the selection of 23 topics, the development of 23 program outlines, synopses and treatments, and 23 first drafts of the instructional video scripts. It was agreed that before the end of October, all scripts should be revised based on the facilitator feedback and suggestions. The deadline for completed programs was agreed on and set for the end of April 2010.

As of the end of the quarter, all scripts had been finalized. Four programs have been produced, tried out and are now in the process of refinement based on tryout feedback: *Pemanfaatan Alat Peraga Matematika* (Using Simple and Low Cost Materials for Math, East Java), *Pembelajaran Tematik* (Thematic Instruction, North Sumatra), *Banjir* (Flood, West Java), and *Teknik Pengurangan Bilangan Bulat* (Round Number Deduction *Techniques*, Central Java).

b. ALFHE Rollout

The Active Learning in Higher Education (ALIHE) training workshop was held at the Hotel Kartika Wijaya, Batu, East Java on October 5-7, as a follow up to the National TOT on Active Learning in Schools (ALIS). Ten partner universities participated in this workshop (partner universities and Aceh and Papua are following a different schedule), each sending 4-5 faculty members to the training. These faculty will become the core facilitators for the ALFHE rollout in their respective universities.

Following ALIHE, in November, implementation and supervision of active learning in class activities were conducted at each respective university partner. During this time, DBE 2 facilitators visited participating lecturers' classrooms to observe their take up of active learning approaches and provide feedback and guidance.

Towards the end of the quarter, participant portfolio assessment took place. All ALFHE participants were required to submit portfolios, documenting their progress as they moved through the ALFHE training package. Assessment marking was largely positive. Out of 50 participants, 41 were found to be very competent, 4 competent, 2 not yet competent and 3 incomplete.

c. ALFHE Expansion

In addition to its existing 15 partners, DBE 2 has expanded the ALFHE program to other universities from eastern and western Indonesia as well as Central Java and Yogyakarta. Collaboration agreements were signed by DBE 2 and representatives from the Consortium of East Indonesia State Universities on December 11 and between DBE 2 and the Consortium of Western Indonesian State Universities on December 14. ALFHE expansion rollout, which is slated to bring the higher education training package to up to 41 new universities, is expected to begin early in 2010.

d. 10th University Working Group Meeting

The 10th university working group meeting was held at the Santika Hotel Bogor, West Java, from December 2-3 to update participants on the DBE 2 revised Scope of Work, review progress of DBE 2 training certification (assignment of credit hours and the transfer

of credit hours among partner universities), discuss the DBE 2 distance education pilot program, review the DBE 2 transition plan and its implementation, discuss the DBE 2 website and digital library, provide updates on the ALFHE Program, review the Indonesian University Consortium status, discuss outstanding issues, share updates on the FSU and Pitt partnership programs and prepare inputs for the 6th University Consortium Meeting.

Thirty seven participants attended the meeting including university contact persons (UC) from 14 institutions and representatives from FSU, University Advisors (UAs), staff from DBE 2 Offices and other invitees. Highlights of the results of the meeting are as follows:

i. Training certification (SKS) by University Partners

- It was recommended that all pending packages and certificates could be finished and awarded to participants before the end of December 2009. Certification will be completed before the next UWG meeting planned for May 2010
- A draft of a joint decree for the use and transfer of SKS among universities partners has been reviewed and prepared for the rectors' approval and signature.

ii. DBE 2 Distance Education Pilot Program

Each interested university should send up to three staff to participate in the first pilot before 31 December 2009 and up to ten staff in the second pilot to participate in the second pilot before 15 March 2010.

iii. DBE 2 Transition Plan and Implementation

DBE 2 is willing to share project data with partner universities interested in conducting research based on the data. The data will be available after the release of the M&E Final Report so as not to compromise the security and confidentiality of the stored data.

iv. Website and Digital Library

- DBE 2 offered university partners the possibility to mirror host the DBE 2 website. There are some advantages of hosting DBE 2, i.e. downloading will be faster when the member joins the INHERENT network and by having more visitors it enables the website to climb its position in the search engine. UC and UA were suggested to consult their computer center of the university in this regard.

v. ALFHE Program : National TOT and Roll out Implementation.

- Since the schedule of roll-out at UNM is in January 2010, the participants from Unismuh Makassar who missed some activities are welcome to join this roll-out. The cost for joining the program should be the responsibility of each university.
- It was suggested that the universities that cannot implement the program as planned should officially write to DBE 2 providing a justification to the project.
- It should be anticipated that some assigned lecturers working with ALFHE will have conflicting schedules with their main tasks at the universities because they are selected staff from the university. The remaining schedule for ALFHE activities would be finalized with the related staff/universities on consultation. UA and UC should submit updated roll-out agenda by 8 December 2009.

vi. FSU Partnership Program

- FSU will continue to maintain the existing partnerships with universities in Indonesia once DBE 2 closes down, and will expand it to those interested.
- It was suggested that the interested universities can collaborate to prepare proposals for funding, i.e. from USAID with facilitation from FSU.
- Possibilities to get funding, i.e. from Pemda (as in Aceh) should be explored.

vii. Pitt Partnership Program

Higher Education Management and Lab School Workshops will be held in Malang after the University Consortium Meeting. As the host, the State University of Malang was advised to invite the Directorate General for Higher Education to attend the Workshops, and prepare the lab school for the school visit, and provide guidance for the universities having lab schools and having no lab schools.

e. Florida State University: National Action Research Conference

DBE 2 partner FSU, in collaboration with UT and university partners from Aceh, North Sumatra, Banten, conducted the National Action Research Conference at UT on December 4-5, 2009. This conference was an important step in the ongoing action research work being conducted by teams at DBE 2 university partners in the aforementioned provinces. Conference participants included not only action research team members from the seven participating universities, but also by participants of the 10th UWG Meeting, representative from University of Jakarta and eight faculty members from FSU.

The conference provided each action research team a forum to share and discuss their findings with a broad audience. Teams received constructive feedback on their action research processes and findings, and a broader discussion of the role of action research in Indonesian education, and challenges conducting action research in both university and school contexts, took place.

FSU will consider these inputs as it creates an instructional package for training university lecturers in action research. Based on interest from other DBE 2 partner universities, FSU will now expand its action research work to university partners in Central Java, East Java and South Sulawesi.

f. The 6th University Consortium Meeting

The 6th UCM was held at Sun Hotel, Sidoarjo, East Java, and was hosted by UNESA from December 7-8. Fifty one participants joined the meeting consist of representatives from 14 Indonesian Universities, faculty from FSU, and Pitt, staff from DBE 2, Kemko Kesra and other invitees.

The UCM covered the following agenda items.

- DBE 2 update on current programs and activities
- Current and Possible Future Collaborative Programs with FSU: Four panelists from FSU presented information on FSU's potential and strengths to collaborate, including Jeffry Milligan, Carolyn Herrington, Marcy Driscoll, and John Mayo. Discussion with the floor included sustainability of collaborative action research

program, internationalization of school systems, and correlation of curriculum with national exams. The meeting agreed that FSU is open to collaborate on its expertise, not only action research and widening coverage to other members of the consortium; future collaborative programs to be continuously explored; communication can be made by e-mail, etc.

University of Pittsburgh – CIUP Program Update: The discussion included how to improve quality of faculty members, coverage of programs, and sustainability of the collaboration programs. The meeting agreed that the collaboration with Pitt should be expanded to all universities in the consortium.

- Discussion: Promoting Active Learning in Teachers' Profession Education Panel: Unsyiah, FSU and Pitt conducted the panel discussion. The Unsyiah team presented their roll-out programs including servicing remote/rural areas, and efforts for funding support. FSU emphasized service learning projects, establishing centers for teaching and learning and doing more practice than theorizing. Pitt discussed its service learning of students (working outside of the country to construct schools and share experience upon return) and various active learning projects in science, technology, engineering, and mathematics. The meeting discussed various ways to involve teachers and students in active learning, engaging students in learning processes, how teachers have to be responsive to the students' needs/interests and meet the needs as much as possible, and problems and challenges to implement active learning.

g. Pitt: Higher Education Management and Lab School Workshops

These two workshops were simultaneously conducted in Malang from December 9-11 and hosted by UM (State University of Malang) and facilitated by a team of two faculty from Pitt. The Higher Education Management (HEM) Workshop focused on strategic planning and quality assurance and the furthering of two consortium action projects: establishing an Academy for HEM and establishing a Consortium (KPTIP) website. There were nine KPTIP universities represented at the HEM Workshop from 9-11 December 2009.

Pitt remains supportive of the KPTIP rectors' efforts to renew, reestablish and create lab schools within member universities. During the lab school workshop, participants agreed to plan for the establishment or the renewal of their respective university lab schools. As collaborative efforts proved to be highly successful, they decided that they wanted to carry forward these efforts by establishing a national association of lab schools. Currently the consortium is a member of the International Association of University-based Lab Schools (NALS), as their names had been put forward by Pitt. It was agreed that an Indonesian-based association of lab schools, founded by the KPTIP consortium, could significantly advance the growing national lab school renewal movement.

h. USAID DBE 2 Fellows Complete their Master's Degree Programs

This quarter the final group of USAID DBE 2 fellows sent to the US to earn Master's degrees in a variety of subjects linked to the project's ongoing work with various institutions in Indonesia, completed their study programs. A total of eight individuals have now earned advanced degrees in the US through the DBE 2 project.

USAID DBE 2 Graduating 2009 Fellows

Name	Indonesian Institution	US University	Degree
Anton Widyanto	IAIN Ar-Raniry, Banda Aceh – NAD	Florida State University	M.S. in Sociocultural and International Development Education Studies
Khairil Razali	IAIN Ar-Raniry, Banda Aceh – NAD	Florida State University	M.S. in Sociocultural and International Development Education Studies
Ratna Prabandari	National Institute for Research and Development Center for Educational Assessment	University of Massachusetts	M.Ed. Research and Evaluation Methods
Sayed Mahdi	Syah Kuala Univesity - NAD	University of Pittsburgh	M.Ed. in Higher Education Management
Sri Wahyuni	Open University - Jakarta	Florida State University	M.S. in Instructional Systems, with a major in Open and Distance Learning

C. Challenges

It is hard to imagine winding down project activities as early as June when university partner interest and enthusiasm appears to be at a peak. Collaboration across university partners, Indonesian and US, is real and meaningful and hopefully will be sustained beyond the life of the project.

An area of concern is that of ALFHE expansion. In order to properly support the dissemination of the ALFHE training package to potentially 41 new university partners, DBE 2 will need the help of facilitators who must be hired as consultants. This will likely require USAID CO approval. Enthusiasm from these new partners for ALFHE is high and DBE 2 hopes to be able to meet their expectations.

D. Ongoing Activities and Upcoming Events for Quarter Two, FY10

- ALFHE Expansion Activities include the following :
 - National TOT for ALFHE Expansion (January 18 – 23, 2010)
 - Signing of Agreement between DBE 2 and 18 State Universities (January 31, 2010)
 - Active Learning in School TOT for 18 State Universities from Eastern part of Indonesia (Makassar, February 1 – 5, 2010)
 - Signing of Agreement between DBE 2 and 13 State University from Western Part of Indonesia (Medan, February 7, 2010)
 - Active Learning in School TOT for 13 State Universities from Western Part of Indonesia (Medan, February 8-12, 2010)
 - Active Learning in School TOT for 10 Universities Central Java, Yogyakarta and Jakarta (Kaliurang, February 15 – 19, 2010)
 - Active Learning in Higher Education Workshops in Mataram (February 22 -27,2010), Gorontalo (March 1-5, 2010), Central Java (April 29 – March 2, 2010)

- Instructional Video Program production to support DBE 2 Training Packages and ALFHE program in collaboration with university partners.
- Implementation of agreements made during the last 6th University Consortium Meeting by respected universities to be reported in the coming 7th UC Meeting.
- Development of KPTIP Website (IAIN Walisongo and UPitt)
- Establishment of KPTIP Journal (IAIN Sumatera Utara, UPitt and FSU)
- Establishment of Indonesian Lab School Association (UM, UPitt and other related universities)

III. Cluster Resource Center Update

A. Overview

During this quarter routine meetings and trainings to support teachers' professional development and teaching and learning activities continued to be carried out in Cohort 1 and 2 CRCs. Working together with the schools in the clusters, a variety of meeting/training activities for active learning, KTSP, RPP, low cost materials, syllabi, thematic teaching, kindergarten IAI packages and ICT were held. Also, due to the additional ICT equipment and computers distributed over this and previous quarters, coupled with DALI, Intel Teach and independent ICT trainings that are held in the CRCs, teachers are now more enthusiastic and motivated to use ICT to support their teaching and learning activities. As a result, CRC teams are more creative in producing ICT-based teaching and learning materials and there has been improvement in the production of instructional videos/CDs.

During this reporting period, provincial teams also started to socialize the Classroom Reading Program to CRCs including their roles in supporting the cluster-level training roll out. Under this initiative each CRC will receive one book kit consisting of 40 titles with 5 copies for each book which makes a total of 200 books. These books will be used as a tool to train teachers from Grade 1, 2 and 3 on how to motivate and boost their students' interest to read books. Under this program 1,067 schools will be provided with 600 books targeted for first, second and third grades.

As part of the transition strategy and realizing the needs for DBE 2 to provide relevant knowledge and skills to support CRC sustainability, in collaboration with the Communications and ICT teams, provincial level workshops for CRC team members and MTTs were conducted from September to December with details as follows:

CRC Sustainability workshop: Capacity Building in Communications

Objectives	To provide CRC operational team with the ability and skills to 'sell' CRC to GOI stakeholders
Duration	3 days
Participants	<ul style="list-style-type: none"> • CRC Head/CRC Managers • CRC Information Division • CRC ICT/Maintenance Division • MTTs
Facilitators	<ul style="list-style-type: none"> • Communications Team (Jakarta and Province) • ICT Coordinator/Assistant (province) • Provincial DLCs • KCD (invitee – only on the 3rd day)

Objectives	To provide CRC operational team with the ability and skills to 'sell' CRC to GOI stakeholders																												
Training content	<ul style="list-style-type: none"> • Development of Communication products (brochure/leaflet, posters, bulletin, article/report) to socialize and 'sell' CRC • Production of Technical and Financial Proposal (to obtain financial support from GOI) • Open house activity (presentation and role play – how to make good presentations that 'sells' to stakeholders) 																												
Dates	<p>Cohort 1:</p> <table border="1"> <thead> <tr> <th>Province</th> <th>Dates</th> </tr> </thead> <tbody> <tr> <td>West Java & Banten</td> <td>September 1 – 3, 2009</td> </tr> <tr> <td>South Sulawesi</td> <td>September 7 – 9, 2009</td> </tr> <tr> <td>NAD</td> <td>September 7 – 9, 2009</td> </tr> <tr> <td>East Java</td> <td>October 12 – 14, 2009</td> </tr> <tr> <td>North Sumatra</td> <td>October 12 – 14, 2009</td> </tr> <tr> <td>Central Java</td> <td>October 20 – 22, 2009</td> </tr> </tbody> </table> <p>Cohort 2:</p> <table border="1"> <thead> <tr> <th>Province</th> <th>Dates</th> </tr> </thead> <tbody> <tr> <td>West Java</td> <td>September 8 - 10, 2009</td> </tr> <tr> <td>South Sulawesi</td> <td>September 10 - 12, 2009</td> </tr> <tr> <td>NAD</td> <td>October 12 - 14, 2009</td> </tr> <tr> <td>North Sumatra</td> <td>November 4 - 6, 2009</td> </tr> <tr> <td>Central Java</td> <td>November 8 - 10, 2009</td> </tr> <tr> <td>East Java</td> <td>February 2010 (dates tbd)</td> </tr> </tbody> </table>	Province	Dates	West Java & Banten	September 1 – 3, 2009	South Sulawesi	September 7 – 9, 2009	NAD	September 7 – 9, 2009	East Java	October 12 – 14, 2009	North Sumatra	October 12 – 14, 2009	Central Java	October 20 – 22, 2009	Province	Dates	West Java	September 8 - 10, 2009	South Sulawesi	September 10 - 12, 2009	NAD	October 12 - 14, 2009	North Sumatra	November 4 - 6, 2009	Central Java	November 8 - 10, 2009	East Java	February 2010 (dates tbd)
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North Sumatra	October 12 – 14, 2009																												
Central Java	October 20 – 22, 2009																												
Province	Dates																												
West Java	September 8 - 10, 2009																												
South Sulawesi	September 10 - 12, 2009																												
NAD	October 12 - 14, 2009																												
North Sumatra	November 4 - 6, 2009																												
Central Java	November 8 - 10, 2009																												
East Java	February 2010 (dates tbd)																												

CRC Sustainability workshop: ICT Maintenance and Troubleshooting

Objectives	<ul style="list-style-type: none"> • To provide CRC operational team with the skills on how to conduct basic maintenance and minor repair of the ICT equipment; • To provide CRC operational team with ability and skills to use ICT equipment and internet facilities to support teachers' professional development; • To raise CRC operational team's sense of belonging and self-reliance in maintaining and managing the ICT equipment in the CRCs/clusters.
Duration	3 days
Participants	<ul style="list-style-type: none"> • CRC Maintenance/ICT Division • MTTs • Local DLCs • Teachers (who have followed DALI TOT)
Facilitators	<ul style="list-style-type: none"> • ICT teams (Jakarta and province) • DLC (CRC coordinator)

Training content	<ul style="list-style-type: none"> • Computer hardware: introduction, function and maintenance • Installation and challenges: hard disk, software, antivirus, back-up data, burning CD – DVD • ICT Maintenance at the CRC: discussion on the what, how, who and troubleshooting • Internet connection and troubleshooting • Development of local network • Web Blogging: upload stories to apakabarpsbg and create CRC's own blog • Public services advertisement/announcement project 																												
Dates	<p>Cohort 1:</p> <table border="1" data-bbox="387 495 1228 828"> <thead> <tr> <th>Province</th> <th>Dates</th> </tr> </thead> <tbody> <tr> <td>Central Java</td> <td>October 8 - 10, 2009</td> </tr> <tr> <td>West Java & Banten</td> <td>October 12 - 14, 2009</td> </tr> <tr> <td>East Java</td> <td>October 15 – 17, 2009</td> </tr> <tr> <td>South Sulawesi</td> <td>October 20 - 22, 2009</td> </tr> <tr> <td>North Sumatra</td> <td>October 27 - 29, 2009</td> </tr> <tr> <td>NAD</td> <td>November 10 – 12, 2009</td> </tr> </tbody> </table> <p>Cohort 2:</p> <table border="1" data-bbox="387 913 1228 1247"> <thead> <tr> <th>Province</th> <th>Dates</th> </tr> </thead> <tbody> <tr> <td>West Java & Banten</td> <td>October 20 - 22, 2009</td> </tr> <tr> <td>Central Java</td> <td>November 5 - 7, 2009</td> </tr> <tr> <td>East Java</td> <td>November 24- 26, 2009</td> </tr> <tr> <td>South Sulawesi</td> <td>December 8 - 10, 2009</td> </tr> <tr> <td>North Sumatra</td> <td>December 15 - 17, 2009</td> </tr> <tr> <td>NAD</td> <td>December 22 – 24, 2009</td> </tr> </tbody> </table>	Province	Dates	Central Java	October 8 - 10, 2009	West Java & Banten	October 12 - 14, 2009	East Java	October 15 – 17, 2009	South Sulawesi	October 20 - 22, 2009	North Sumatra	October 27 - 29, 2009	NAD	November 10 – 12, 2009	Province	Dates	West Java & Banten	October 20 - 22, 2009	Central Java	November 5 - 7, 2009	East Java	November 24- 26, 2009	South Sulawesi	December 8 - 10, 2009	North Sumatra	December 15 - 17, 2009	NAD	December 22 – 24, 2009
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As a result of the CRC – Communications workshops, CRCs have now produced their own brochures and also managed to create bulletins that are planned to be published periodically. These materials will be used as their promotion and marketing tools. Also, CRCs now have better understanding in developing proposals that they can use as a means to obtain support from the GOI stakeholders.

The CRC – ICT Maintenance and Troubleshooting workshop that followed has made a significant contribution to the improvement and enhancement of CRC operational teams' knowledge and skills in the use of ICT equipment including how to perform basic maintenance, installation and troubleshooting. It is hoped that CRCs will be self-reliant and confident in solving problems concerning ICT.

It is fair to say that with the right training and equipment given to CRCs, teachers have more opportunities for capacity building development that will ultimately increase their confidence in implementing innovative changes to teaching and learning activities in their schools.

a. Cohort 1

Since the last monitoring visits that were held during last quarter to the 57 CRCs in Cohort 1 in which achievements made by the CRCs/clusters were recognized, strengths and weaknesses were identified including constraints that are faced by CRCs, necessary follow-up has been made by the CRCs to ensure that weaknesses are addressed and improved. The next monitoring visits will be carried out during the next quarter. It is hoped that these monitoring visits will witness an improvement in the CRCs that are ranked in Category 2 and especially Category 3.

Socialization and promotion of CRCs to DBE 2 schools is carried out through meetings with stakeholders during the KKG/KKKS weekly/monthly meetings and through distributing brochures and bulletins, also participating in the educational exhibitions held in the district level to promote CRCs to non-DBE 2 schools. CRC socialization and promotion efforts are also aimed to obtain support from the stakeholders as well as from private institutions through the provision of funds or any other assistance that can support CRCs.

During this quarter Intel Teach training for Participants Teachers (PT) continued to be conducted in the provinces. The Intel Teach trainings have been considered very useful as these trainings provide the basic knowledge and skills needed by the teachers in the use of computers to support teaching and learning as well as for administrative purposes. To ensure the success of these trainings and based on their performances and commitment, Cohort 1 CRCs in the seven provinces were awarded a total number of 103 laptops and 196 desktops. At the end of this quarter a total of 2,978 teachers have been trained and it is hoped that by end of March 2010 a total number of 6,207 teachers will be trained.

Besides providing ICT training and equipping CRCs with sufficient computers, DBE 2 will be supporting CRCs with more advanced technology in the form of Internet connectivity. Starting this quarter, CRC teams conducted mini surveys to look into the most suitable scenario for Internet connectivity in each cluster before submitting their Tier 3 grant applications. Before proceeding further with the grants, through the assistance from the schools where the CRCs are located, 52% of the CRCs in the provinces have taken the initiative to install Internet connectivity so that they can practice and apply what they learned from the CRC – ICT Maintenance and Troubleshooting workshops in the CRCs, as well as other DBE 2 ICT training activities.

b. Cohort 2

During this reporting period, monitoring visits were made to West Java and East Java. As a whole Cohort 2 CRCs in the seven provinces are categorized into: Category 1 (40%), Category 2 (50%), and Category 3 (10%). It is a fact that Cohort 2 CRCs are very active and most of them have taken the initiative to conduct various trainings that are funded by the schools in the clusters using either BOS funds or contribution that are routinely given to CRCs.

Similar to Cohort 1 CRCs, Cohort 2 CRCs are conducting socialization and promotion of CRCs through meetings with stakeholders during KKG/KKKS and distribution of brochures and bulletins to schools in DBE 2 and non-DBE 2 clusters and also Dinas Kabupaten. The

responses have been very positive and many non-DBE 2 schools have expressed their wish to be included in the DBE 2 programs.

In Cohort 2, the Intel Teach trainings for Master Trainers (MT) have just begun during this quarter. It is expected that by end February 2010 MT trainings will be concluded in all DBE 2 provinces and Participant Teachers (PT) roll outs that will be conducted at either the CRCs or schools will be followed. A total number of 5,943 teachers are expected to be trained by end May 2010. The same as with Cohort 1 CRCs, Cohort 2 CRCs are also being provided with additional computers that will be awarded based on their performances and commitment.

The process of providing grants for Internet connection to Cohort 2 CRCs will start at the same time as for Cohort 1 CRCs. The same as Cohort 1 CRCs, Cohort 2 CRCs will conduct mini surveys prior to determining the best scenario of internet connection to be applied in each cluster. The decision will depend on various factors such as the availability of telephone lines and possible Internet connection and the commitment of schools in the clusters to give routine contribution for the monthly operating costs for having these facilities. At the moment, through the schools' initiative 25% of the Cohort 2 CRCs in the provinces have installed Internet connections and it is expected that by the end of the next quarter, grants to support equipment for Internet connectivity for all Cohort 2 CRCs will be finalized.

B. Progress/Accomplishments this Quarter

a. Activities that support dissemination/replication of DBE 2 programs

Realizing that continuous efforts need to be made during this transition period, CRCs, GOI stakeholders and DBE 2 provincial offices have initiated and are conducting various activities that include:

- Dissemination/replication activities that include training and mentoring for active learning, foundation packages in schools in the clusters, and IAI Kindergarten packages
- Skills Enhancement Workshop (SEW)
- ICT trainings for schools in the clusters (funded independently by schools) to include DALI and Intel Teach
- Socialization and promotion of DBE 2 programs to UPTD/KCD, school committees, *Dinas Kabupaten/Provinsi*
- Hosting visits from *Dinas Kabupaten/Provinsi* and *Bappeda* to DBE 2 CRCs/schools and seeking possible collaboration for replication of DBE 2 programs using

b. Activities and efforts to support CRC sustainability

- Socialization and promotion of CRCs to DBE 2 schools and non-DBE 2 clusters/schools and *Dinas Kabupaten/Provinsi*
- Conduct activities that constantly use the learning resources and equipment available in the CRCs
- Commitment by the DBE 2 schools to provide monthly contributions to support CRCs' operational and running costs

- Commitment by Head of CRCs to support trainings and other activities in CRCs using BOS funds
- Collaboration with third parties to support activities in CRCs (Telkom, local publisher, local contractor)
- Providing support and direction for CRCs to be able to generate income (for sustainability purposes).

C. Challenges

a. Administration in the CRCs

Although the CRCs are conducting day-to-day administrative activities, improvement needs to be made by the CRC operational teams to ensure high standards of administration in the CRCs. Constraining factors such as the workload of teachers and school principals (who are members of the CRC operational teams) and the limited time that they have to conduct administrative tasks needs to be addressed and solutions need to be agreed upon.

b. The role of the MTTs

MTTs have very important roles in supporting and motivating CRC teams to improve, develop, and bring innovative change to the clusters; however, there are some MTTs who lack the management skills and leadership ability. This matter has been discussed and DLCs have been asked to provide targeted supervision and direction to these MTTs.

D. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter 2 FY10

- *Cohort 1 and 2 Classroom Reading Program - distribution of books to CRCs and schools.* Distribution of books to CRCs is expected to be concluded during this quarter.
- *Cohort 2 – Intel Teach roll out.* Based on the agreed CRC workplan, Intel Teach MT trainings that are carried out in the CRCs/schools will start this quarter.
- *Cohort 1 and 2 – Tier 3 Grants.* The process of reviewing and approving Tier 3 grants will begin in February 2010 and procurement process is expected to start March 2010.
- *CRC – Introduction to Internet (cluster level).* Due to the delay in the submission of Tier 3 grants and also delivering the ICT Maintenance and Troubleshooting trainings, the one-day cluster level training to introduce how the Internet can be used to support teaching and learning is expected to start this quarter.
- *Cohort 2 CRC Assessment and one-day CRC Best Practices workshop (provincial level).* Prior to holding the National Best Practices in Jakarta in May 2010, assessment to select the best CRC in each province is planned to commence this quarter followed by a one-day workshop in the provincial level with the objectives of sharing information on CRCs experiences, lessons learned and best practices amongst CRCs, to expose the work of DBE 2 programs to stakeholders and to obtain support and commitment from the GOI stakeholders for CRC sustainability.
- *Sixth DLC CRC Coordination Meeting.* The sixth DLC coordination meeting is planned to take place in March 2010 in Bogor. One of the important agenda is to discuss the preparation of the National Best Practices that is planned to be held in May 2010.

IV. Classroom Reading Program Update

A. Overview

With USAID approval of the modified project contract, DBE 2's Classroom Reading Program (CRP) commenced in earnest this quarter. Due to the delay in contract approval, the CRP implementation plan had to be modified to incorporate one school semester as opposed to the originally planned academic year.

Preparatory activities that took place this quarter included the finalization of the reading list, detailing a collection of supplemental reading materials for Grade 1-3 students in Bahasa Indonesia. Through the CRP program, DBE 2 will provide 600 books to all project schools, a total of 1067, across seven provinces. The provision of supplementary reading materials will be supported with teacher professional development workshops, the materials for which were nearly finalized this quarter. CRP training will equip teachers with skills and knowledge on how to use and manage the supplementary reading materials to foster an active learning environment, developing student reading interest and habit.

The hiring of Classroom Reading Program coordinators in all provinces also commenced this quarter.

B. Progress/Accomplishments this Quarter

a. Book List Finalization and Approval

In Jakarta, hundreds of book titles have been listed and book samples from a variety of publishers in Indonesia have been collected as a reference to develop a master booklist for the program. This list was based on research conducted on locally available, culturally relevant and appropriate books printed in Bahasa Indonesia. The final list was forwarded to USAID and DBE 2 received approval from USAID on November 10, 2009.

b. Procurement

A procurement and distribution plan was developed by DBE 2 and was delivered as a briefing to USAID on December 16, 2009. As a part of that briefing DBE 2 communicated that during its planning process, it emerged that the 40 book titles which comprise the procurement were only available from four local publishers. It was therefore determined that a competitive bid process would not be possible in this instance and a sole-source justification would be provided with the Request for Consent to Subcontract. Subsequently, DBE 2 negotiated 30-50% discounts (from retail prices) directly with the publishers.

C. Areas of DBE 2 and/or Other Project and/or GOI Collaboration

At the provincial level, the reading program was socialized with local education office officials. At the Jakarta level, DBE 2 staff will meet with MONE personnel to share reading program materials and schedules early next quarter.

D. Challenges

In all aspects of the program, the limited timeframe is proving to be a challenge. Ideally, books would be in each classroom prior to the commencement of cluster-level training; however, for a variety of reasons (time required for USAID CO approval of procurement, publishers do not have such a massive quantity of books in stock and will have to reprint which is a three week minimum, time for shipping from Jakarta to provinces and delivering to schools etc.) books will likely not be in schools until late March, early April. DBE 2 could not wait until this late in the school year to commence training, so as an interim measure the project is sending one book kit to each CRC. This will allow training to commence early next quarter, and teachers will be able to borrow books from the CRC kits to support reading activities in their classrooms prior to the arrival of their book kits.

DBE 2 also anticipates some logistical challenges will be encountered with the packing and shipping of 3201 book kits containing well over 600,000 books, to over 1,000 schools across seven provinces. DBE 2 will carefully select reputable logistics firms to work with to accomplish this task, and supervise the packing and shipping process.

E. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Two, FY10

Scheduled activities for Quarter Two, FY10 are detailed below:

- National Workshop, Jakarta, January 20 – 22 for Classroom Reading Program Coordinators from all 6 provinces and lead MTTs.
- Provincial TOTs for MTTs and PBS in all provinces between January and February.
- Cluster-level roll-out at each CRC for Grades 1-3 teachers and principals will commence in March.
- Book kits will start arriving in CRCs by late January.

Additionally, DBE 2 will submit to USAID a Negotiation Memorandum for Request to Subcontract which includes a sole-source justification in January of 2010. Following USAID consent, DBE 2 will issue fixed price subcontracts to the four publishers based on the discounted rates. DBE 2 will also conduct a competitive tender process for the shipping and warehousing of the books during the sorting and packing phase, which is expected to take place in early March. It is expected that book kits will begin arriving in schools in many provinces in mid- to late-March 2010; with all deliveries complete by mid-April.

Kindergarten Update

V. Kindergarten Update

A. Overview

The DBE 2 kindergarten (TK) component continued to progress this quarter with transition activities taking place in nearly all provinces. Provincial teams are leading both cluster and district level transition activities, with DBE 2 staff co-facilitating IAI Kindergarten Teacher Training for non-DBE 2 kindergarten teachers. These activities are often conducted in collaboration with Dinas Pendidikan and the Kindergarten Teachers Association (IGTKI). DBE 2 Jakarta encouraged provincial office teams to approach Dinas Pendidikan Kabupaten/Kota to replicate the IAI program and DBE 2 continues to send Paket PAI dissemination kits to the Dinas Pendidikan on an on demand-basis. The dissemination kits include a copy of Paket PAI materials, as well as the IAI Dissemination Handbook which contains step by step guidance on how to replicate and disseminate the package and associated training to more kindergartens especially within the same DBE cluster.



TK B students and teachers in Pertiwi Jungke, Karanganyar, Central Java, experiment with floating and sinking objects.

By the end of this quarter, request for dissemination kits came from Dinas Pendidikan Kota Cilegon and Dinas Pendidikan Kabupaten Subang. Previously, all districts in East Java have requested the kit. DBE 2 Jakarta also visited two partner kindergartens in Sibolga, two in Klaten, two in Karanganyar and two in Surabaya this quarter to conduct monitoring and support visits. This monitoring was aimed to gain updates on IAI program implementation and support teachers to conduct the program effectively and efficiently.

DBE 2 continued to work with GOI partners P4TK TK & PLB and TK-SD Directorate this quarter to encourage their uptake of IAI materials. In accordance with maintaining a good relationship with national stakeholder P4TK TK & PLB, DBE 2 fulfilled the invitation from P4TK TK & PLB to be one of the speakers in “Creative Learning in Facilitating Friendly Environments for Young Children” seminar. In this seminar, DBE 2’s TK Coordinator spoke in a session about “Teacher Creativity in the Kindergarten Classroom,” relating the topic to the IAI Program. Balai Pengembangan Media Televisi, an institution under Pustekkom based in Surabaya, East Java, also has shown its interest in adapting IAI program to audio visual-based program to be used in inclusion school. DBE 2 continues to await word from Pustekkom regarding whether or not budget will be assigned to convert the IAI program to radio.

B. Progress/Accomplishments this Quarter

The DBE 2 kindergarten component continued to develop throughout the period, important work taking place both at the provincial and national levels. At the national level, effort towards solidifying a transition strategy for the component continued; and at provincial level, IAI Kindergarten Teacher Training took place for non-DBE 2 partner kindergarten teachers. These trainings occurred at both the district and cluster level, both in DBE and non-DBE districts in collaboration with Dinas Pendidikan and IGTKI.

a. IAI TK Teacher Training for Non-DBE 2 TK Teachers

All provinces are making great use of the IAI kits (Paket PAI) and dissemination handbooks placed in CRCs. The materials are being widely used to support IAI replication activities. IAI TK Teacher Training for non-DBE 2 TK teachers conducted in district and cluster level largely in collaboration between DBE 2 and Dinas Pendidikan and IGTKI. Dissemination training objectives included the following:

- To learn how to use the “Playing and Learning in Wonderland” materials (Interactive Audio Instruction programs, posters, worksheets and teachers guide).
- To learn how to make low cost materials that will be used during the IAI programs.



Participants of IAI TK Teacher Training in Klaten Utara practice making poster-based questions to develop children's language and higher order thinking skills.

For trainings that took place within DBE 2 clusters, participants were encouraged to utilize Paket PAI available in their CRCs to support replication. This quarter, the DBE 2 Kindergarten Program Coordinator co-facilitated three of these dissemination training workshops in Sibolga district, Klaten Utara sub-district and Lamongan district. Similar trainings occurred simultaneously in other clusters and districts.

	Sibolga District	Klaten Utara Sub-District	Lamongan District
Partner(s)	Dinas Pendidikan Kota Sibolga	IGTKI and UPTD Klaten Utara	Dinas Pendidikan Kabupaten Lamongan
Number of Participants	About 50 teachers	About 60 teachers	About 100 teachers
Co-Facilitators	<ul style="list-style-type: none"> • DLC • MTT • DBE 2-partner kindergarten teacher 	<ul style="list-style-type: none"> • MTT • DBE 2-partner kindergarten teachers 	<ul style="list-style-type: none"> • Pengawas • DLC • DBE 2-partner kindergarten teacher

The DBE 2 TK Coordinator also visited a total of eight kindergartens in four districts. This monitoring was aimed to gain updates on IAI program implementation and support teachers to conduct the program effectively and efficiently.

	Sibolga District	Karanganyar District	Klaten District	Surabaya District
Kindergarten Visited	TK ABA, Sibolga Kota TK ABA, Sibolga Selatan	TK Pertiwi Jungke, Karanganyar TK Pertiwi Jatipuro	TK Pertiwi 02 Troso, Karanganom TK Pertiwi Pokak, Ceper	TK Hapsari, Gubeng TK Aisyiyah 05 Gubeng

C. Areas of DBE 2 and/or Other Project and/or GOI Collaboration

GOI partners are integral to the development and replication of the TK program. In order to maintain good relationship with national stakeholder P4TK TK & PLB, DBE 2 fulfilled the invitation from P4TK TK & PLB to be one of the speakers in “Creative Learning in Facilitating Friendly Environments for Young Children” seminar held at P4TK TK & PLB office in Bandung on November 24, 2009. This seminar was attended by around 70 participants. DBE 2 discussed how IAI inspires both student and teacher creativity in a session about “Teacher Creativity in the Kindergarten Classroom.”

It is worth noting here that no mention is made of P4TK TK & PLB replicating IAI training this quarter. P4TK completed its 2009 cycle of IAI training last quarter, and is awaiting 2010 to commence again. The extent of their IAI training program will be dependant on budget available.

DBE 2 received a request for a copy of Paket PAI from Balai Pengembangan Media Televisi (BPMTV), an institution under Pustekkom based in Surabaya, this quarter. BPMTV intends to adapt IAI program into an audio visual-based program aiming for teacher and students in inclusion schools. DBE 2 is excited about this possibility and is looking forward to being in further contact with BPMTV soon.

In accordance with replication process in DBE 2 and non-DBE 2 districts, DBE 2 has sent Paket PAI to all District Dinas Pendidikan in East Java last quarter and this quarter has received request for Paket PAI from two districts, Cilegon and Subang. District Dinas Pendidikan can send their request for the Paket PAI dissemination kits to DBE 2 through March 2010 to allow enough time for the procurement process prior to project closedown. The dissemination kit includes all IAI program materials and a Dissemination Handbook which contains step by step guidance on how to replicate and disseminate the package and associated training to more kindergartens especially within the same cluster.

DBE 2 continued to correspond with the TK-SD Directorate this quarter to develop an IAI TOT program for TK-SD staff. DBE 2 would like TK-SD to play a key role supporting transition of IAI activities. Challenges to this end are discussed in the section below.

D. Challenges

The transition process requires DBE 2 staff to interact with a broader group of stakeholders at the national, provincial, district and cluster levels. Demands on staff time for transition support can pose challenges, and cluster-level stakeholders may be met with roadblocks when they seek funding to support the duplication of Paket PAI materials. Another challenge

that might occur within this transition process is tracking all of the dissemination activities happening in the field, as well as those conducted by national GOI partners.

Meaningful interaction with the TK-SD directorate regarding transition initiatives remains a challenge. They seem to be keen to have DBE 2 conduct training directly for TK teachers, rather than have DBE 2 develop a cadre of IAI skilled individuals within the directorate. DBE 2 would like to build a link between P4TK TK & PLB and TK-SD, and will continue to forge ahead with efforts in this direction.

E. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Two, FY10

Ongoing events and upcoming activities for Quarter Two, FY10 are detailed below:

- DBE 2 Jakarta will visit the seven project provinces to monitor the transition process and provide facilitation support at transition workshops as needed.
- DBE 2 will meet with P4TK TK & PLB to discuss their 2010 IAI workplan and discuss P4TK's supporting role in TK expansion activities in Aceh.
- Once the new SOW is approved, DBE 2 will commence preparation for kindergarten roll-out in 18 new TK in Aceh. The recruit for a TK Coordinator to be based in Aceh is still underway. TK selection will commence next quarter.
- DBE 2 will continue to reach out to the TK-SD Directorate and encourage their adoption of IAI TK materials.

VI. Active Learning with ICTs Component Update

A. Overview

Developing Active Learning with ICT (DALI) activities continued in the provinces this quarter, alongside two activities designed to support the cluster's capacity to sustain ICT-based initiatives. CRC – ICT Maintenance and Troubleshooting Workshops took place as a response to local request and need. During the workshops a number of topics directly supporting DALI were explored, including video development and Internet use to support teaching and learning.

B. Progress/Accomplishments this Quarter

a. DALI Rollout

DALI training continued to be rolled out this quarter, transitioning from Cohort 1 to Cohort 2 clusters. By the quarter's end, most provinces had completed their training with Cohort 1 teachers. The North Sumatera team also wrapped up Cohort 2 DALI rollout. Within this quarter, more than 900 teachers participated in DALI training.

Dissemination and replication of DALI training also commenced in a number of provinces. Working with stakeholders at the district and cluster levels, ICT Teams supported active learning supported by technology training and modeling strategies for educators from non DBE 2 schools. DBE 2 Aceh conducted a two-day training for five schools in Banda Aceh. Another request for dissemination came from Jenu, Tuban, East Java. South Sulawesi attempted to strengthen the sustainable impact of DALI on the cluster by following each DALI workshop with a related, independent training funded by the CRC and carried out by appointed former DALI trainees. In West Java, two DALI was introduced, through the demonstration of two modules, to almost 900 participants at a PGRI annual assembly for teachers in Indramayu district.

b. CRC – ICT Maintenance and Troubleshooting Workshop

Based on the success of CRC Internet Pilot in Central Java in the previous quarter, CRC – ICT Maintenance and Troubleshooting Workshops were held to provide further support for CRCs to carry out activities using the provided technology. This three day workshop was held at two central provincial sites for Cohort 1 and 2 CRC teams and will be rolled out at the cluster level to reach a broader audience.



Working in teams, participants created their own videos

Attended by key stakeholders from each CRC, the workshop objectives were to:

- Introduce techniques of basic ICT equipment maintenance to assist CRC teams with maintaining the equipment in their inventory.
- Equip CRC managers/staff with skills to use ICT equipment.
- Introduce CRC teams to how the Internet can be used to support teaching and learning, communication, and collaboration among teachers and community.

Participants were involved in a series of activities designed to bring about understanding of simple hardware installation (i.e. computer and other technology equipments set up and Local Area Network installation). Using a fun and interactive approach, the Computer Maintenance Challenge adapted from DALI's computer challenge game, Provincial ICT Teams taught participants the basic theories of technology maintenance. Practical elements were then provided in troubleshooting clinics for all participants in smaller groups.

Videos are very powerful tools for instructional purposes; however, CRCs video cameras tend to be the least used equipment at CRCs. In the second part of the training, participants explored functions and created their own videos. They developed brief and simple public service advertisements, sharing them with their peers.

The last part of the training examined the use of the World Wide Web as a resource for supporting teaching and learning. Using and refining DALI Module Six: Searching and Evaluating Web Resources, the training content aimed at developing participants' understanding of the richness of the Internet. Participants were able to explore, and organize the explored content. Taking participants one step further, a new training module was developed to introduce the Internet for communicating, collaborating, and creating resources using Web 2.0 applications. Participants' favorite tools included Skype for video calls and Ning – a social network site – to create online communities. Ning communities, mostly created in the previous provincial field staff training, were being introduced and extended to these new participants. Provincial ICT Teams also took the opportunity to introduce a number of Indonesian educational flash applets which participants found to be exciting.

As one final piece, Curriki (Curriculum Wikipedia) was introduced and used to create lesson plans and curriculum. The main feature of Curriki is that the site will help teachers to collaborate with educators around the world. Participants found this to be a bit challenging, higher order thinking skills are required in creating new resources but collaborated intensively in groups, both face to face and 'online' groups in the same classroom, to prepare and upload lesson plans. Bandwidth issues did lead to some difficulties, with Internet speed slowing down from time to time. Another technical issue with Curriki is that not all features have been translated into Bahasa Indonesia yet and the version that does exist in Bahasa Indonesia is not yet stable.

These activities are discussed in further detail in the CRC Update section of this report.

C. Challenges

DALI Cohort 2 training is planned to be rolled out over a longer period of time than in Cohort 1 due to scheduling and human resource restraints. Due to the involvement of ICT

team members in the Distance Education pilot (discussed in the Additional Programmatic Updates section of this report) cluster-level teams lead by MTTs will largely be tasked with managing DALI roll out in Cohort 2.

As for ICT Maintenance and Troubleshooting training, the main issue lies in the ICT Maintenance and Troubleshooting training intensity. If time is too short and limited, participants need to attend extra sessions after the formal training hours to be able to complete their work. Another challenge was follow up and action planning. It will be beneficial if a more sound action planning protocol is established and field staff constructively re-emphasize the importance of the training.

D. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Two, FY10

DALI roll out for Cohort 2 and dissemination activities in Cohorts 1 and 2 will continue next quarter. In addition, as a follow up to the provincial ICT Maintenance and Troubleshooting TOTs carried out this quarter, cluster level roll out supported by MTTs and CRC managers will take place next. The main focus of the cluster-level workshops will be the use of Internet for instructional purposes. The training will draw upon the modules in the table below:

Internet Training Modules

	Modules	Brief Description
1.	Introduction to Internet use for Instructional purposes	Searching and Evaluating Resources in the Internet
2.	Communicating and Collaborating in the Internet	Knowing and Using Web 2.0 tools: Curriki, Skype/Yahoo Messenger, Teacher Tube, WiZiq, Go2Web2.0.net., and diigo for information sharing, collaborating, and creating resources.
3.	Optional follow up	Independent Internet exploration and usage, referring to monthly Internet resources for teachers available at the CRCs

Mentoring Update

VII. Mentoring Update

A. Overview

School-based mentoring as a means of providing professional support for teachers is considered effective practice for continuous professional development. Teachers are able to directly receive assistance for the real teaching problems they face. By working closely with teachers, the mentor builds a spirit of partnership without trying to find mistakes or cast blame. Instead, they guide teachers to find their own strengths and solutions. Although mentoring has integrated into the DBE 2 university accredited training package roll-out, the process and the results are not yet optimal. Becoming a skilled mentor takes time, proper guidance and support. Teachers also benefit most from a continuous mentoring program.

In order to increase cluster-level capacity to provide teachers with mentoring, last quarter DBE 2 designed a mentoring training program targeting cluster subject matter specialists (PBS), cluster supervisors (pengawas) and MTTs. Training was then provided to mentoring teams in each province in order to prepare them for a program of school-based mentoring. This quarter, mentoring teams in each cluster commenced their program of school-based mentoring.

B. Progress/Accomplishments this Quarter

This quarter, mentoring activities took place at the school level in all provinces. A summary of activities is provided in the table below and more details are found in the provincial updates sections of this report. In Aceh, mentoring activities continued to be integrated in the roll-out of the science and math training packages.

Summary of Activities by Province

No	Province	Activities
1	North Sumatra	North Sumatra teams conducted mentoring activities in schools from 2 November to 22 December 2009. In each cluster, mentoring activities were conducted by a team of three mentors (one MTT, one pengawas, and one PBS).
2	West Java/ Banten	PBS and Pengawas conducted mentoring activities in all DBE schools between October and November.
3	Central Java	Mentoring activities took place between October and November, often in conjunction with SEW as part of pre mentoring activities (during the SEW, the participants were asked to prepare a lessons for mentoring activities in schools).
4	South Sulawesi	South Sulawesi conducted mentoring activities in all DBE schools between October and November.

No	Province	Activities
5	East Java	East Java conducted mentoring activities in all DBE schools between November and December.

DBE 2 is finding that school supervisors are especially pleased with the mentoring support they have received from the project. Feedback indicates that the program is helping them to fulfill their job functions more fully. Other results of the school-based mentoring activities conducted this quarter include the following:

- PBS and pengawas are becoming more aware of their role as mentor. They are motivated to keep upgrading their knowledge and skills.
- Teachers are finding that they are able to trust their mentors, and find their support helpful. As a result, teachers feel free and unthreatened to be supervised and discuss their teaching problems.
- Teachers felt that while they got direct guidance, their ideas were also valued and that in collaboration with their mentor, they were able to overcome a number of challenges. Teachers and principals had better understanding of active learning. This could be seen from the classroom set-up, learning processes and learning products.

C. Challenges

- Some of the teachers still lack of understanding on the ideas of active learning
- Some PBS still lack confidence in mentoring the senior teachers in schools
- Some supervisors are sometimes engaged with other tasks from their local educational office which happen at the same time with scheduled mentoring activities
- PBSs as teachers have their own tasks at their schools. It is difficult for them to leave the class to conduct mentoring activities for an extended period of time
- Other subject teachers (religion, PE, & local content) also expect to mentored while the mentors do not have mastery of all subject matters
- In practice, some of the supervisors are still old fashioned in terms of their approach to mentoring and revert back to the techniques they are comfortable with rather than trying their new approaches discussed in DBE 2 training
- Some teachers expect to get more regular mentoring assistance; however, the time and human resources are limited
- Some teachers had been well trained but were moved by local office to another school or even another sub district
- Teachers for grade 6 tend to use conventional learning due to preparation for the national exam

Recommendations to overcome a number of these challenges include the following:

- Mentoring activities should be proposed to the local education office to be continuous activities in schools; funding should be allocated for this.
- More personnel should be involved in the mentoring activities. Principals should also do these activities constantly.

- Schools should involve the school committee/parent groups to support the implementation of active learning
- Stronger teachers could provide peer mentoring to their colleagues

D. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Two, FY10

Based on the experiences and feedback of the first round mentoring, a second round of mentoring activities will be conducted next quarter. A national TOT in January will be an opportunity for provincial teams to evaluate the first round of mentoring activities. Based on the lessons learned during round one, a second round of activities, including training for school supervisors and PBS and school-based mentoring for teachers, will be conducted.

Field Staff Training Update

VIII. Field Staff Training Update

A. Overview

This quarter DBE 2 continued its program of field staff training (FST) for its team of almost 250 Master Teacher Trainers and District Learning Coordinators (MTTs and DLCs). Workshops were conducted in all target provinces, introducing both new activities and building capacity to support the development of transition and sustainability initiatives. This was the final round of nationally led FST workshops for Cohort 1 and 2 field staff.

Following USAID approval of DBE 2's plan and budget for Aceh expansion this quarter, DBE 2 recruited and hired a total of 18 new MTTs and 11 new DLCs to support project activities in nine new districts.

B. Progress/Accomplishments this Quarter

a. FST Implementation and Outcomes

FST was undertaken in all provinces on the following dates.

- | | |
|---|--|
| <ul style="list-style-type: none">• 6-8 October (North Sumatra)• 12-16 October (Central Java)• 19-23 October (Aceh) | <ul style="list-style-type: none">• 26-30 October (East Java)• 9-13 November (Banten/West Java)• 16-20 November (South Sulawesi) |
|---|--|

Through a TOT and ongoing consultation process with the Primary School Management Advisor, each province tailored their training content to balance suitable and relevant inputs and support individual provincial initiatives. With all field staff in attendance, the workshops supported better provincial team building and decision making. On select days, attendance was opened to sub-district and cluster based GOI leadership in order to strengthen partnerships and planning for transition. Outcomes in relation to specific topics are discussed below:

i. Cluster Leadership

Under the topic of cluster leadership, FST became a cluster Best Practices and Transition Workshop that cemented understanding, defined future plans and increased ownership between DBE 2 and sub-district GOI staff. Participants visited DBE 2 program sites and discussed cluster management systems. Often the PGSD system was used as the benchmark. Central Java dedicated two days to this topic with additional sessions on staffing, communication and staff motivation. Immediate follow up with meetings for every cluster after the training finished was strongly recommended.

ii. Reading

The reading day covered cueing systems in reading, whole language strategies, teachers as story tellers, the use of big books, low cost materials and best practice in language teaching.

Participants rated these sessions highly. The Jakarta Reading Advisors (both international and national) reviewed the FST reading training materials and supported the links between FS language training and the Classroom Reading Program training to be conducting in the next quarter.

iii. Mentoring

Mentoring sessions reviewed approaches, identified best practice and matched strategies to the achievement level and behavior of the mentees. Videos and some uncut video footage from schools were used to examine and evaluate approaches and design relevant questions for the mentor. Some provinces videoed the role plays undertaken in these sessions.

iv. Low Cost (or Free) Resources (APM/G)

Sessions demonstrated low cost and/or free materials to support core subject instruction. Samples of exercises from brochures, catalogues, newspapers and magazines were undertaken with participants also designing activities and comparing them to competencies expected in the national curriculum.

v. Night Tutorials and Toolkits

The FST provided the opportunity for field staff to increase their computer literacy skills with the night sessions devoted to ICT tutorials. Even though tutorials and not mandatory, most sessions had nearly 100% attendance and in some cases the sessions extended well into the night with participants reluctant to leave. Selected articles on relevant topics were also provided for toolkits on reading, transition, learning communities and mentoring.

vi. Service Certificates

As the last FST scheduled, field staff was presented with a Service Certificate by the Chief of Party for their contributions to DBE 2. The certificate includes time of service, PC rated performance levels and the training received. Their performance was evaluated on the following topics:

Designing sessions	Curriculum, syllabus and lesson plans
Training capacity	ICT
Mentoring	Data gathering
Team work	Management and Administration
Communication	Managing staff (DLC only)

b. Provincial Reports

i. North Sumatra

Due to budget considerations, the FST was for three days and therefore the coverage of materials compared to other provinces was reduced. General M&E indicated the four aspects most appreciated were sessions on the transition policy, school visits, discussions with GOI and ICT / internet training.

ii. Central Java

Central Java's FST was for the expected five days. Central Java's focus on cluster leadership was intensive and productive. They did not undertake school visits but rather used a locally produced video. MTTs and DLCs are committed and work well

together. The ICT team's practical sessions were highly appreciated and continued well after the expected closure time. The five most important topics for participants included:

- Values and best practice in mentoring
- Best practice in Indonesian and reading
- Active learning
- Government and partnerships, and
- Mind mapping and Inspiration (software package).

iii. Aceh

Several factors disturbed the intended schedule. The cluster leadership and GOI partnership days were moved forward to the first two days. The school visits immediately followed the opening making preparation more difficult. GOI participants were very positive. The second two days were similarly good. Aceh participants identified the following as the most valuable sessions for them:

- Making APM
- Educational Values
- Thematic Learning
- Partnerships, and
- ICT

New DLCs and MTTs from the nine expansion districts received training covering the following topics during the quarter:

- administrative duties and requirements
- initial preparation for implementation of the Aceh mathematics and TK packages, and
- mentoring

iv. East Java

Sub-district Curriculum Heads attended the full training and Sub-district Leaders attended the final two days. The first day on reading was an excellent example of staff's strong training performance. Only non DBE 2 schools were selected for visits. The schedule changed on the second last and last day to present GOI statements for future DBE 2 commitments. The most valued sessions from the training included:

- ICT
- APM/G
- Innovative teaching
- Commitment

v. West Java / Banten

The first day on reading was enthusiastically received with all participants engaged and participating. West Java visited several national plus schools to identify best practice. Participants were impressed with Edward de Bono's Six Thinking Hats. The session on Values from the training indicated participants most appreciated

- De Bono's Six Thinking Hats
- APM/G - Mathematics

- Mentoring
- Transition, and
- Cluster Synergy.

vi. South Sulawesi

The final FST took place in South Sulawesi. While attaining many similar outcomes of other provinces, South Sulawesi enriched future partner actions with inputs on learning communities, classroom action research in teaching and learning and joint GOI and DBE 2 mind mapping exercises. The final session indicated South Sulawesi participants most appreciated aspects of:

- Quality Human Resources
- APM/G
- Ten steps in Quality Teaching and Learning, and
- Best Practices

C. Challenges

Challenges with scheduling individual provincial FST workshops are detailed in the previous section. Overall, the workshops ran smoothly. It would have been preferable to conduct a five day workshop in North Sumatra as took place in all other provinces, but due to a North Sumatra management team decision, that was not possible. Though the schedule in Aceh was not ideal, due to a number of contributing factors, the FST met its intended targets.

D. Upcoming Events

DBE 2 has now completed its scheduled program of nationally-organized FST workshops for MTTs and DLCs from Cohort 1 and 2 districts. Specialized training workshops to prepare staff for new activities such as the Classroom Reading Program and Distance Education will continue as scheduled and needed. The program of FST for new MTTs and DLCs contracted to support Aceh expansion activities will continue during Quarters 2 and 3 of the year.

Public-Private Alliance Update

IX. Public-Private Alliance Update

A. Overview

This quarter DBE 2 has updated the comprehensive report summary of all alliance activities since the inception of the program. The format will detail each of the established alliances by providing an alliance description, accomplishments and planned and future activities. In addition to alliances that have been established the update will also provide a brief summary of alliances that might be possible under the project and those that will be challenging to achieve full implementation given the short time remaining under the project.

a. Overview of Alliances

The DBE 2 project has three established alliances, two of which are currently active - the Intel Teach-Getting Started Alliance and the Bird's Head Education Alliance. In December 2009, DBE 2 received approval from USAID to extend the completion date of the Bird's Head Education Alliance from September 2009 to September 2010 due to the long and protracted contract modification process. As detailed in the section of this report titled "Alliances under Development," two prospective alliances (Expansion of Intel Alliance and Microsoft Multipoint Alliance) are described. From the beginning of the DBE 2 project, EDC's overall goal was to develop Public-Private Alliances that assisted DBE 2 to achieve core program goals and objectives.

b. Financial Summary

The DBE 2 project currently has three established alliances which are projected to use a total of \$780,000 from the PPA budget line item. The table below provides a summary of the funds spent and remaining for alliances already established under the project.

	Bird's Head Education Alliance	Intel Teach- Getting Started Alliance	Education Response Alliance - ConocoPhillips
USAID Contribution to the Alliance	\$250,000	\$500,000	\$30,000
Amount Spent	\$115,000	\$400,000	7,500
Amount Remaining	\$135,000	\$100,000	22,500

The original DBE 2 contract contained approximately \$2,000,000 dollars for public-private alliance activities. During the most recent contract reprogramming, a total of \$750,000 was removed from the alliance budget and reallocated to the DBE 2 Classroom Reading Program, leaving a total of approximately \$1,250,000 in the DBE 2 PPA budget line item.

B. Established DBE 2 Public-Private Alliances

a. Bird's Head Education Alliance

i. Financial Status

Total Alliance Value:	\$750,000
BP Contribution:	\$500,000
DBE PPA funds:	\$250,000
PPA Leverage:	2:1
Alliance End Date:	September 2010

ii. Description

The Bird's Head Education Alliance was formed between BP and USAID to address the education issue in the Bird's head region of Papua. The goal of the alliance is to increase the quality of teaching and learning in the Bird's Head region, specifically Kabupaten Bintuni, through the development and dissemination of high quality teaching and learning materials.

In order to achieve such goals, DBE 2 was required to establish a partnership with the teacher training faculty that served the Bird's Head region, Universitas Cenderawasih (UNCEN), located in Jayapura. This task was not easily accomplished given the fact that the DBE 2 project does not have an office or representatives based in Papua. The first phase of the alliance was dedicated to establishing a partnership with UNCEN and developing a joint approach to improving the quality of teaching and learning in the Bird's Head region which included collaboration with British Council, a BP subcontractor.

The alliance encountered some significant challenges due to the lack of involvement on the part of the BP and its subcontractor British Council. Throughout the process USAID was informed via quarterly reports and face-to-face meetings regarding the status of the alliance. Fortunately, after a very long delay, the challenges have been resolved and the alliance is progressing. The first phase of the alliance is to develop the capacity of staff at UNCEN (and where possible a group of approximately ten teachers from Kabupaten Bintuni) through a DBE 2 teacher training program, Active Learning for Higher Education (ALFHE). The training program was specifically tailored to meet the relevant skills and context for educators in Papua.

iii. Progress/Accomplishments from inception through Quarter One 10

- Conducted initial launch of the alliance with UNCEN in Jayapura
- Signed MOU with UNCEN
- UNCEN joined the DBE University Partnership program and the Dean of the FKIP and UNCEN Rector participated in regular partnership activities.
- Introduction of Active Learning for Higher Education training activities. An estimated eight individual activities will take place over the period of August 2008 and February 2009. A total of 30 UNCEN faculty members will be trained as will ten teachers from Kabupaten Bintuni.
- DBE 2 Conducted ALFHE needs assessment at UNCEN in Jayapura and revised training materials in accordance with the findings.

- Conducted Active Learning in Higher Education four day training activity and study tour to DBE 2 schools in Makassar for 30 faculty members of UNCEN and ten teachers from Kabupaten Bintuni.
- Conducted ALFHE follow on training in Jayapura focusing on the application of acting learning in a classroom setting with emphasis on classroom planning, management and assessment for 27 UNCEN faculty members.
- Conducted in-classroom exercises based on ALFHE training, peer and facilitator supervision and student feedback over a period of three weeks.
- DBE 2 staff carried out an assessment of the training program at UNCEN in Jayapura including the review of participant portfolios — lesson plans, syllabus, observation sheets and student work.
- In December 2009, DBE 2 received approval from USAID to extend the period of performance of the alliance from September 2009 to September 2010.
- DBE 2 notified the key alliance partner, UNCEN of the approval and agreed to complete the remaining activities.

iv. *Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Two FY10 and Beyond*

DBE 2 will begin implementation of the remaining training activities as detailed below:

- Active Learning in Schools – training and implementation at the classroom level
- Science Training for PGSD Lecturers – conducting science based training in elementary schools in Kabupaten Bintuni
- Resource Materials Training – provision of teacher resource kits and training on how to use the materials for developing low-cost learning materials

b. Intel Teach-Getting Started Alliance

i. *Financial Status:*

Total Alliance Value:	\$1,500,000
Intel Contribution:	\$1,000,000
DBE PPA Funds:	\$500,000
PPA Leverage:	2.1
Alliance End Date:	September 2010

ii. *Description*

The Intel Teach-Getting Started PPA program is a teacher professional development training program that assists teachers to integrate technology into the classroom. Aligning with the DBE 2 project's goal of improving the quality of teaching and learning through teacher training as well as through the application of Information and Communication technology (ICT) in education, the Intel Teach Program is designed specifically to meet the needs of primary school teachers with little or no previous exposure to ICT. There is also a complimentary activity under the DBE 3 program targeting junior secondary teachers. The program is well suited to the current realities of very low ICT skills among primary school teachers in Indonesia.

The program facilitates and increases the knowledge and ability of participating teachers to integrate the use of ICT into the teaching and learning process and it is estimated that up to 15, 000 teachers will be trained under the alliance. A successful pilot phase of the Intel Teach-Getting Started was carried out, one pilot site in each province, to determine if the training model could be integrated into the DBE 2 training model and to determine how teachers were able to grasp the content of the training. The pilot activities targeted approximately 600 teachers to be trained but at the end a total of 1009 were trained. As a result of the pilot, DBE 2 learned that training of principals is an important factor in attaining support for the program and strong supervision and guidance on the part of the DBE 2 Master Teacher Trainer is a key to the success of the training that takes place at the CRC-level.

iii. Progress/Accomplishments from inception through Quarter One FY10

- MOU signed between Intel Corporation and USAID
- Intel carried out the translation and localization of the training materials
- DBE 2 and Intel developed a work plan for the pilot phase of the alliance
- DBE 2 began the pilot phase of the alliance selecting one CRC site in each of the six provinces and training all teachers and available principals. Rollout activities were limited to only one province per month to maintain the quality of the program.
- In September of 2007 the first pilot activity began in South Sulawesi and concluding with Aceh in April 2008.
- As part of the pilot phase, Intel provided senior trainers to conduct the trainings in each province as well as follow up activities.
- A total of 1009 teachers were trained during the pilot phase, exceeding the target of 600 teachers.
- Following the pilot, DBE 2 and Intel decided that, based on pilot results, a rollout training program would be developed for all remaining Cohort 1 Cluster teachers.
- DBE 2 contracted with Open University to carry out an evaluation of the Intel Teach-Getting Started program.
- Individual provincial training rollout plans were developed so that Intel Teacher-Getting Started training could be coordinated with other existing DBE 2 training activities.
- Initial provincial training activities for Master Trainers began in five of the six DBE 2 provinces.
- Procurement activities began for computer hardware that will be provided under the alliance to Cohort 1 CRCs based on the training rollout plans for each province.
- As of Quarter Three, 2009, a total of 889 Master Trainers and 828 Participant Trainers were trained using the Intel Teach curriculum.
- During ICT coordination meetings held in on June 2-3 in Jakarta, all provincial ICT Coordinators provided progress reports on the Intel Teach-Getting Started rollout in each province.
- Two members of the DBE 2 ICT team, one from Jakarta and one from Medan, participated in Intel's regional Intel Teach-Getting Started best practices meeting held in Vietnam from June 15-18, 2009
- Preparation for rollout in Cohort 2 was finalized so that activities can start in October 09.

- Procurement of 108 computers was completed and distributed to the CRCs. Some CRCs were not ready to receive computers which will be procured and distributed next quarter. The procurement did not require USAID approval as indicated in the previous quarterly report.
- Implementation of the Intel Getting Started training started for Cohort 2
- A total of 3,938 teachers have been trained under the alliance to present.
- Received draft evaluation and assessment from Open University

iv. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Two FY10 and Beyond

- Continue implementation of the rollout of the Intel Teach-Getting Started training in those remaining Cohort 1 and rapidly ramp up rollout in 2 schools. The objective is to train as many DBE 2 teachers prior to the end of the program.
- Meet with Intel representatives to review the progress under the alliance and discuss the ways in which collaboration between Intel and DBE 2 partners might continue after the end of the DBE 2 program.

C. Alliances Under Development

This quarter DBE 2 continued developing the two prospective alliances (with Intel and Microsoft respectively) detailed below; however, due to the lengthy and protracted contract modification process, potential alliance activities may now be difficult to schedule due to competing demands on staff and stakeholder time. At this moment in the project DBE 2 will not be able to pilot the small Intel Essentials Training activity due to the limited amount of time remaining under the project. DBE 2 will however undertake all necessary efforts to see that the prospective alliances discussed in this section are realized, providing USAID approval. Proposed new PPA activities are as follows:

1. Integrating Intel Teach Getting Started into the curriculum of targeted DBE 2 university partners. It is expected that DBE 2 will work with five of its university partners and in collaboration with Intel, assist the university partner to integrate the Intel Teach-Getting Started curriculum into the universities existing ICT program for pre-service teachers. An estimated alliance value is \$300,000 and each partner would contribute in-kind and/or cash in the amount of \$150,000.
2. The other remaining opportunity is with Microsoft in Indonesia. Microsoft has developed new software called Multipoint which allows one computer to utilize multiple mice. DBE 2 believes that the software can be adapted to existing training modules developed under the DBE 2 Developing Active Learning with ICT (DALI) and modified to use the Multipoint software. The added benefit of the software is that it allows up to thirty mice to be used on one computer which significantly enhances collaborative activity for teachers and students. The DBE 2 designed DALI modules can be adapted to use the Multipoint software and it is the opinion of the DBE 2 ICT team that the new software can increase collaboration in activities devised for learning stations, whole classroom activities and group competition.

DBE 2 is has prepared a draft alliance proposal that will be submitted to USAID for review next quarter. Microsoft and DBE 2 have agreed that an alliance is possible and both parties are interested in forming what is a strategic alliance that has the potential to expand the level of interactive learning through technology.

Transition Update

X. Transition Update

A. Overview

During this quarter, transition-related activities occurred in Jakarta and in all provinces. Provincial level transition activities ranged widely across the project provinces; for details please see individual provincial reports. At the national level transition activities centered on the formalization of Active Learning for Higher Education (ALFHE) expansion agreements with the Consortia for Eastern and Western State Consortia of Higher Education as well as several higher education institutions in Central Java.

This section includes an overview of transition data collected in each province. Collated to the national level, the data present a picture of how the project is being taken up by local stakeholders and implemented using a variety of non-DBE funding. That analysis reveals several interesting trends which are described below in this report.

B. Progress/Accomplishments this Quarter

a. Defining a Transition Activity

A transition “activity” in this analysis is a formal, scheduled event aimed at improving the professional capacity of educators. Activities counted in this data set must be planned and must make use of DBE materials and personnel as resources. Transition activities included in this data must be either completed or be in the process of implementation; planned or even scheduled activities are not counted until they are implemented. Activities are differentiated by the type of training given, the audiences reached, and the implementing agencies involved. DBE 2 personnel may have some responsibility in implementing transition activities (for example, as a training facilitator, an organizer, resource person, etc.) but may not be the sole implementer of the activity. Some DBE 2 activities are designed to be rolled out independently by CRCs at the cluster level using local funding and local facilitators. These *‘roll-out-mandiri’* activities are considered a part of program implementation intended to promote CRC sustainability and they are not counted in transition data.

The data table below indicates that transition has occurred in DBE 2 schools, which leads to the question: “How can ‘DBE 2 schools’ be counted as having replicated the program?” This occurs if a school or teachers from a school receives training in a training package that they did not receive through scheduled DBE 2 programming. For instance, if only early grades teachers from a program school were targeted for a skills enhancement workshop in thematic lesson planning, this training would be considered part of the DBE 2 intervention. If that workshop is delivered to upper grade teachers at the CRC, using local funds, it is considered replication even though the school is considered a project school.

b. Transition Data Collection

Transition data have been collected by DBE 2 field staff or Master Teacher Trainers (MTTs). These are educators, employed by the project and based in the districts and clusters where they work to support program implementation and provide ongoing in-school support and on-the-job training to primary and kindergarten teachers. MTTs have collected data monthly using instruments created centrally and administered through provincial offices. All DBE 2 provincial offices collect data which is then compiled at the national level. When collecting data on transition activities, MTTs obtain a formal list of attendees. If an activity did not collect a formal participant attendance list it was not included in DBE 2 transition data. Attendance lists are an important tool used to map which districts, subdistricts, school clusters, schools and individuals (teachers, principals, school committee members, etc.) that are engaged in replication. They also help reduce double counting of districts, subdistricts, school clusters and schools. Although there may be numerous informal activities which replicate DBE 2 activities, only formal events which are well managed enough to collect participant attendance lists are recorded in DBE 2 transition data.

c. Analysis of DBE 2 Transition Data

To what degree has USAID helped to promote the sustainable improvement of educational quality in Indonesia? This question is at the heart of the effort to collect data on the replication of DBE 2 project interventions.

Several observations stand out immediately when examining DBE 2 transition data, the first is the wide-spread nature of transition both in terms of geographic reach and in the range of interventions that are being taken up by local agencies. This also indicates that the program has been responsive to stakeholder needs. The DBE 2 project has demonstrated best practices which local government agencies have deemed effective and valuable; as a result they have invested their own funding to implement them on a wider scale.

This leads to a second point which is evident from the data: a sizeable amount of local funding has been spent (not allocated, but actually used) to replicate best practices. When one compares the amount of local funding spent with the monies spent by DBE 2 to support replication, it is clear that there has been a return on USAID's investment. Transition data indicate that the investment in DBE 2 paid for the research and development of best practices (an expensive part of any program). These approaches are being taken up by local agencies that are increasingly capable of implementing them on a wide scale. The recurring costs for training implementation (i.e. conducting teacher training workshops, etc.) using DBE 2 materials and local facilitators is affordable for local stakeholder agencies. It is prudent for the project to continue to take advantage of these ongoing returns on investment. Similarly, GOI stakeholders that are taking advantage of the tried and tested methods that they deem suitable to address their needs are achieving results for a minimum investment and are averting the political risks of investing in untried approaches.

Transition Data Quarter 1 2009/2010 (1 Oct - 31 Dec 2009)																					
Province	# of Activities	Implementing Agency	Estimate \$ Amount of Funding Contributed by Implementing Agency	Estimate \$ Amount of Funding Contributed by DBE 2	Beneficiaries														Principal	Teacher	Student
					# District		# Sub-district		# School (SD)				# School (TK)								
					DBE 2	Non DBE 2	DBE 2	Non DBE 2	DBE 2		Non DBE 2		DBE 2		Non DBE 2						
									SD	MI	SD	MI	TK	RA	TK	RA/ABA					
NAD	8	Cluster (KKG), School, MORA, Dinas	38,100,000	17,944,000	3	0	3	6	0	0	31	4	0	0	12	1	30	234	7,325		
North Sumatera	18	School, Dinas, Cluster, Edu Council	261,500,000	60,474,200	6	5	8	28	12	0	209	33	0	0	23	5	147	952	32,980		
West Java/Banten	19	Dinas, Teachers Union (TK), LPMP, Supervisors working group, School	Rp. 217.925.000	Rp. 23.890.000	7	0	11	63	51	5	978	8	0	0	84	4	159	1,632	49,290		
Central Java	29	Dinas, MORA, Teachers Union (KKG), DBE 2	184,485,000	46,288,800	4	0	10	25	0	1	76	105	1	0	241	11	520	1,155	24,970		
East Java	18	Dinas, Cluster	93,060,000	30,680,400	7	1	11	61	1	0	371	70	5	1	255	18	356	1,954	65,165		
South Sulawesi	2	Dinas	145,855,400	1,800,000	1	0	1	1	0	0	58	0	0	0	0	0	0	119	4,165		
Total	94	NA	723,000,400	157,187,400	28	6	44	184	64	6	1723	220	6	1	615	39	1,212	6,046	183,895		
Grand Total	94		723,000,400	157,187,400	34		228	70	1,943	7	654					1,212	6,046	183,895			

Notes from review of the data table:

A note on student numbers: this is the average number of students that a teacher would have in his/her classroom based on estimated class size, which differs in each province.

Several observations are evident from the transition data presented above. These include the following:

There is evidence of momentum. Although the figures presented here have limitations, the data do suggest that the replication of program activities by counterpart agencies and local service providers has achieved momentum. This is clear from geographic reach: the program is not being replicated in only one of the project provinces or a select few 'exceptional' districts. It is also evident by the variety of interventions implemented by counterpart agencies: the range of activities that have been replicated is broad, indicating that the program has been perceived as successful as a whole and stakeholder interest is in more than one or two peripheral activities. A third way to gauge momentum is the allocation of counterpart funding: the total sum of counterpart agency funding is a low estimate and yet it is a large number, indicating that cash-strapped local governments and even schools or teachers themselves are committed enough to allocate their limited resources to replicate DBE 2 interventions. By comparing the counterpart funding to the DBE 2 resources dedicated to support the replication activities listed here, the project is leveraging funding to create a greater impact. Other findings relevant to counterpart funding are discussed below.

To what degree has DBE 2 responded to stakeholder needs? The volume of bottom-up replication is a powerful indicator of relevance. A great deal of the documented replication of DBE 2 interventions was funded from sources other than district government budgets (APBD). The funding of replication activities from these 'other' or non-APBD sources means that subdistricts, schools, and even teachers themselves have spent their own limited resources to replicate various parts of the program. That teachers and schools have pursued replication on their own speaks volumes to the perceived value of DBE 2 activities. This is an important distinction given that teachers would not likely undertake additional activities, and would certainly not pay for these activities themselves, if they did not find them extremely relevant and useful. The same is true for schools and subdistricts. Their

willingness to lead and to fund the replication of DBE 2 interventions tells us that these activities are relevant to their needs and of practical value in promoting quality.

Bottom-up funding is a significant factor in sustainability and is arguably more efficient than district government funding. APBD funding allocations are a compelling indication that district governments value an intervention. A district or city government must value an activity highly to be willing to allocate scarce resources and replicate it on its own. The same is true if the activity is based on DBE materials and approaches. Previous analyses of APBD funding allocations (conducted by DBE 1) show that districts are in fact willing to allocate funds to support replication. The transition data collected by DBE 2 has found that a significant amount of activity has been funded from other sources, including subdistricts and schools. Where funding may be provided by other sources, anecdotal accounts indicate that the return on investment from this bottom up funding may be much higher than that achieved through APBD funding allocation; the participant costs for training appear to be lower and the level of follow-up is very high. There are many examples of routine teachers' activity group meetings being used as a means of replicating DBE 2 training at very little or no cost. What is more, anecdotal evidence has shown that activities which are planned and funded from the bottom-up are followed up by participants. This may be a result of the increased sense of ownership that seems to occur when activities are implemented and funded by the same agencies. Such a point would be consistent with the principles published in the Paris declaration which suggests that bottom-up funding promotes increased ownership ("development activities that are not understood by or fail to meet the needs of the general public are un-sustainable"). The challenge for DBE 2 is to move this local ownership from individuals or the various school cluster-level groups such as KKG and KKKS, to the institutions such as the district government education office. Such a move is important to promote sustainability.

Bean counting does not tell us about outcomes. While quantitative data are compelling, and it is important to collect these figures, it is only a starting point. The numbers of teachers, principals, subdistricts, and schools that have participated in the replication of DBE 2 activities do not themselves tell us what the outcome of all this replication is. How much has education improved? What have participants gained from these activities? Will counterpart funding continue to supplement the replication of these interventions? Answers to these questions can not be drawn from the numbers represented in data tables alone. Anecdotal accounts help to develop that picture and assess the outcome of the shift toward promoting sustainability which became the focus of the final phase of the program. Project experience and anecdotal evidence that has been collected through various field monitoring and stakeholder outreach efforts indicates that the project brings benefit to areas beyond the reach of its direct service delivery. Program interventions are clearly transitioning from project implementation teams to various partner agencies and that process is widespread. The data suggest that DBE 2 is encouraging local ownership, leading to expanded impact. The degree that local facilitators have been trained and leaders have proffered support for replication gives evidence to the fact that stakeholders and service providers have increased their capacity to improve quality outside of donor funded activities. These outcomes require further assessment; this might become a topic of interest for a final evaluation.

There are several points that should be clarified when reading DBE 2 transition data. Perhaps the first point that should be made is that there is no student training of any kind. The number of student beneficiaries indicated in this data set is only an estimated number of students that would be impacted by their teacher being trained in any of the various types of activities replicated and counted here. The number of students is an estimate of how many students may have been impacted by this replication. Students are only counted if teachers were trained directly.

C. Challenges

a. Implementation of Transition Activities

Transition planning faces a number of challenges, many of which will likely be ongoing through the remainder of project implementation.

One ongoing challenge is balancing the demands of transition with the implementation of new activities outlined in the revised DBE 2 scope of work. Transition activities are also challenging because they vary widely in type and scale depending on the local needs and interests to which they respond. Transition support also requires significant investment in planning and preparation, on top of support to the implementation of activities. Each transition activity is tailored to local needs and locally developed targets; provincial teams are therefore busy developing approaches to each unique stakeholder context. This decentralized approach to promoting transition and sustainability within each provincial context is a key feature of the DBE 2 approach to promoting sustainability across the program. However, it remains difficult to manage and labor intensive due to the huge variety of approaches that must be developed.

Transition is also challenging due to the time-consuming demands of intensive and ongoing stakeholder outreach. Provincial offices handle this by prioritizing activities initiated by more proactive and capable partner governments or agencies.

b. Telling the Transition Story

Telling the whole story of project transition is a challenge in and of itself. In order to accurately collect transition data, definitions that limit the scope of transition activities are necessary. With the scope of transition defined as requiring both the use of DBE 2 materials and staff, those important replication activities that are being implemented by partner institutions, rather than DBE 2 staff, remain absent from the data contained in the table above. Though not captured in the table, partner take up and independent implementation of DBE 2 initiatives is without question critical to program sustainability; however, this is a challenging story to tell as without staff present at events, and without reliable attendance lists, it is nearly impossible to accurately count participants and activities. The provincial update sections in this report detail a number of activities, such as kindergarten replication in South Sulawesi, that are not represented by the data here because they are being implemented by partners without direct DBE 2 support.

D. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter 2, FY10

The following transition activities are planned for next quarter:

- Continued monitoring and support at provincial and district levels for transition of DBE 2 interventions to local government agencies
- Ongoing collection of data transition and replication in all provinces using centrally formulated instruments and processes
- Active Learning for Higher Education ALFHE rollout on partner university campuses in each DBE province as well as in members of three different regional consortia of state universities
- Follow up meetings and continued discussion with the Directorate for Education Professionals
- The Development of CRC guidelines in collaboration with MONE and MORA
- Other provincially led transition initiatives

Each of these activities builds on previously conducted DBE 2 transition activities and is in line with the transition strategies which have been established at national and provincial levels. For detailed description of specific activities, please read individual provincial updates which are compiled in other sections of this quarterly report.

XI. Monitoring and Evaluation Update

A. Overview

In Quarter One, the monitoring and evaluation team focused on four main activities: finalizing DBE 2's FY09 "Impact, Results, and Progress Report", preparing project progress reports for DBE 2 stakeholders, updating trainee and school profiles, and updating transition activity data. The M&E team has also begun recruiting and training School Assessors assisting with the facilitation of school assessments next quarter. The quarterly M&E coordination meeting was held in November in Makassar.

B. Progress/Accomplishment this Quarter

a. Finalizing DBE 2's Impact, Results, and Progress Report

DBE 2 M&E Consultant, Jonathan Mitchell, and Jennifer Ho (DBE 2 M&E Coordinator), along with M&E team members in Jakarta, continued to finalize the project's annual M&E report drafted in September 2009. The report examines the impact of DBE 2 programming on Cohort 1 and 2 participants and includes results from 1,075 primary schools and 110 kindergartens across 7 provinces. In addition to the compilation of national-level data, provincial-level reports were also composed for analysis in February 2010 during DBE 2's joint M&E and Communications meeting.

b. Score Reporting to Schools

School Reports detailing student test results were developed this quarter for all Cohort 1 schools participating in DBE 2's student assessment (including Control schools). Provincial M&E Coordinators delivered these School Reports to schools, explaining the results directly to interested teachers, principals, school supervisors, school committee members, district education officials, and community members. Reports contained data from student assessments conducted in both the 2006/2007 and 2007/2008 academic years, and are considered essential returns to schools willing to take part in such extensive testing exercises.

c. Quarterly Data Collection

As planned, data for school and trainee profiles were collected from primary schools and kindergartens. Transition activity data collected in the provinces on a monthly basis were sent to Jakarta for quarterly compilation.

d. Recruit and Training of School Assessors

To accommodate DBE 2's contract end date in September 2010, this year's final school assessment will be conducted in March 2010. In anticipation of the earlier assessment, the recruitment and training of test facilitators (also called School Assessors) was conducted this quarter.

e. Quarter One M&E Coordination Meeting

This quarter's M&E Coordination meeting was held from November 3-5 in Makassar and addressed the administration of intensive school site data collection to take begin in January, as well as regularly scheduled data collection activities.

C. Challenges

DBE 2's extensive Results Framework allows for ample impact analysis opportunities, and part of the challenge in reporting results lies in the ability to communicate these effectively to a variety of stakeholders. As a result, several types of reports must be developed during this period of the year in an attempt to reach DBE 2's audiences.

In addition to disseminating results from last year's data collection, DBE 2 is also revising its Results Framework to reflect new project components introduced in its revised Scope of Work. Indicators and instruments will need to be developed for the project's Classroom Reading Program Initiative, Distance Education Pilot, as well as Higher Education activities, and data collection plans must be drafted to accommodate these additional areas of evaluation within the last year of the project.

Finally, while the M&E team manages both regularly scheduled and new data collection activities, it will also need to look forward to final evaluation pieces, which will presumably compile the several years of data collected over the life of the project. This will be a particularly challenging piece given DBE 2's rich dataset, and something to plan well in advance of project close.

D. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Two FY09

Next quarter is anticipated to be rather busy for the M&E team. In particular, school site assessments and student post-tests will be administered for both Cohort 1 and 2 schools. Instruments will be developed and data collection will begin for the Classroom Reading Program, Distance Education Pilot, and Higher Education activities. Evaluations of MTT performance, as well as university surveys will be conducted alongside regularly scheduled data collection.

XII. Additional Programmatic Updates

A. Grants

a. Updates

i. Classroom Reading Program

At the end of this reporting period grants applications from the majority of project schools in the DBE provinces were approved. All DBE Cohort 1 and 2 schools, a total of 1,067, will receive grants in the form of three sets of books (for a total of 600 books per school) for Grades 1, 2 and 3 students. It is estimated that the grants value will reach more than US\$ 1,000,000.

ii. Cluster Resource Centers (CRCs): Cohort 1

- During this quarter, the grants process for providing additional UPS and Microsoft Open License Education Package for Cohort 1 CRCs started.
- The Internet connectivity installation pilot for four CRCs in Central Java (Boyolali, Klaten, Kudus and Jepara) was successfully carried out. In November 2009 the tower at PSBG Ki Hajar Dewantara in Kudus collapsed due to extreme weather conditions. Negotiations with the vendor resulted in an agreement in which the vendor was willing to strengthen the tower installation at the four pilot CRCs and DBE 2 replaced the wireless Omni antenna that was broken.
- Total grants (Tier 1 and 2, internet pilots, Kindergarten IAI packages) distributed so far to all 57 CRCs is **US\$ 444,303**. Although grants applications for the Classroom Reading Program were approved in December 2009, the procurement process for the books will be concluded next quarter.

iii. Cluster Resource Centers (CRCs): Cohort 2

- Total grants (Tier 1 and 2, Kindergarten IAI packages) distributed so far to all 56 CRCs is US\$ 569,602. No transactions were made during this quarter for Cohort 2 therefore the total grants given so far remains the same as reported in the last quarterly report.

iv. IAI Kindergarten Program

Under this program, there will be no further grants awarded to Cohort 1 and 2 schools. It can be concluded therefore that total grants given to the 113 Kindergartens are US\$ 55,452 with details as follows:

- a. Cohort 1 - 57 Kindergartens (70 Paket PAI): US\$29,373
- b. Cohort 2 - 56 Kindergartens (59 Paket PAI): US\$26,079.

v. Aceh Small Grants

- Total grants value awarded to 37 schools in Cohort 1 is US\$ 149,152.
- The process for finalizing the grants for the Cohort 2 schools has been delayed due to the demands of Aceh expansion. The schools that will be eligible to receive the grants have been selected and the provincial DLCs have given direction and support to the schools on how to move forward with the grants process. Total estimated grants to be distributed is US\$ 65,000.

b. Upcoming Activities

- Cohort 1 and 2 – procurement for the Classroom reading books. Although most of the grants applications had been approved during this period, the procurement for the reading books will likely take place next quarter following USAID approval.
- Cohort 1 – procurement for UPS and Microsoft Open License Education Package (MS OLEP). Despite the fact that the grants had been approved during this quarter, the procurement process is expected to take place in January/February 2010.
- Cohort 1 and 2- Tier 3 grants. Although the pilot internet connections at the four CRCs in Central Java had proven to be successful, the process for providing the same grants for CRCs in Cohort 1 and 2 had proven to take longer than expected. It is anticipated that grants applications for Tier 3 grants will be submitted during the next quarter.
- Cohort 2 – Aceh Small Grants. It is expected that submission of the grants applications will take place in January/February 2010 and that grants for the 13 schools will be concluded during the next quarter.

B. Intel Teach-Getting Started

a. Accomplishments

i. Intel Teach MT Training (Cohort 2)

A series of Intel Teach Getting Started Training for Master Trainers (MT) was conducted from November 2009 until February 2010 in five DBE 2 provinces (Aceh, North Sumatra, West Java, Central Java, and South Sulawesi). The ICT Team in each province facilitated the training in Cohort 2 CRCs. After joining the MT training, the participants are expected to roll-out the same training to their fellow teachers in their schools. The number of participants targeted in each training workshop is an average of 20 teachers from an average of 10 schools per cluster.

Between November and December 2009, a total of 315 teachers were trained in Cohort 2 MT training. The training will be completed in five DBE 2 provinces in February 2010.

For Cohort 2, MT training in each CRC is conducted in four days and then followed by a Principal Leadership Forum (PLF) for one day. PLF is attended by principals from all schools within the cluster. Although the primary target of invitees is the principal; PLF also invites Head of Sub-district Education Office (UPTD) and school supervisors as participants.

The objectives of PLF are (1) to broaden principals' and local government officials' horizons on 21st century skills for teachers and the importance of Intel Teach Program for

teachers; and (2) to get principals' support for the roll-out of participant teachers training to be conducted by the MT.

After attending the PLF, principals and the local education officials have a better understanding of the importance Intel Teach Program for schools and fully support the program. For example, the Head of District Education Office in Sidrap, South Sulawesi specifically invited the Sidrap MTT to convey his commitment that further roll-out of DBE 2 trainings like DALI and Intel Teach will be funded under BOS budget. In Pinrang, South Sulawesi, 20 principals, 2 UPTDs, and 2 school supervisors agreed that Intel Program is important and the roll-out must be implemented and funded under BOS budget.

ii. Intel Teach Roll-out

As of Quarter One, 2010, a total of 3580 teachers in Cohort 1 and 358 Teachers in Cohort 2 were trained with the Intel Teach curriculum.

The total numbers are broken down as follows:

- Cohort 1:
 - Master Trainers: 928 teachers
 - Participant Teachers: 2652 teachers
- Cohort 2:
 - Master Trainers: 315 teachers
 - Participant Teachers: 53 teachers

The roll-out to train more participant teachers is ongoing and is expected to progress until March 2010, especially for CRCs in Cohort 2 that have just started the Intel Teach MT training in November 2009.

Participants of Intel Teach Training in Cohort 1 generally admitted that Intel Teach Program is very useful for them. The program is not just about training the teachers on using the computer, but also how to integrate the use of ICT in teaching-learning process.

Sharing the benefit of Intel Teach Program, Mr. Surya Herdadi, Math teacher in Padang Hilir, North Sumatra admitted that he is now starting to use a laptop, LCD, and MS Power Point to teach his class. He had never done any of these things prior to receiving training from Intel. He also uses the Internet now as a teaching resource.

For senior teachers, Intel training is also considered very useful. Mrs. Megawati, senior teacher in Sibolga, North Sumatra admitted that she was computer illiterate before participating in Intel training. After the training, she feels the change in her ability and comfort to operate a computer; she even bought a laptop from her salary as a teacher. "I used to ask younger teachers to handle any work that must use a computer; but now I can do it myself and use the computer for teaching and learning."

iii. Evaluation and Assessment by the Open University on the Implementation of Intel Teach Program in Cohort 1

In December 2009, the Open University submitted the final report of DBE 2 – Intel Teach Alliance Getting Started Training Evaluation. The evaluation was particularly aimed to:

- Investigate various aspects of the program being implemented;
- Examine factors affecting the implementation of the program;
- Provide feedback on challenges and successes on these program components;
- Provide effects of the program to experienced teachers, as well as students.

Using both quantitative and qualitative approaches, the evaluation concluded that:

- There are no differences between rural and urban school teachers in developing teaching and learning through using computer technology and internet;
- Factors contributing to the implementation of the program are Internet access, level of using technology and teaching experience, administrative support, technical support and instructional support;
- Respondents in general positively welcomed the program and felt it lead to an improvement in their ability to develop teaching and learning materials through using computer technology and Internet;
- Corresponding with the factors contributing to the program implementation, the limitation of computers and Internet access likely restricted some participants interest to use the Internet; and
- Teachers, regardless of their geographic location, generally have a strong appreciation towards the benefits of the program of instruction through the use of the word processing, multimedia and spreadsheets.

The evaluation results are expected to enhance the potential aspects of the curriculum, training, and implementation as well as improving and overcoming the concerns, barriers, and obstacles of the program.

b. Upcoming Activities

Next quarter, the MT training for Cohort 2 will continue in CRCs in Aceh, North Sumatra, West Java, Central Java, and South Sulawesi. It is expected that the MT training will be completed in mid February 2010. PT roll-out for Cohort 1 and 2 will also continue in the next quarter and it is expected to be completed by March 2010.

C. Distance Education

a. Accomplishments

i. Content revision and multimedia resources development

DBE 2 completed content development of the Online Course: Strategies and Techniques for Coaching School-based Follow Up for the DE Pilot 1 this quarter. In preparing the content, modules from the project's online course pilot were revised, multimedia resources were developed and all were uploaded to the www.ptk-online.org site.

To provide a brief overview, the online course that will be offered through the DE pilot focuses on the promotion of teacher change. In line with the change process, the course is designed to provide participants with the coaching-related skills to help teachers articulate and develop professional goals; plan activities and find resources to implement their goals; support teachers' professional learning and development; monitor their progress and

provide feedback in helping teachers realize these goals; provide ongoing assistance during implementation; and lay the foundation for a community of teachers that is supportive of this change. To secure the success of the DE Pilot, logistics, such as providing Internet access, extra laptops and projectors, software, etc, were purchased and distributed to the participating CRCs and online scenario schools. .

ii. Distance Education Readiness Survey

Surveys were administered in six provinces to determine clusters, scenarios, and select participants. And based on the results, different provinces were assigned to implement three different scenarios as planned (online, hybrid, and web-facilitated scenarios).

Three Scenarios and Assigned Provinces

Scenarios	Provinces
Online Scenario	Central Java and North Sumatera
Hybrid Scenario	West Java and East Java
Web-facilitated Scenario	Aceh and South Sulawesi

b. Upcoming Activities

DE Pilot 1 activities will be launched by means of a series of workshops: DE Online Mentor Workshop; Online Course Orientation Workshop; and Professional Development for Coaches; scheduled to take place in January 2010. Respectively, the goals of these workshops are to prepare online mentors or facilitators to work with the online participants or school based coaches; provide orientation in terms of preparing participants' technological and pedagogical skills prior to participating in the online course; and preparing participants further with professional development training in order to be successful school-based coaches.

At the end of these workshops, a total of 48 online coaches will participate in the 18 week long online course, consisting of a one week cluster preparatory phase from January 25 – 29, and the online course itself from February 1 to May 28, 2010. Six course segments have been developed to include different provincial groups, in which they will interact with materials and colleagues through online discussion forums and other means. As a final product, each coach will be expected to complete an electronic portfolio for assessment and work documentation purposes.

D. Communications

a. Accomplishments

This quarter the DBE Communications Working Group met with USAID to discuss the continuity of the DBE website after completion of the project. It was decided in the meeting that the web hosting of the DBE website, which is currently located in North Carolina, will be migrated to Indonesia using a local web host for faster access. USAID also advised that USAID logo should not be included in the online communications products once the DBE project is completed.

The DBE 2 communications team developed new project campaign activities. The first DBE 2 video postcard will be distributed to local and international stakeholders in January 2010 and will continue on a regular basis. The communications team has also started to include short video clips in the biweekly report to better highlight project events to USAID.

During the period of September to December 2009, the Provincial Communications Coordinators collaborated with the District Learning Coordinators and conducted the CRC-Communications workshop. One of the objectives of this workshop was to provide the CRC operational team with the ability and skills to promote the CRC to GOI stakeholders as well as to the private sector. In this workshop, all participants were trained to develop various communications products, namely brochure/leaflet, posters and bulletin.

b. Upcoming activities

- ***EDC Regional Communications Meeting***

To capture the project's results and how to make them accessible to key audiences, EDC will organize a capacity building workshop which will take place in Chiang Mai, Thailand on 8-11 February 2010. The DBE 2 Communications Specialist, Senior Program Manager and the DCOP will participate in this workshop to share the DBE 2 communications products and strategies to other EDC projects.

- ***M&E-Communications Workshop***

The M&E-Communications workshop will be held in Surabaya on 16-17 February 2010. The workshop will be an opportunity for national and provincial M&E and communications team members to work together to analyze and interpret 2009 provincial M&E data based on the provincial stakeholder interest and need, summarize the data into provincial M&E executive summaries and integrate the data into provincial success stories.

- ***Launching of the DBE 2 digital library***

In March 2010, DBE 2 will launch its digital library. The launch is planned to be held simultaneously in Jakarta (Open University), Aceh (Unsyiah), Central Java (UNNES) and South Sulawesi (UNM). The launch will be organized through a video conference involving rectors, university lecturers and students, and teachers. The objective of the event is to demonstrate to the users how to obtain DBE 2 training materials and to receive feedback from stakeholders on the usability of the library. A wider launch will be held at University Consortium meeting in June 2010.

After the launching of DBE 2 digital library in March, it will be accessible to teachers, principals and other education stakeholders. The digital library contains more than 50 DBE 2 training materials in a form of text, graphics, audio and video. All text, graphics and audio formats can be downloaded and used for teaching and learning purposes.

As a pilot, DBE 2 will work with three DBE 2 partner universities in Aceh, Central Java and South Sulawesi to develop a mirror host for the digital library. The mirror host is meant to speed up the download process and give options to users to download the training materials at the closest download point. The site mirroring process is going to be discussed prior to

the launching event with the universities' ICT departments. If successful, this option will be made available to all DBE 2 university partners.

- ***DBE 2 Success Stories Magazine***

A number of new DBE 2 outreach materials will be developed during next quarter, including a collection of success stories. The success stories magazine will portray the achievements, impacts and results of the project on teachers, principals and other beneficiaries. This magazine will be distributed at the DBE 2 National Best Practice Workshop which will be held in May 2010.

E. Unsyiah FKIP Procurement

a. Accomplishments

DBE 2 made considerable progress during this quarter in its continued procurement efforts in support of the Unsyiah FKIP Component. Following multiple meetings with USAID, FKIP, and other stakeholders, DBE 2 completed the final stages of its lengthy tender process for the six equipment and furniture packages and prepared them for review and analysis prior to incorporating them into a Negotiation Memorandum for Request to Subcontract.

DBE 2 conducted an extensive, open, competitive tender process. Upon the direction of USAID, DBE 2 placed an advertisement in two national newspapers for two days. On November 30, 2009 a Request for Proposals (RFP) was issued and made available to prospective vendors. On December 17, a bidder's conference was held in Aceh at the FKIP facility to discuss with potential vendors relevant issues pertaining to the procurement including specifications, delivery requirements and schedule, and also to visit the FKIP construction site. Following this, on December 28, sealed and signed proposals were received in the DBE 2 Jakarta Office and were stored securely until they were opened in front of evaluation committees on December 29, 2009.

b. Next Steps

In the first quarter of 2010, DBE 2 will complete the final stage of the tender process by evaluating the submitted proposals and selecting a winner for each of the six packages. Separate and independent evaluation committees will review the technical specifications, cost information, administrative and legal papers, and will use these analyses to determine a winner for each of the six packages. Evaluation committee processes, deliberations, and decisions will be monitored and recorded by the DBE 2 COP, Operations Manager, and Procurement Officer. Following the committee meetings and analyses, a recommendation for a selected vendor for each package will be made and will form the basis for the Negotiation Memorandum for Request to Subcontract which will be submitted to USAID in January 2010.

Following consent from USAID, DBE 2 will issue fixed price subcontracts to the selected vendors and also coordinate with all stakeholders to ensure that the delivery, installation, and handover processes are coordinated with the ongoing construction process. It is expected the delivery of furniture and equipment items will begin in early March; a majority of which will be on-site for the planned handover ceremony in mid-April.

Aceh Component 1: Core Update

XIII. Aceh Component 1

A. Overview

During October-December 2009, the DBE 2 Aceh Core Component accomplished a variety of activities across Cohort 1 and 2 clusters, and launched activities in the nine new expansion district. Additionally, a number of non-project districts were targeted through transition activities. The Math Package being implemented in Cohort 2 was successfully finished during this quarter with the completion of the second round of mentoring activities in all targeted districts. Science Package activities continued in Cohort 2, with the completion of KKG and KKKS 2 workshops in all but two clusters.

Many DBE 2 training programs are now being adopted by the local government and being implemented in several new clusters and districts. School community collaboration and better classroom management has intensified.

B. Progress/Accomplishments this Quarter

a. Transition training activities

1. Transition of Foundation Package (FP)

Foundation Package transition activities were held in several clusters, including Samalanga and Kota Juang in Bireuen, Grong-Grong and Delima subdistrict in Pidie, Krueng Raya in Aceh Besar, and Jagong in Aceh Tengah district:

- in Samalanga, foundation package training took place on October 1,5,6,7,13, and 14, and was attended by 26 participants from six schools;
- in Kota Juang on October 10, attended by 22 participants;
- in Delima on October 1, attended by 30 participants from six schools;
- in Krueng Raya on November 5-6, attended by 34 teachers from five schools;
- in Jagong subdistrict, Aceh Tengah, on December 2-4, attended by 62 participants

Workshop topics included: what is and why PAKEM, the PAKEM-based classroom, and the environment as a resource for learning. All transition programs were facilitated by DBE 2 MTTs from the district. As a result of the training, teachers were able to develop lesson plans for lower and upper grade teaching, understand PAKEM-based learning approach, and how to develop and use low cost materials. Representatives of the district Departments of Education attended the workshop to show their support.

2. Transition of Mentoring

The mentoring program to support active learning developed by DBE 2 has attracted the interest of several non DBE 2 clusters in Aceh. These new clusters consequently requested

DBE 2 support to train their staff in mentoring skills and techniques. On October 26-30, DBE 2 conducted a mentoring workshop in Lhoknga and Leupung clusters, Aceh Besar. Fourteen teachers received on-the-job support from four mentors. On December 8-10, mentoring took place in Leupung cluster, Aceh Besar with eight teachers participating. And on November 16-20 and December 17, mentoring activities took place at Lhoong and MIS Mon Malem, Blang Bintang cluster separately, for a total of 27 teachers.

DBE 2 MTTs and DLCs supported the activity. Mentors discovered that most teachers were at first unable to develop syllabi for lower and upper grades, create student work displays, use a variety of classroom management techniques or apply thematic teaching and none of the teachers had competencies in thematic teaching for lower grades. These areas were all addressed during the mentoring process.

3. Transition of DALI

DBE 2's Developing Active Learning with ICTs (DALI) training program also impressed several non DBE 2 clusters. Accordingly, they requested that DBE 2 provide their teachers with DALI training. In Seutui cluster, Banda Aceh, for instance, a total of 16 primary school teachers participated in DALI transition activities at SDN 5 Banda Aceh on October 21-22.

The main goal of the program was to practice the computer-assisted teaching process in 4 schools in each province. The event is involving teachers and students field of study grades 4, 5, and 6. It aimed to:

- to encourage using Active Learning and using ICT tools in the classrooms;
- to optimize the use of existing ICT tools at schools in developing teacher professionalism through mentoring process by ICT team.

The teachers were really interested in the model offered through the transition program, especially DALI modules 2 and 3. They were optimistic that the methods learned in the training can be implemented in their classrooms.

b. Science Package Training

1. Science Package KKG and KKKS 2

During this quarter, DBE 2 conducted KKG and KKKS 2 workshops in all Cohort 2 clusters except Indrapuri and Jantho. The delay in both clusters was because of the request of local Diknas of Aceh Besar MTTs to carry out several transition training and mentoring activities in non DBE 2 clusters in Aceh Besar. The remaining KKG and KKKS 2 workshops will be completed early next quarter. DLCs, MTTs, Science PBS and university MAT members facilitated the workshops.

Topics covered during the KKG included use of science kits, science assessment, and science teaching demonstrations.



Science learning at SDN Samalanga, Bireuen.

During KKKS 2, topics included demonstrations of interactive science teaching and learning, and the role of principals in supporting science teaching and learning.

2. Mentoring I of Science

On November 2-6 and 9-13, DBE 2 held Science Mentoring I in Cohort 2 districts Pidie, Bireuen and Aceh Tengah. All the mentoring involved MTTs, Science PBS, and university MAT members. The mentoring is aimed to provide support to teachers in implementing the training (KKG 1) in their classrooms. During the mentoring, the mentors provided necessary inputs for improving the quality of teaching. Prior to providing inputs, university MAT members and MTTs observed teaching practice. Then both individual teachers and mentors sat down to discuss the progress achieved and come up with recommendations for future improvements.

c. ICT Training Activities

1. DALI Roll out

Developing Active Learning with ICT (DALI) training was conducted in Banda Aceh, Pidie, Bireuen, and Aceh Besar. In Banda Aceh, it was held at SDN 22 (October 6 and 8) and SDN 69 (October 1, 5, 7, 9), whereas in Bireuen in Juli and Pidie in Grong-Grong clusters. On December 15-17, the DALI rollouts were held at SDN 2 Kota Jantho and SDN 1 Indrapuri, Aceh Besar. In Jantho, it was attended by 29 teachers from ten schools, and in Indrapuri by 33 teachers from fifteen schools.

The ICT activities in Banda Aceh focused on computer-assisted classroom teaching. The roll-outs used two learning models, including:

- Using one computer for Active Learning, meaning one computer is used to promote active learning and interactivity to the entire class; and
- Using limited computers for Active Learning to enhance active and collaborative learning in small groups. The ratio of computer use is one computer for five to six participants.

The DALI workshop aimed to train the teachers in integrating ICT tools into the learning process with the Active Learning Approach. Sessions consisted of Active Learning using limited computers, computer use challenges, and the game jeopardy. Prior to the training, most of the participants did not have confidence to operate a computer, handycam or LCD projector. Given the training, they have been confident and able to implement the DALI approach in the classroom.

2. ICT Maintenance and Troubleshooting Training

On Dec 21-23, DBE 2 held ICT Maintenance and Troubleshooting Workshop at the Pade Hotel in Aceh Besar. Facilitated by the ICT team, the training was attended by 10 MTTs and 20 representatives from Cohort 2 CRCs plus the DLCs from Bireuen and Aceh Tengah.



The participants are opening and cleaning the computer CPU

The training focused on how to maintain ICT equipment such as computers, using the internet for learning media, and video editing. As the follow up to the training, the participants developed an internet training plan in each cluster.

d. Cohort 1 and 2 Field Staff Training

On October 19-23, a five-day FST was held at the Madinah Hotel in Banda Aceh. The DBE 2 Jakarta Primary School Management Advisor facilitated the training which was attended by Cohort 1 and 2 MTTs and DLCs, as well as 15 school principals, 30 school supervisors, and UPTD (sub-district education office) staff. The FST was designed to strengthen the capacity of the existing field staff to supporting their clusters in the future once the DBE 2 project ends.

Several topics were selected in order to upgrade the staff members' skills. Among them were school/cluster visits, cluster improvement, synergy in clusters, best practices in several subjects such as Math and Science, reading, etc. The participants had the opportunity to practice using ICT, the internet, and using ICT for bulletin and newsletter development. During the training, the participants practiced mentoring and discussed the challenges on changing their own perceptions, and that of stakeholders, on the current trends of mentoring. By the end of the training, the participants from each cluster formulated their own actions plans, called RTL.

e. Cluster Resource Center (CRC) Activities

A Cluster Sustainability Workshop: Improving CRC Capacity for Cohort 2 was held from October 12-14 in Aceh Besar (26 participants) and on November 16-18 in Bireuen (12 participants). Participants included CRC staff and MTTs. The workshops were facilitated by the Communications Coordinator, and DLCs from Aceh Besar and Aceh Tengah. The objective of the workshop was to support CRC sustainability by enhancing the capacity of CRC staff and MTTs in creating brochures, newsletters, and proposals.

f. Skills Enhancement Workshop (SEW)

Skills Enhancement Workshop (SEW), which are intended to enhance cluster capacity, were conducted in several clusters in Aceh. The topics chosen varied, depending on the needs of the clusters. At the cluster of Banda Raya, thematic teaching was selected because the cluster is within Cohort 1, where the issue was not targeted during implementation. In Aceh Tengah, the SEW was implemented in Bebesen with the topics of developing student assessment items that accommodate cognitive, affective, and psychomotoric domains. In Bireuen, an SEW with similar topics was conducted in Juli Cluster on December 24-25.



Participants are sharing their ideas during an SEW workshop

g. Expansion Program Activities

During this quarter, several Expansion Program activities for the nine new districts, ranging from project socialization with the local Bupatis, Diknas and Depag staff to field staff selection and training, took place. Below is a brief explanation about the activities.

1. DBE 2 Socialization in New Expansion Districts

Socialization of the DBE 2 Expansion program to local Bupatis, Diknas and Depag staff was carried out by two teams, one taking the new districts on the west coast, the other the east. Meetings took place in each district with key local government stakeholders. During the meetings with both Bupati and Diknas/Depag, the team explained the DBE 2 program, types of activities to be conducted, duration, staff recruitment and GOI responsibilities. All Bupati, Diknas and Depag met by the teams welcomed the DBE 2 project and expressed their readiness to support its implementation. The Bupatis and Diknas/Depag staff also agreed to provide local staff for DBE 2 and a small space for office.

Following the meetings in each district, at least two clusters were visited to get a sense of the local school conditions as well as to check the availability of TK (kindergartens). It was found that the conditions varied, though most visited are not yet functioning well.

Brief Expansion District Data

KAB/ KOTA	Cluster/Gugus	DBE 2's Proposed Clusters			# Teach	#Students	
		#SD	#MI	Total			
WEST COAST	Aceh Jaya	Gugus 1 Setia Bakti	7	0	7	51	701
		Gugus 3 Teunom	6	1	7	61	783
	Aceh Barat	Gugus Langung Merubo	7	1	8	100	1521
		Gugus 2 SDN 14 Johan Pahlawan	6	2	8	120	2925
	Nagan Raya	Gugus Larnie, Darul Makmur	11	1	12	135	1744
		Gugus 1 Seunagan	6	1	7	117	802
	Aceh Barat Daya	Gugus 1 SDN Keude Siblah	6	1	7	131	1657
		Gugus XVI Kneng Batee	7	2	9	185	1356
	SUBTOTAL		8	9	65	900	11489
	EAST COAST	Pidie Jaya	Gugus Jangka Buya	5	2	7	83
Gugus Simpang Tiga			5	2	7	88	839
Lhokseumawe		Gugus 1 Banda Sakti	7	3	10	264	5643
		Gugus 6 Banda Sakti	7	3	10	267	4688
Aceh Utara		Gugus 3 Merah Mulia	5	1	6	61	730
		Gugus 1 Syamtalira	7	0	7	130	1367
Aceh Timur		Gugus 1 Simpang Ulim	6	2	8	131	1750
		Gugus 3 T M Musa Madat	6	2	8	107	1559
Bener Mariah		Gugus 1 SDN Gigerong Wih Pesan	5	2	7	103	960
		Gugus II Kec Bandar	6	1	7	98	1793
SUBTOTAL		10	18	77	1332	20641	
GRAND TOTAL		18	115	27	142	2232	32130

2. DLC and MTT Recruitment

New DLCs and MTTs to support project activities in nine new districts and 18 new clusters were recruited during this quarter. The selection took place in each district by involving district Diknas and Depag. Local Diknas proposed their staff to be recruited for the DLC position.

The DLC candidate interview included a series of four tasks: organize a training program; demonstrate knowledge of computer skills; deliver a presentation; and participate in a formal interview. Among the criteria assessed were their confidence, team work skills, interpersonal skills, communication skills, time availability, and commitment.

Meanwhile the MTT candidates were observed delivering short teaching sessions, with a specific focus on how to open, close their lesson and the way they interacted with the children. They were also tested on basic computer skills. The criteria assessed were their confidence, clarity of teaching objectives, teaching methods, and interpersonal skills.

Different from the DLC and MTT recruitment process described above, an additional two DLCs who will be responsible for the satellite offices in Meulaboh (west coast) and Lhokseumawe (east coast) were recruited. This process took several days and consisted mainly of interviews conducted over the phone and then in person.

A total of 18 new MTTs and 11 DLCs have now been selected to support Aceh expansion activities.

3. FST for Proposed District Staff & Consultants

On Dec 15-17, a FST for proposed staff and consultants was held at the Permata Hati Training Center, Aceh Besar. DBE 2 programs were introduced to all selected staff plus 18 supervisors, and nine school principals. Select Cohort 1 and 2 MTTs and DLCs, the University Advisor, Training Program Coordinator and Office Manager facilitated various sessions.

During the training topics presented included DBE 2 programs in old and new areas, the scope of work of DLCs and MTTs, the PAKEM approach and introduction to basic ICT. School visits to MIN Rukoh, SD 50, TK Bunga Teratai, and to TK Kartika also took place. Returning from the school visit, the participants held discussions in groups and presented their findings.

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

1. Collaborative Exhibition at Governor's Office

On October 27, during the launching of SEDIA, an AUSAID-funded project, at the governor office, several organizations engaged in education in Aceh did collaborative exhibition, such as DBE 2, Hellen Keller International, Unicef, and so forth. DBE 2 Aceh displayed several things, such as modules, low cost materials, and newsletters. Many participants from various districts visited the DBE 2 stand.



Bupati Aceh Utara and other participants are hearing the explanations of DBE 2 program by TPC during the exhibition in Aceh Utara.

2. Participation in DBE 3 Best Practice Workshop and Exhibition in Aceh Utara

DBE 3 in collaboration with Exxon Mobil and Save the Children conducted a two day workshop and exhibition on Dec 1-2, at the Harun Square Hotel, Lhokseumawe. It was intended to show up the best practices of DBE 3 project after working for two years in developing life skills of junior secondary schools' teachers and students in Aceh Utara. DBE 2, DBE 1, and local NGOs showcased their materials. It was also attended by representative of Exxon Mobil and all principals of DBE 3 schools. From the local government, Bupati, head of Diknas, head of Depag, Mapenda, LPMP, and MPD were present. Other participants were teachers and students of SMP Matang Kuli.

3. Facilitation of Diknas Training

On December 21-23, DBE 2 in collaboration with LPMP and UNICEF was requested by the government of Aceh Utara through local Diknas to train local primary school teachers on PAKEM-based approach. The training was done in three locations, including Matangkuli, Samudera, and Dewantara clusters. It was attended by 120 teachers per location. DBE 2 conducted the training for one day in each location and the rest days were done by LPMP. DBE 2 was represented by MTTs including Yati, Jaya Murni, and Rosmaidar.

On December 21, the team conducted training in Dewantara, Krueng Geukueh. The team selected several topics, including what is PAKEM, low cost teaching material development and use, classroom display, thematic teaching and syllabi, and modelling.

On the second day the team moved to Matangkuli where they trained other teachers on similar learning topics. Again they were really welcomed by the participants. They were impressed of the team performance and wondered how primary school teachers can become such good trainers.

On the third day, the team moved to Samudera where similar training was done. The Diknas staff members responsible for curriculum development and implementation, and for TK/SD affairs, were thankful to DBE 2. Following the training, local Diknas commented that they expected DBE 2 to help them to replicate more training packages in Aceh Utara in the coming months.

4. Technical Committee of Banda Aceh Meeting

A Technical Committee Meeting among the stakeholders of education, especially DBE 1, DBE 2, and Education Department of Banda Aceh, was held on December 29. The head of Education Banda Aceh, Drs. Sofyan Sulaiman along with the Technical Team Coordinator Education Agency of Banda Aceh Drs. T Angkasa, elements of the Department of Religious Affairs (Depag), PC of DBE 1 Ridwan Ibrahim, PC of DBE 2 Khatib A. Latief, UPTD, MPD, Coordinator of Supervisors, the School Committee, principals, and DBE 1 and DBE 2 staff, attended the meeting.

The issues discussed during the meeting were about the continuation of DBE program in Aceh following the end of the project. Drs. Sofyan Sulaiman pledged his commitment to continue the quality improvement program for teachers, especially by replicating DBE 2 programs. He also said that he was going to issue a circular letter to schools within his authority that have not yet received assistance from DBE, requesting that they use the DBE 1 and DBE 2 programs.

Local Government/Stakeholder Support of DBE 2 Activities in DBE Districts

DBE 2 activity	DBE district(s)/ cluster(s)	Contributing Institution	Contribution
Transition Training	Aceh Tengah, Bireuen and Aceh Besar	Diknas Aceh Tengah and Aceh Besar	Providing meal for participants
ICT Training activities	Banda Aceh, Aceh Besar and Bireuen	Schools and UPTD in those district	Providing venue training

Transition/Dissemination Activities

DBE 2 activity	Non-DBE district(s)/ cluster(s)	Contributing Institution	Contribution
Foundation Package training	Kota Juang in Bireuen (non DBE cluster), Delima subdistrict in Pidie (non DBE 2 subdistrict), Krueng Raya in Aceh Besar, and Jagong in Aceh Tengah (non DBE 2 subdistrict)	Schools and UPTD	Funded and duplicated materials
ICT DALI Transition Training	Seutui cluster in Banda Aceh (non DBE 2 cluster)	Cluster	Organized, funded and duplicated materials
SEW training	Banda Aceh, Aceh Tengah and Aceh Besar	School and UPTD of subdistrict education office	Organized, funded and duplicated materials

D. Challenges

During this period of time, several challenges faced DBE 2 program implementation. Students' exams and school holidays during this quarter, as well as key staff leaving for the Hajj. Due to the exams and holidays, a number of programs involving students and teachers was delayed for about one month. Expanding into nine new districts, the majority of which are several hours away by car from the DBE 2 project office, also brings challenges. Though MTTs and DLCs were found as quickly as possible, these new staff have not yet received USAID approval. As a result, some activities that should have started in early January 2010 have been delayed until USAID approval is received.

E. Ongoing Activities and Upcoming Activities and Plans for Quarter Two, FY10

Next quarter the following activities will be conducted:

- Signing and Launching of DBE 2 new district expansion program
- Mentoring 2 of Science;
- Reading Program TOT and roll-outs;
- Roll Out DALI in several other clusters;
- Continue transition programs in several clusters;
- ICT DALI roll-outs;
- ICT Intel Teach roll-outs;
- Small grants follow up;
- SEW training;
- TOT of FST ND of Math;
- Meeting with parliaments on expansion program;
- Meeting with GOI-Aceh on expansion program launching;
- Publishing fourth edition of *Jak Meureuno* newsletter.

XIV. Aceh Component 2: Unsyiah FKIP Update

A. Overview

During Quarter One, DBE 2 Aceh Component 2, Unsyiah FKIP (DBE 2 Unsyiah) made much progress in a number of key areas. In the area of strengthening FKIP management, DBE 2 Unsyiah assisted FKIP to develop a human resource plan for academic staff. The number of academic staff that will be recruited from 2010 – 2014 for all departments (study programs) at FKIP is already in place and has been submitted to Unsyiah. DBE 2 Unsyiah also assisted Unsyiah FKIP in the development of the FKIP strategic plan. The drafts of the strategic plans for 16 department/study programs including faculty level are also in place. These drafts will be discussed and finalized in the next workshop in January 2010.

Also this quarter DBE 2 Unsyiah conducted an Earthquake Preparedness Dance, Saman Siaga Gempa, competition for Cohort 1 students as a part of the socialization of earthquake preparedness to DBE 2 schools. Following the activity, DBE 2 conducted the Saman TOT for Cohort 2 art teachers and field staff.

DBE 2 Unsyiah continued to support FKIP in improving its research capacity. DBE 2 supported FKIP to conduct research on the development of FKIP curricula in departments of chemistry education, physics education, mathematics education, primary school education and home industry education in order to match FKIP curriculum to schools' needs. In coordination with Florida State University (FSU), DBE 2 supported lecturers to conduct action research related active learning in schools. DBE 2 also assisted FKIP to develop research topics related to the FKIP Focal Research Areas (FRA). Three research topics were developed: (i) Assessing Teacher Competency in Schools in Aceh; (ii) The Socio-Cultural Profile of Teachers and Students in Aceh; and (iii) Large-scale Educational Patterns and Trends in Aceh. Besides improving research capacity, DBE 2 Unsyiah facilitated the second roll-out of the active learning training package sponsored by Unsyiah and the local government budget.

There was extraordinary progress in the procurement process for the new FKIP facility this quarter. DBE 2 Unsyiah finalized the procurement plan in coordination with USAID and the Construction Management Consultant and conducted tender for this procurement. It is expected that the subcontract with the bidders will be signed by January 2010 and most furniture and equipment will be delivered by April 2010.

B. Progress/Accomplishments this Quarter

a. DBE 2 Coordination Meeting with Unsyiah Management

In October, the DBE 2 COP visited Unsyiah to participate in a coordination meeting with Unsyiah and DBE 2 staff in Aceh. The participants of meeting included Prof. Dr. Darni

(Rector), Prof. Dr. Samsul Rizal (Vice Rector I), Prof. Dr. M. Yusuf Aziz (FKIP Dean), Drs. Salasi R. M.Pd. (FKIP Vice Dean I), Sulastri, M.Si. (FKIP Vice Dean II), Syamsul Bahri Ys, MA (University Contact Person) and key DBE 2 staff. The results of meeting are summarized below:

- Unsyiah Rector confirmed that all books/materials holdings located in other departments at FKIP will be moved to the new FKIP library. FKIP Dean will discuss this matter in detail with all department heads. In principle, Unsyiah will adopt efficiency and resource sharing approach.
- Unsyiah agreed to reallocate DBE 2's ICT maintenance budget towards the procurement of additional library materials. .
- Regarding ICT staff and a librarian for the new FKIP facility, the Unsyiah Rector suggested utilizing available staff. Some librarians from Unsyiah will be assigned to assist FKIP.
- Unsyiah confirmed that it will allocate budget for maintenance of the new FKIP facility.
- Unsyiah will provide Internet Bandwidth to FKIP, including the ICT maintenance.
- The budget for maintenance will be shared between FKIP and Unsyiah.
- DBE 2 agreed to present ALFHE to the Western University Consortium on 26 October; the Unsyiah Rector is chairman of the Consortium.
- Unsyiah will continue to support and sustain the DBE 2 programs.
- DBE 2 together with Unsyiah will meet with Local Government to share DBE 2 best practices.

b. USAID Visits Unsyiah FKIP

USAID officers visited Unsyiah FKIP several times to discuss the procurement plan for new FKIP facility. The first visit was on October 26. The meeting was held at DBE 2 Unsyiah office attended by Arturo Acosta (Education Director of USAID – Jakarta), Muhammad Khan (USAID – Jakarta), Edi Setianto (USAID – Jakarta), Lee Marshall (DBE 2 Jakarta), Ismail (DBE 2 Unsyiah), and Adlim (DBE 2 Unsyiah). The agenda was (i) FKIP procurement process status and current milestone dates, (ii) soft hand over of new FKIP facility, (iii) handover ceremony of new FKIP facility. A draft of FKIP Procurement Plan was submitted to USAID following the meeting on October 30. A handover ceremony was being planned for sometime in the first or second week of April, 2010.

The second visit was on November 23 to continue to discuss the FKIP procurement plan. The meeting was held at DBE 2 Unsyiah FKIP office and attended by Asuncion Juico (CO - USAID – Jakarta), Arturo Acosta (USAID – Jakarta), Muhammad Khan (USAID – Jakarta), Axel Kiene (PEM - CMC), Lee Marshall (DBE 2 Jakarta), Ismail (DBE 2 Unsyiah FKIP), and Tuti Barita (DBE 2 Unsyiah FKIP). USAID confirmed that the Aceh Tsunami funds that will be used for FKIP procurement are exempt from source origin requirements. Also, in an effort to meet USAID requests for a mid-April completion date, the construction contractor (PEM) agreed to finish the FKIP library in February and allow DBE 2 to use it as a temporary staging area for furniture/equipment while the rest of the construction is completed.

c. Socializing Earthquake Preparedness

	Cluster	Date	Place	Winning School
1	Baiturrahman	Oct 7, 2009	SDN 22	SDN 40
2	Banda Raya	Oct 9, 2009	SDN 50	SDN 50
3	Syiah Kuala	Oct 10, 2009	SDN 16	SDN 16
4	Suka Makmur	Oct 14, 2009	SDN Sibreh	MIN Jeureula 2
5	Mesjid Raya	Oct 12, 2009	SD Neuheun	SD Neuheun

This quarter DBE 2 Unsyiah conducted a competition for students from all Cohort 1 schools on its Earthquake Preparedness Dance (*Saman Siaga Gempa*). There were two stages of the competition. The first stage was the competition among the schools at the cluster level to determine a winner from each Cohort 1 cluster. Details of this activity and the winner from each cluster are shown in Table 1.

The second stage included a competition among the winners from each cluster to determine the champion school for Cohort 1. The activity took place at the Pade Hotel Aceh Besar on October 16. Cohort 2 art teachers and Dinas/Depag representatives were invited to the event, introducing them to the *Saman* song and dance. Performances were judged by a panel consisting of members of the Creative Center team as well as an art lecturer from Unsyiah FKIP. The first place winner was SDN 50 (Banda Raya Cluster) from Banda Aceh. DBE 2 provided participating schools with certificates and earthquake readiness kits. After the performance, a Dinas Pendidikan representative discussed his support of the *Saman* activity. He pointed out that the earthquake readiness message is quite important to students and community members in Aceh. Dinas will propose this activity to be a part of the local content for the art curriculum.



Students Perform during Saman Dance competition

Following the competition, DBE 2 conducted a TOT for Cohort 2 teachers and field staff, including a total of 34 art teachers, 10 MTTs, and 3 DLCs representing the ten Cohort 2 clusters (Aceh Besar, Aceh Tengah, Pidie and Bireun Districts). The facilitators included DBE 2 staff and youth from the Creative Center. At the end of the session, the participants developed the action plan to socialize *Saman* in their clusters. All of them suggested that DBE 2 Unsyiah conduct the competition for Cohort 2 as well.

d. Developing the FKIP Human Resource Academic Plan

Working towards the goal of strengthening management at FKIP, DBE 2 Unsyiah conducted a Workshop on developing an Academic FKIP Human Resources Plan on October 8 - 9. The workshop was held in the FKIP Auditorium and attended by the FKIP Dean and Vice Deans, 16 department heads and secretaries and the FKIP and Unsyiah Quality Assurance Committee. The Unsyiah Vice-Rector of Academic Affairs also attended during the opening

ceremony. The facilitators were DBE 2 staff and Unsyiah Quality Assurance staff. In the workshop, all departments discussed and analyzed the current academic staffing plan for each department. The planning model provided by the Directorate General for Higher Education (DGHE/DIKTI) was used in the workshop. During the workshop, plans for the recruitment of academic staff, advanced study and professorships were developed through 2014. The recruitment plan for academic staff is detailed in Table 2.



Workshop on human resource academic planning at Unsyiah FKIP

No	Name of Study Program	Number of staff will be recruited				
		2010	2011	2012	2013	2014
1	Pend. Bahasa Inggris	0	0	1	2	3
2	Pend. Bimbingan Konseling	1	3	5	7	8
3	Pend. Biologi	5	7	8	7	4
4	Pend. Fisika	1	1	2	2	3
5	Pend. Geografi	2	2	2	1	0
6	Pend. Jasmani Kesehatan dan Rekreasi/Pend. Olahraga	2	3	3	2	0
7	Pend. Kimia	0	0	1	4	7
8	Pend. Matematika	0	0	0	0	0
9	Pend. Pancasila dan Kewarganegaraan	1	2	2	3	2
10	Pend. PGSD	8	10	10	6	0
11	Pend. Sendratasik	0	0	1	2	2
12	Pendidikan Bahasa dan Sastra Indonesia	0	0	0	1	2
13	Pendidikan Ekonomi	0	0	0	0	0
14	Pendidikan Kesejahteraan Keluarga	0	0	0	0	0
15	Pendidikan Sejarah	1	1	1	1	0
16	Ilmu Pendidikan	0	0	0	0	0
Total		20	31	36	36	31

e. Development of FKIP Strategic Plan

Also in the area of developing FKIP's management capacity, DBE 2 Unsyiah assisted FKIP to develop the FKIP Strategic Plan this quarter. There are two main steps in the process of developing a strategic plan. This first step is evaluation: to evaluate the strengths, weaknesses, opportunity, and threats. The second step is to develop a strategic plan based on an analysis of the evaluation. During November, DBE 2 Unsyiah performed two evaluation workshops. The first workshop took place on November 6 to develop the evaluation format, which is in line with DIKTI's three pillars: (i) Access; (ii) Quality, Relevance,

and Competitiveness; (iii) Management and Public Service. As a follow up to the first workshop, each study program/unit at FKIP gathered academic data and presented it at a meeting held on November 17. The second workshop was conducted on November 19 – 20 to develop the SWOT analysis (Strength, Weakness, Opportunity, and Threat) of each study program. Both workshops were held at the FKIP auditorium attended by 40 participants. The FKIP Dean gave remark in the opening of the workshops where he pointed out that the strategic plan is quite important for the FKIP in order to fully utilize all resources including the new FKIP facilities granted by USAID. These workshops resulted in the production of an evaluation of each study program/department at FKIP.

As a follow up to the evaluation workshops, in December DBE 2 Unsyiah worked with FKIP to develop a draft of the FKIP Strategic Plan for 2010 – 2014 and an FKIP Workplan for fiscal year 2011. In coordination with FKIP, DBE 2 Unsyiah formed a Task Force Team for this activity which consisted of 7 FKIP lecturers (Dr. Khairuddin, M. Pd.; Dr. Samingan, M. Si.; Dr. Rahma Johar, M. Pd.; Dr. Wildan, M. Pd.; Dr. M. Ikhsan, M. Pd.; Dr. Nyak Amir, M. Pd.; Dr. Abdul Gani Haji, M. Si.). On December 15, DBE 2 conducted a workshop to develop the format of the FKIP Strategic Plan and the Annual Workplan 2010. This activity was held at the FKIP Auditorium attended by 51 participants (two participants from each department/unit, vice deans, administration staff, Task Force Team, and DBE 2 Unsyiah). The strategic plan consists of three pillars: (i) Access; (ii) Quality, Relevance, and Competitiveness; (iii) Management and Public Service. The development of the strategic plan should be based on the self-evaluation results of each department/study program. On December 18-20, DBE 2 Unsyiah facilitated a Workshop on the Development of the FKIP Strategic Plan 2010 – 2014 and Annual Work Plan 2011. Unsyiah and the local government contributed budget for the workshop. The workshop was held at UPTD Pertanian Aceh, Saree, Aceh Besar and attended by 58 participants (two participants from each department/unit, FKIP Dean, Vice deans, some administration staffs, Task Force Team, and DBE 2 Unsyiah). The agenda of the workshop included: (i) presentation about the achievement 2009 by FKIP Dean and vice deans, (ii) presentation first draft of strategic plan and work plan 2010 of study programs/units by head departments, (iii) group discussion, and (iv) presentation of group discussion results. The workshop resulted in the production of the second draft of the strategic plan and workplan 2010 that will be finalized in January 2010.

f. Research and the Development of FKIP Curriculum

This quarter DBE 2 Unsyiah supported Unsyiah FKIP faculty to conduct research relating to one of the FKIP Focal Research Areas (FRAs): “Improving the Relation between FKIP Teacher Preparation and Classroom Teaching.” The research was focused on the development of FKIP curricula in departments of chemistry education, physics education, mathematics education, primary school education and home industry education in order to match FKIP curriculum to schools’ needs. The research is being conducted by five teams where each team consists of several FKIP lecturers and one teacher from each school. The first term report has been received by DBE 2. The teams collected information from schools by interviewing school principals, vice principals and teachers on the teacher competency required in their schools and their views on the current FKIP curriculum. The Mathematics team collected data from SMP Negeri 1 Darussalam (A. Besar), SMP Negeri 8 Banda Aceh,

SMP Negeri 1 Banda Aceh and SMP Negeri 6 Banda Aceh. The Physics team collected data from SMA 2 Banda Aceh, SMP 6 Banda Aceh, SMA Lubuk, SMP 8 Banda Aceh. The Chemistry team collected data from SMA 5 Banda Aceh and SMA 3 Banda Aceh. The Home Industry team collected data from SMK Negeri 3 Banda Aceh, SMK Negeri 1 Banda Aceh, SMK Negeri 1 Mesjid Raya, Aceh Besar & SMK Negeri 1 Jantho, Aceh Besar. The Primary School team had collected data from SD Negeri 67 Banda Aceh, SD Negeri 16 Banda Aceh, SD Neuheun Aceh Besar and SD Perumnas Neuheun Aceh Besar.

Some interesting findings include the following:

- Some schools stated that the FKIP curriculum should be school oriented. Specifically regarding the mathematics curriculum, respondents said that the subject content should be taught step by step as teachers teach students in schools and not just simply finding the right answer. To find the ways to solve the problem is much better than just finding the right answer.
- Many FKIP alumni could not use English as an instructional language in some bilingual schools.
- Most of teachers who are FKIP alumni claimed that while they were taking classes at Unsyiah FKIP, most of the courses were taught theoretically. Discussions on case studies or real examples of the school situation were rare. Therefore, alumni could not easily apply their knowledge/skills in their schools and it is difficult to adjust themselves with the school situation, especially for the junior teachers.

The results of the findings from schools will be discussed with FKIP to develop a new FKIP curriculum.

g. Mentoring Practice Teaching of Pre-service Teachers

In the previous quarter, DBE 2 Unsyiah delivered a Workshop on Active Learning for pre-service teachers (PGSD students). The objective of this workshop was to give an orientation of active learning strategy for students before the embarked on their teaching practicum in schools. This quarter, DBE 2 Unsyiah facilitated class observation and mentoring activities for pre-service students who were practice teaching at DBE 2 schools. On December 7, DBE 2 conducted a group discussion with PGSD students and in-service teachers from DBE 2 schools to discuss the class observation instrument and mentoring mechanism. There were four points observed: (i) planning, (ii) class management, (iii) teaching process, and (iv) class assessment (evaluation). Twenty two PGSD students doing practice teaching at DBE 2 schools were observed and mentored by twenty two in-service teachers (trainee mentors) during December 8 – 12. On December 14, DBE 2 organized another group discussion to discuss the results of class observations. The results showed that most students taught their classes using an active approach. Most teachers agreed that it is important to give the orientation of active learning for students who are going to conduct practice teaching in schools. Teachers suggested that FKIP



Group Discussion among teachers on the results of class observations

continue improving the quality of its students, especially in the areas of using instructional media in teaching and classroom management.

h. Active Learning for Higher Education

i. Active Learning for Higher Education: Roll-out of Active Learning in Schools (ALIS)

DBE 2 Unsyiah facilitated the second roll-out of the active learning training for higher education (ALFHE) package sponsored by Unsyiah and local government budget. On December 1-4, DBE 2 Unsyiah supported Unsyiah FKIP to conduct the second roll-out of Active Learning in School (ALIS) module to staff of Unsyiah FKIP, IAIN Tarbiyah, and UnMuha Tarbiyah. The facilitators were staff from Unsyiah and IAIN who participated in the previous ALFHE workshop. The workshop was carried out at the LRC (Learning Resource Center) Lab School Unsyiah and attended by 40 participants (10 male and 30 female) including 29 lecturers from Unsyiah FKIP, 6 lecturers from IAIN Tarbiyah, and 5 lecturers from UnMuha Tarbiyah. The objective of ALIS is to train the lecturers in teacher training institutions on active learning in school conditions which are very different from higher education circumstances. In the workshop, participants demonstrated their experience with active learning practicum at the school level, discussing several issues including classroom management, integrated learning, environment as a learning resource and media, review strategies and composing syllabi and lesson plans, non test assessment and peer teaching simulation.

ii. Active Learning for Higher Education: Roll-out Active Learning in Higher Education (ALIHE)

As a continuation of the roll-out of ALIS, on December 14 – 17 DBE 2 and Unsyiah conducted the second roll-out of the Active Learning in Higher Education (ALIHE) training module. The workshop was held at the LRC Lab School Unsyiah. The number of participants was 37 lectures with 27 from Unsyiah FKIP, 5 from IAIN Tarbiyah, and 5 from UnMuha Tarbiyah. Before the workshop, the participants conducted school visits to observe the teaching learning process in the schools (SD, SMP, and SMA). All participants were provided with an instrument for school observation structured to observe four areas: the lesson plan, class management, learning process and class assessment. The results of school visit were reported and discussed in the workshop. Five of the trainers were from Unsyiah and one was from IAIN.



Workshop on Active Learning in Higher Education (Roll-out 2)

The objective of ALIHE is to train lecturers on active learning in a higher education environment. The participants engaged in a variety of activities including those involving the composition of syllabi and lesson plans, higher order thinking, learning strategies, assessment, peer observation and mentoring of teaching practice. During the workshop participants developed drafts of syllabi and lesson plans using the active learning approach (at least for four class meetings) for one course that they will teach next semester.

i. Support Action Research in Collaboration with FSU

DBE 2 Unsyiah continued to support Unsyiah FKIP, IAIN Tarbiyah, and UnMuha Tarbiyah to conduct action research in collaboration with Florida State University (FSU). The research is focused on active learning in schools (SD and Madrasah). In coordination with the FSU team, on November 26, 27 and 30 DBE 2 Unsyiah conducted an Action Research Workshop. The workshop was focused on preparing for the national conference at the Open University later in the quarter. Team SD (5 persons) and Madrasah (7 persons) followed the workshop and presented their findings. After eight months of research, both the SD and madrasah teams found that the role of principal is a determining aspect to promote the implementation of active learning in the schools. The FSU team (King Beach & Jeff Milligan) assisted the research teams to write the introductory sections of their research articles by elaborating on the research background and the problem statement, the methodology, the way to analyze and present the data and build the argument for the research findings. The team also learned to select key data and information to be included in the presentations to be delivered at the national conference. To motivate the researchers and build their self-confidence in communicating their research findings, both teams (a total of 12 persons) presented their research findings at the Action Research National Conference on December 4-5 at Universitas Terbuka (UT) Tangerang, Banten.

j. Workshop on FKIP Focal Research Areas

Following up an earlier workshop on the FKIP FRAs, in collaboration with FSU, on December 1-2, DBE 2 Unsyiah conducted another workshop on FRAs. The workshop was held at DBE 2 Unsyiah seminar/meeting room where the participants were ten FKIP staff with different disciplinary backgrounds and the facilitators were Prof. King Beach and Prof. Jeff Milligan. In the workshop, the participants were divided into three groups. Each group developed one research topic for each of the FKIP FRAs. Three research topics were developed during the workshop as follows:

- Assessing Teacher Competency in Schools in Aceh. The research questions are (i) how is the Teacher's ability for using ICT?, (ii) how is the teacher's competency for pedagogic skill? (iii) how is the teacher's competency for mastery of subject matter? and (iv) and how is the teacher's competency for give motivation to the student?
- The Socio-Cultural Profile of Teachers and Students in Aceh. The research questions are (i) what is the social background of the students (family, education and education)?, (ii) what is the social background of the students and their families?, (iii) what are the socio-cultural aspects of teachers and students interaction?, (iv) What are the society's opinions about teachers?
- Large-scale Educational Patterns and Trends in Aceh. The research questions are (i) what is the number of male and female teachers (elementary and secondary school) in Aceh?, (ii) What is the current qualification of teachers in Aceh, (iii) What kind of equipment and/or aid and/or media is available to support teaching-learning?

These studies will create a picture of the efforts to upgrade education in Aceh, especially the competencies of in-service teachers to the S1 level through various means including distance education. This study will also serve as a pilot project in building the research capacity of Unsyiah FKIP faculty.

k. Support Infrastructure Improvements

Important progress was made this quarter in relation to procurement in support of the new FKIP facility (TAPSU). Several coordination meetings with USAID and Unsyiah were conducted during this quarter to finalize the FKIP procurement plan. Based on the inputs from coordination meetings, DBE 2 revised the FKIP procurement plan and submitted it to USAID after receiving approval from FKIP Dean and Unsyiah Rector.

DBE 2 published the invitation tender on November 28 – 29 in the Kompas National Newspaper and November 28 and 30 in the Media Indonesia National Newspaper. The procurement has been divided into six packages as follows:

- General Furniture (e.g. Tables, Chairs, Cupboard, Vertical Blind, Sofa, etc);
- Lab Furniture (e.g. Lab Work Station, Peg Board, Wall Cupboard);
- Lab Equipment (e.g. Resonance Pipe, Sono-meter System, Rotary Evaporation System, Microscope, Base Ten, etc);
- ICT Equipment (e.g. Laptop, Scanner, UPS, Server, Projector, etc);
- General Equipment (e.g. Television, Camera, Microwave, Head Set, Sound System);
- Books and Software (e.g. Published by American Research, SAGE, Springer, Rutledge, Microsoft Encarta, etc).

This procurement was open to any local or international vendors that have the institutional and financial capability to complete project within the proposed timeframe. Tender documents and information about the tender process were available during working days starting on November 30, 2009 through December 15, 2009 from 09 am to 04 pm at the DBE 2 FKIP Banda Aceh or Jakarta Office.

Ultimately, the number of bidders registered was 51 for General Furniture, 18 for Lab Furniture, 21 for Lab Equipment, 47 for ICT Equipment, 17 for General Equipment, and 17 for Books and software. The bidders' conference was conducted on December 17 at the FKIP Auditorium, Unsyiah, Banda Aceh and attended by 29 bidders. The bidder's conference agenda included (i) opening address of Rector UNSYIAH/Dean FKIP, (ii) EDC and DBE 2 Overview, (iii) FKIP Procurement Overview, (iv) proposal preparation and submission, (v) evaluation process and award, (vi) delivery process, (vii) site visit new FKIP facility accompanied by PEM, and (viii) detail of each package. The minutes were sent to all registered bidders on December 21. The bidders must submit their proposals to the DBE 2 Jakarta Office and the deadline was on Monday, December 28, 2009 at 04.00 pm. The number of proposals received was 11 for General Furniture, 6 for Lab Furniture, 3 for Lab Equipment, 9 for ICT Equipment, 4 for General Equipment, and 2 for Books and Software.



Bidder's Conference for procurement of new FKIP facilities

C. Challenges

Given the limited timeframe and large quantity and variety of items, conducting procurement for the new FKIP facility is quite a challenge for DBE 2. The handover ceremony for the new FKIP facility will take place around the 2nd week of April 2010. USAID requests DBE 2 to supply most furniture and equipment by then. DBE 2 will do its best to outfit the new FKIP facility with furniture, equipment, and book by then.

D. Ongoing Activities and Upcoming Activities and Plans for Quarter Two, FY10

DBE 2 Unsyiah has planned and scheduled a number of activities for next quarter that can be described as follows:

- Socialize FKIP Human Resource Planning (Academic Staff);
- Conduct financial sustainability planning activities for FKIP;
- Conduct competition on earthquake preparedness dance in Cohort 2;
- Finalize and Socialize FKIP Strategic Plan;
- Support Action Research;
- Support Development of FKIP Curricula;
- Active Learning for Pre-Service Students (part II);
- Conduct procurement tender of furniture and equipment for new FKIP facility (review proposals, select vendors, issue purchase orders etc.).

Central Java Update

XV. Central Java Update

A. Overview

The first quarter of FY2010 was very demanding for the Central Java team. With Cohort 1, Cohort 2 and replication/transition activities converging there were few staff staying in the office. The quarter kicked off with field staff training and from there the activities never stopped. Cohort 1 MTTs spent much of their time supporting replication and dissemination activities. Cohort 2 MTTs prepared for the implementation of the Intel Teach and DALI Programs.

The ICT team however has been the busiest of all the staff as they supported Cohort 1, Cohort 2 and new ICT initiatives. In Cohort 1 districts the hotspot pilots were underway along with the necessary training for staff and teachers to support this. They also began the regular Intel Teach and Dali training for Cohort 2. The following sections provide a summary of these activities.

B. Progress/Accomplishments this Quarter

a. New University Consultants Revitalized University Partnership Initiatives

After the departure of Dr. Sukarno (UA) in February 2009 the Central Java team worked hard to support the university initiatives until the hiring of the new replacement consultants. This took longer than expected. In November Dr. Ruswan (University Partner Consultant) and Mrs. Wahyu (University Capacity Building Consultant) and in December Dr. Sukarno (Training Specialist) joined the team and began supporting the three partner universities as well as reaching out to eight new universities in Central Java and Yogyakarta. During December, Dr. Ruswan and Mrs. Wahyu visited DBE 2's three partner universities to update them on the upcoming activities. Arrangements were discussed for the hand over of the exemplar training packages to the universities. The universities have been actively participating in ALFHE preparation activities from the last quarter. Dr. Ruswan and Mrs. Wahyu visited the eight new university partners to build relationships and to introduce the ALFHE program. The new universities will join the national ALFHE TOT programs scheduled in January 2010 which will include universities from Central Java, Yogyakarta and the university consortium in East Indonesia.

One of the ongoing activities of ALFHE is the portfolio assessment. A special workshop was held in Solo from December 13-19 to review the lecturer portfolios as a follow-up activity from the ALIS workshop held earlier in Surabaya. Lecturers came from Semarang State University (UNNES), Sebelas Maret University (UNS), Semarang National Islamic Institute (IAIN Walisongo Semarang), Malang State University (UM), Makassar State University (UNM), Surabaya State University (UNNESA), Sultan Ageng Tirtayasa

University (UNTIRTA), Northern Sumatera National Islamic Institute (IAIN SUMUT), Medan State University (UNIMED), and Makassar Muhammadiyah University (Unismuh Makassar). The training was guided by eight DBE 2 ALFHE facilitators. Besides the assessment, the agenda included preparation of the ALFHE program dissemination in Bogor planned for January 2010.

b. CRC Teams Prepare for CRC Handover and Sustainability

During this quarter the CRC management teams participated in two workshops designed to build the sustainability of the CRC. The workshops provided the teams with understanding about maintenance and trouble shooting for the equipment, how to effectively communicate the programs available for teachers and how to gain local support for the CRC. Support from the Jakarta office was provided by Winastwan Gora (Education Technology Officer) and by Shinta Nurwulan (Information Specialist). They were supported by the Central Java ICT team, Mr. Cawarto, Coordinator and Assistants Kusnul Aflah, Supriyadi and Fitria H. Mahligai. Wisnu Hanggoro the Communication Coordinator and the DLCs worked with the facilitators to help prepare the participants to support the sustainability of the CRCs. The Table below identifies the dates and location of the workshops.

Cohort	Date	Workshop	Location
Cohort 1	Oct 7-10	Maintenance & Troubleshooting	Salatiga
	Oct 20-22	Communications	Salatiga
Cohort 2	Nov 4-7	Maintenance & Troubleshooting	Salatiga
	Nov 8-10	Communications	Salatiga

The Maintenance and Troubleshooting Workshops were attended by the MTTs and the technical staff from the CRCs. A total of 30 participants attended each workshop. Based on the training the participants were ready to support teachers by assuring that the equipment will be available and well maintained after the DBE 2 project ends.

During the Communications Workshops the CRC manager, information manager and technician learned how to effectively market the CRC through brochures and newsletters for the local community. They developed skills in the application of Microsoft's Publisher



Participants enjoyed the game on the session of how to build an on-line network

Mr. Carwoto (right) helped participants to master troubleshooting cases in using computer

Program. The participants prepared draft publications that were reviewed by invited heads of the sub-district education offices. During the Cohort 2 Communications Workshop Mrs. Devi Basuki from the Central Java Chamber of Commerce and Industry instructed the participants on how to effectively market their programs from the consumer perspective.

Cohort 1 and 2 cluster teams submitted their Tier Three grant applications to the provincial office for approval. All applications except for the four hotspot pilot CRCs focused on accessing the Internet. The clusters are very interested in Internet access as DBE 2 begins to explore distance learning options during this final phase of the project. The possibility of ongoing professional development without having to leave school is an exciting development for Indonesia.

Cohort 2 CRCs each received ten computers to support Intel Teach and DALI activities.

c. ICT Team Spends Quarter on the Road

This quarter has been intense for the team as several different activities were pursued. In Cohort 1 clusters the DALI mentoring continued along with the Hotspot installation/set-up and training on Internet applications. While supporting these efforts and the CRC workshops the team also began rolling out the DALI and Intel Teach programs in Cohort 2.

i. Hotspot Pilots

The four hotspot sites at CRC Diponegoro, CRC Gatot Kaca, CRC Ki Hajar Dewantara and CRC Pratiwi Sudarmono were finally completed. One of the early tests occurred when Michael Laflin EDC Senior Vice President visited the Cepogo CRC Diponegoro and a link was made with the Kaliwungo CRC Gatot Kaca. The DBE 2 staff was very anxious to begin the first interactive discussions over the Internet. All were very happy when the Provincial Coordinator, Dr. Costa, participated in a video conference with the Mr. Sularto the MTT from Kaliwungo.

ii. Internet Operations Training

On October 22nd and 23rd, the ICT team travelled to Diponegoro CRC in Cepogo, Boyolali District and to Gatot Kaca CRC in Jogonalan, Klaten District. At those sites ICT Assistants Mr. Supriyadi and Ms. Fitria Mahligai joined with local facilitators to conduct training on using the Internet. The training brought about the enhancement of participants' skills in understanding and using Internet access; browsing information through the Internet and dealing with email access. Participants were also trained to explore the freeware sites such as Owl and Mouse, National Library of Virtual Manipulatives and Hot Potatoes.

iii. ICT Professional Development Mentoring

On October 5-6, the ICT Team conducted ICT Professional Development Mentoring at MI Muhammadiyah Karanganyar District. Participating in the mentoring were fifteen teachers from the Karanganyar sub-district. During the mentoring, four of the teachers practiced microteaching and received feed-back from other teachers. In addition, the teachers successfully developed lesson plans and implemented them in their classrooms



Ms. Yuli Fitriani of MI Muhammadiyah Karanganyar implemented her lesson plan with a laptop in her classroom

The ICT Team provided feedback for improving the teacher's lesson plan as implemented by the teachers.

iv. Intel Teach Getting Started Course

The Intel Teach Getting Started Course consists of two components. The first is for training one teacher from each school as a Master Trainer (MT). The aim is to train MTs with basic computer skills and to prepare them to train the teachers from their respective schools referred to as Participant Teachers (PT). The second component is the Principal's Leadership Forum (PLF) which reviews ways principals can better support the integration of technology into the learning process. Once the MT training is completed the MTs plan the PT training when appropriate.

v. DALI Roll-Out

Training began in the Klaten District with two Cohort 2 clusters. The remaining clusters will receive training the next quarter. The decision was to introduce Intel Teach first and then follow-up with the DALI program. The Table below highlights the timing of the training.

Summary of ICT Training Activities

Training Activity	Date	Location	Participants					
			Teachers		Principals		Others	
			M	F	M	F	M	F
Cohort 1								
ICT Prof. Dev. Mentoring	Oct 5-6	MI Muhammadiyah Karanganyar	6	7				
Internet Operation	Oct 22	Diponegoro CRC, Cepogo	8	6	1			
Internet Operation	Oct 23	Gatot Kaca CRC, Jogonalan	6	15				
Cohort 2								
Intel MT Level	Nov 16-20	Sultan Tatah CRC Demak City	13	8	5	3	2	
Intel MT Level	Nov 16-20	Ki Hajar Dewantara CRC, Wonosalam	14	7	4	4	1	1
DALI	Nov 23-25	Ki Hajar Dewantara CRC, Ceper	8	13			3	
DALI	Nov 23-25	Sawojajar CRC, Karanganyar	7	12				
Intel MT Level	Nov 30 -Dec 4	Kendalisoda CRC, Gebang	11	9	7	3	4	
Intel MT Level	Nov 30 -Dec 4	Digantara CRC, Bener	6	13	9		3	

Training Activity	Date	Location	Participants					
			Teachers		Principals		Others	
			M	F	M	F	M	F
Intel PT Level	Nov 30 – Dec 4	Ki Hajar Dewantara CRC, Wonosalam	4	16				
DALI	Dec 28-31	Ki Hajar Dewantara CRC, Ceper	6	14				
DALI	Dec 28-31	Sawojajar CRC, Karanganom	2	16				

d. Field Staff Training Prepares Staff for Cluster Leadership Roles

DBE 2 Central Java held its Field Staff Training at the Santika Premiere Hotel, Semarang, on October 12 – 16. The goals of the training were:

- to prepare the cluster stakeholders and DBE 2 staff to institutionalize DBE2 best practices;
- to support the reading and mentoring programs;
- to build the cluster leadership and management team; and,
- to plan and synchronize the Skill and Enhancement Workshop activities and mentoring.

Facilitators included: David O’Meara, DBE 2 advisor on Primary School Management; the Central Java Provincial Coordinator; and all DBE 2 Central Java’s DLCs. The FST was designed to not only support the MTTs, but also district stakeholders. This was a departure from previous training; however, it was an important component of the transition strategy. All MTTs (40 participants representing 20 clusters) joined in this last FST. Additionally, for two days the stakeholders were invited to participate in the *cluster leadership* activities as a way to build sustainability for the advances made in the cluster. Participants from the nine districts included representatives from the District Planning and Development Body, District Office for Religious Education, all twenty Sub-district Education Officers, all twenty principals, all twenty school supervisors, three university partner lecturers, one representative from the Institute for Educator Quality Assurance (LPMP) and one representative from the Provincial Education Office supporting educator professional development. In total there were 131 participants. The workshop was a great way to initiate the transition of project activities to government counterparts.

e. Kindergarten IAI Kits Distributed to CRCs

In preparation for the dissemination and replication of the IAI Kindergarten Program the DBE 2 staff delivered the kits in early October (delivery in Central Java was slightly delayed due to the busy activities schedule). Interest in the program is very high with support coming from district and sub-district Education Offices as well as the Kindergarten Teachers Association. The details are explained in the Replication Section of this report.

f. The School Report Card Program Commences in Cohort 2

As with Cohort 1 the Central Java team wanted to support Cohort 2 by introducing the School Report Card Program. Beginning in early October Mr. Suropto the DLC/School Report Card Coordinator prepared the Cohort 2 MTTs for the try-out and roll-out of the SRC program. This was accomplished through a provincial TOT which was immediately



SRC participants practice using the computer to enter data into the SRC template.

followed by a try-out in the same CRC as the TOT. With their new knowledge and skills the MTTs set off to roll out the program. Below is a summary of the training activities and participants.

School Report Card Program	Date	Location	Participants					
			Teachers		Principals		School Committee	
			M	F	M	F	M	F
TOT	Oct 5	Ki Hajar Dewantara CRC, Ceper	10	5	2	1	-	-
Try-out	Oct 6-7	Ki Hajar Dewantara CRC, Ceper	7	3	5	3	8	1
Roll-out	Nov 2-6	KI Ageng Selo CRC, Tawangharjo	7	6	4	2	6	2
	Nov 2-6	Ra Kartini CRC, Grobogan	9	5	3	2	9	1
	Nov 15-16	Sawojajar CRC, Karanganyam	8	11	2	6	-	-
	Nov 18-19	Ki Hajar Dewantoro CRC, Wonosalam	5	5	6	4	7	3
	Nov 23-24	Abu Umar CRC, Blora	-	10	1	9	4	6
	Nov 25-26	Borobudur CRC, Banjarejo	4	4	5	2	5	3
	Dec 2-3	Sultan Fatah CRC, Demak	6	5	6	4	3	1
	Dec 14-15	Digantara CRC, Bener	5	5	9	1	6	4
	Dec 16-17	Kendalisoda CRC, Gebang	6	4	4	4	5	-
Total			67	63	47	38	53	21

For many of the principals, teachers and school committee members it was their first time using a computer. Fortunately the CRC staff and MTTs were there to assist them as they entered input into the computers.

g. Video and Newsletter Production Activities

Mr. Wisnu Hanggoro the Communication Coordinator, Mr. Ahmad Sarjita DLC/Reading Coordinator and Mrs. Wahyuningsih, the University Capacity Building Consultant participated in the Instructional Video Script Writing Workshop in Malang, East Java. The workshop was held on September 30 - October 4. The workshop aimed to produce instructional video scripts and to plan for their production. Facilitators of the workshop were Dr. Arief Sadiman, Mr. Sandjaja Siswosumarto and Mr. Suryo Prabowo. All participants sent by DBE 2 Central Java completed the workshop target and prepared three draft scripts. Three of the drafts had been approved for production. The three scripts are *Promoting*

Reading in the Early Grades and Math Education, and Media Communication Training.

As a follow-up to the workshop Mrs. Wahyuningsih's script was selected for production. The production took place in Cepogo sub-district, Boyolali District, on December 16-17, 2009. Led by the Provincial Communications Coordinator, the production process took place at the Genteng 2 Public Elementary School. Mrs. Surya Ningsih, the 4th grade teacher at the school, played the main role in the video script. She was supported by her 4th Grade students, who were enjoying their roles as students during the shooting sessions. The main purpose of the video was to help teachers and educational students to teach the negative numerics for second semester grade 4th elementary students.



The Fourth Edition of the Wiyata Newsletter was published in October and distributed to stakeholders at the provincial, district, sub-district, cluster and school levels. This edition focused on transition and highlighted the provincial “Good Practice Workshop.” The newsletters are being well received and have really helped to communicate the DBE 2 story to local government counterparts.

h. Staff news

With the ending of the training package implementation, Mr. Sarjita, who was serving as a DLC and Training Coordinator will assume the role of Classroom Reading Program Coordinator. Mr. Sarjita also was recognized for his ability to develop young teachers by being appointed by the Indonesian Teachers Association to the position of Planning and Development for his home district of Wonosobo.

Mr. Juni Purniyantono MTT in Demak was promoted to the position of School Supervisor.

Mr. Wasis Suripto the DLC for Demak was accepted to the Council of Economics Education Training of Trainers program. He will participate in several TOT programs through the year in preparation for training secondary teachers. Although for university lecturers who train new teachers, Mr. Suripto will be able to train in-service teachers in Banjarnegara District once he completes his DBE 2 assignment.

For the final phase of the project DBE 2 Central Java hired four new consultants to help build the capacity of its human resources. Dr. Ruswan (IAIN Walisongo) assumed the role of the University Advisor and will be working with our partner universities and the expansion of the university outreach for eight new institutions. Mr. Umar Samhady (UNNES) was hired to look at Cluster Leadership and propose a model for piloting and implementation in the clusters. Mrs. Wahyuningsih assumed the role of University Capacity Building Consultant and will support the ALFHE program for the partner universities and the new universities. Dr. Sukarno once again joins DBE 2 and will support the ALFHE program as it is expanded to new universities including his own institution of Tidar University.

Three short-term Monitoring and Evaluation Assistants were hired to begin data collection in 2010. The three assistants are Mrs. Nanik Moelato, Mr. Mabur Maulana, and Mr. Arif Hidayat.

i. Cluster Leadership

A special initiative taking place in Central Java is the effort to look at cluster leadership as it has evolved from the many and different programs that DBE 2 is offering. Mr. Umar Samhady the Cluster Leadership Consultant started in December to review the DBE 2 programs and the experiences in the field. He visited five clusters that have taken the initiative to support teacher professional development. He has also discussed cluster leadership with field staff and national staff. He aims to have a model of cluster leadership by mid- January 2010.

j. Monitoring and Evaluation

During this quarter the M&E team spent time reviewing the results of the school score assessments from data collection activities. It was important to share some of the information that was continually requested by stakeholders and provide a snapshot of the schools. From December 1-4 Mr. Haryo Yudanto, the Monitoring and Evaluation Specialist, was joined by Mr. Ibnu Surahman from the DBE 2 Jakarta office to give presentations to the remaining sub-district stakeholders in Blora and Grobogan. The stakeholders included supervisors, principals, teachers, school committee members from sample and control schools and kindergartens. The staff discussed the results of the pre test and post test of 2006/2007 and post test 2008/2009 for elementary schools and for the kindergartens the results of pre test 2007/2008 and post test of 2008/2009.

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

DBE 2 and 3 provided reviews of their programs for the DBE 1 dissemination workshops which were a follow-up to provincial “good practices workshop” last July. In many cases there were follow-up meetings with stakeholders to discuss replication of DBE 2 programs.

In early November the Provincial Coordinator held separate meetings with the Head of the Section for Professional Development of Educators (PPTK) in the Provincial Education Office and the Head of Provincial Board of Planning (Bappeda). The meetings were to review the progress of DBE 2 activities and to discuss transition and dissemination. The meeting outcomes were a plan for staff from both offices to visit the DBE schools as a way to assess progress and to see how the programs can be sustained.

As a follow-up to these meetings staff from Bappeda and PPTK (Mr. Imron Rosyadi and Mr. Supto Budi Santoso PPTK and Mr. Henky SW Putranto and Mr. Gunawan Sudarsono from Bappeda) visited DBE 2 CRCs in Wonosalam, Demak and Tahunan, Jepara on November 30. During the visit the team was guided by DLC/CRC Coordinator Mr. Sunarto, ICT Coordinator Mr. Carwoto, and Communication Coordinator Mr. Wisnu Hanggoro. Local education stakeholders at the district and sub district joined the visits as the MTTs assisted with the presentations. The result of the visit is the desire for DBE 2 and PPTK to coordinate more closely during the remaining time on the project with the support of Bappeda.

The Education Board of Karanganyar District and DBE 3 sponsored a seminar on the expansion of the DBE program. DBE 1, 2 and 3 shared their program activities and ways that stakeholders can replicate the program in new clusters.

Local Government/Stakeholder Support of DBE 2 Activities in DBE Districts

DBE 2 activity	DBE district(s)/ cluster(s)	Contributing Institution	Contribution
CRC-Communication Workshop	Cohort 2 Clusters	Central Java Chamber of Commerce and Industry	Speaker and presentation review
CRC-Communication	Cohort 1	Jepara and Boyolali Districts Heads of Education Office	Review of staff presentations during Workshop
FST	C1 and C2	District Stakeholders	Participated in Cluster Leadership for sustainability
DBE replication seminar	Karanganyar District	District Education Board	Co- Sponsored Seminar
All training programs	All clusters	Education offices and Religion offices	Opening speakers for the training

Transition activities are highlight in the table below.

Transition/Dissemination Activities

DBE 2 activity	Non-DBE district(s)/ cluster(s)	Contributing Institution	Contribution
Foundation Package TOT	Jepara District	District Education Office	Rp.5,000,000
Foundation Package	Jepara District, Monggo, Batealit, Kedung and Pecongaan Sub-districts	District Education Office	Rp.39,500,000
WIAL	Kudus City (37 schools)	Mapenda Kandepag Kudus	All program costs for participants
WIAL	Klaten District	District Office of Religion	All program costs for participants
WIAL	Representative primary and junior secondary teachers from province	Provincial Office of Religion	All program costs for participants
WIAL	Klaten District, Karaganom Sub-district (34 schools)	Teachers self funded	Rp.11,355,000
WIAL	Klaten District, Ceper Sub-district (40 schools)	Teachers self funded	Rp.7,650,000
WIAL	Klaten District, Karaganom Sub-district (29 schools)	Sub-District Education Office	Rp.6,650,000
WIAL	Klaten District, Ceper Sub-district (32 schools)	Sub-District Education Office	Rp.6,150,000
WIAL	Klaten District, Klaten Utara Sub-District, (22 schools)	Sub-District Education Office	Rp.4,500,000
WIAL	Boyolali District, Karanggede Subdistrict (18 schools)	Sub-District Education Office	Rp.6,000,000

DBE 2 activity	Non-DBE district(s)/ cluster(s)	Contributing Institution	Contribution
IAI Dissemination	Klaten District, Klaten Utara Sub-district (49 schools)	Sub-district Education Office	Rp.4,500,000
IAI Dissemination	Klaten District, Ceper Sub-district (52 schools)	Sub-district Education Office	Rp.3,760,000
IAI Dissemination	Klaten District, Karanganon Sub-district (17 schools)	IGTK Indo	Rp.2,990,000
IAI Dissemination	Klaten District, Karanganon Sub-district (15 schools)	Sub-district Education Office	Rp.3,150,000
IAI Dissemination	Klaten District (49 schools)	IGTK Indo	Rp.3,805,000
IAI Dissemination	Grobogan, PLAN Int'l to shadow program (12 schools)	Sub-district Education Office	Rp.2,170,000
IAI Dissemination	Purworejo District, (31 schools)	IGTK Indo and self funded	Rp.6,300,000
IAI Dissemination	Purworejo District, Bener Sub-District (31 schools)	Sub-district Education Office	Rp.3,900,000
IAI Dissemination	Boyolali District, Cepogo Sub-District (30 schools)	Sub-district Education Office	Rp.2,750,000
IAI Dissemination	Boyolali District, Ngemplak Sub-District (42 schools)	Sub-district Education Office	Rp.2,150,000
IAI Dissemination	Boyolali District (35 schools)	IGTK Indo	Rp.170,000
DALI	Grobogan 8 schools in existing DBE 2 clusters	Sub-district Education Office	Program costs for participants

D. Challenges

The review of this report illustrates the numerous activities being pursued during this quarter. This has generated a number of problems not only in scheduling activities but also in staffing the activities. It is also becoming more difficult to hold coordination meetings as there are few times when all staff members are free. Dissemination requests have also compounded the problem as they are almost impossible to program in advance and often conflict with scheduled activities. The Central Java team is still trying its best to support the local efforts to fund training programs.

E. Ongoing Activities and Upcoming Activities and Plans for Quarter Two, FY10

With only nine months left on the project there are still a number of activities that need to be completed. The following table illustrates the busy schedule ahead.

Activities Planned for the Next Quarter

Key Activities	Implementation	Building on Past Activities	Contributing to DBE 2 Goals
<i>Cohort 1</i>			
Skills Enhancement Workshops	Clusters implement the training activity	Applications have been submitted	Specific learning strategies and audience needs addressed
Intel PT	MTs implement training for PTs	Intel MT completed	Development of the educator support system

Key Activities	Implementation	Building on Past Activities	Contributing to DBE 2 Goals
Reading Program	- Initial training for DLC and MTT on school book selection & planning training - Distribution of books	Book lists previously prepared by Reading Specialist	School learning environment better resourced
<i>Cohort 2</i>			
Intel MT and PT	Training for MTs and the follow-up PT	Training for MTs completed in some clusters	Development of the educator support system
DALI roll-out in all clusters	Scheduling of trainings	Initial workshops completed	Development of the educator support system
Reading Program	- Initial training for DLC and MTT on school book selection & planning training - Distribution of books	Book lists previously prepared by Reading Specialist	School learning environment better resourced
<i>General</i>			
Expanding the number of universities able to implement DBE 2 training packages	Follow-up discussions with new universities by University Partner Consultant	University Partner Consultant met with staff from new universities	Support for a decentralized in-service teacher education system
ALFHE program	Partner Universities implement the ALFHE program	Portfolio Assessment completed	Development of the educator support system
ALFHE	New universities receive TOT , ALIS and ALIHE	New universities introduced to Program	Development of the educator support system
Foundation Packages	Universities implement training packages	Partner universities have concluded training programs funded by districts	Development of the educator support system
Development of a Pilot Program for a Cluster Leadership	Jakarta and Central Java technical staff w/ the Cluster Leadership Consultant develop and implement the pilot in one cluster	Hiring of consultant	Support for a decentralized in-service teacher education system
Pilot Distance Education Activity	Working with partner universities create an Internet based activity and trial it through the CRC	Hotspots set-up in four CRCs	Development of the educator support system
Provincial Teacher Education Summit	Collaborate with provincial stakeholders to prepare an agenda and conduct the summit	DBE 2 activities have engaged different teacher education providers	Development of the educator support system
Monitor Kindergarten replication in DBE clusters	DLCs and MTTs to provide report on activities	Dissemination IAI program conducted in districts	Specific learning strategies and audience needs addressed

East Java Update

XVI. East Java Update

A. Overview

This quarter was occupied with DBE 2 transition activities initiated by a variety of project stakeholders. Developing Active Learning with ICT (DALI), Interactive Audio Instruction (IAI) for kindergarten, and active learning/PAKEM were the most requested elements of DBE 2 from district and sub district level stakeholders. During transition activities, more Islamic school teachers from non DBE 2 clusters were involved as participants especially in DBE 2' PAKEM and IAI trainings.

Other program activities related to ICT, CRCs, mentoring and communications moved forward this quarter. The majority of the ten lecturers from the two DBE 2 partner universities in East Java demonstrated their active participation in implementing the roll out of DBE 2's active learning model as part of the Active Learning for Higher Education (ALFHE) training package to their colleagues.

B. Progress/Accomplishments this Quarter

a. Kindergarten (TK)

IAI kindergarten transition activities were held in several districts within East Java:

- cluster Dander of Bojonegoro on September 30 – October 1, 2009 (30 participants)
- cluster Sedati of Sidoarjo on October 6-7 (24 participants)
- cluster Beji of Pasuruan on October 12-13 (33 participants)
- cluster Bangkalan of Bangkalan on October 14 (27 participants) and on October 21, 2009 with 24 participants (M=1, F=23)
- Palang Tuban on December 22-24 with 51 participants all females and on December 28-30 with 55 participants all female



(Left) Participants are enjoying the sessions of the IAI approach in Dander (Right) Participants are trying to produce an easy and low cost learning material from color papers in Dander, Bojonegoro

All participants were excited with this IAI model training because they have never been exposed to such kindergarten learning with audio CD package before. They said that IAI CD package is a very simple method combined with such effective learning that students can sing, listen, dance and write altogether. One obstacle that may be faced accordingly is when no CD player/boom box available in their schools. Some suggested that the IAI CD package can be converted into cassette tape since the later is more familiar for them and every kindergarten has a cassette tape player.



(Left) Participants followed CD IAI No. 1 in Palang, Tuban. (Right) Low cost material from sintetic clay powder created by participants

b. CRC

i. CRC Monitoring

Pak Soenarto Prawiro the East Java CRC Coordinator and Ibu Pudji Agustine the CRC Grant Manager from DBE 2 Jakarta conducted the CRC monitoring for Cohort 2 in East Java on October 5-9, 2009. The main aim of the CRC monitoring was to see how effective the CRC grants are, especially the ICT equipment distribution to the CRCs in East Java. DBE 2 managed to discuss with all CRC management heads about activities in their CRCs.



(Left) Bu Pudji is reading a CRC's management structure in Anom Tirto CRC. (Right) An MTT showed Bu Pudji a computer as part of the grant in Baktropen CRC.

For CRC cohort 1 monitoring, it was executed by Ancillary Activity Coordinator Bpk Soenarto and Bpk Donovan, ICT Coordinator DBE 2 East Java on December 14-28. The main objective of this monitoring visit is to assist CRC in producing tier 3 grant proposals and preparing and maintaining the CRC before DBE 2 project closing.

The main challenge discovered during the monitoring visits was that of maintaining the ICT equipment within the CRC. Another result of the monitoring is that local government showed their interest in actively supporting the CRC. The DBE 2 team suggested to the government to provide more support for upgrading CRC buildings and equipment. The DBE 2 team also found that most CRCs have been producing brochures and bulletins to inform and promote their activities.



(Left) Gemes Banget CRC management showing CRC bulletin “Warta Gebang”. (Right) Pak Narto checking CRC equipment in Sukses CRC.

ii. CRC – Communication Training for Cohort 1

CRC – communication training for Cohort 1 was held on October 12-14, 2009 in Lamongan. Participants came from 10 CRCs within Cohort 1, including: MTT 2 (10 participants), CRC information division (10 participants), CRC- ICT division (10 participants) and supervisor/ UPTD (10 participants). Each CRC was represented by a total of four people.

The main objective of this training was to provide knowledge and expertise for the CRC management team in creating CRC brochures, newsletters and proposals for CRC continuing activities. On the first day, most of participants were not confident that they would be able to make brochures and bulletins with MS Publisher. After they learned about the MS Publisher in a full day session, by the second day they felt happy since they managed to produce brochures and bulletins. They continued their session in making good proposals and presented them in front of their supervisor / UPTD in the third day.



(Left) One participant is trying to find knowledge and information on the internet. (Center) Godong Kemanting CRC group is making brochure and bulletin display. (Right) Ganis Poja CRC group is presenting their brochure and bulletin.

c. ICT

i. CRC-ICT Maintenance and Troubleshooting Workshop

For the purpose of keep maintaining all of the ICT equipment in each CRC, DBE 2 East Java conducted CRC-ICT maintenance and troubleshooting workshops for Cohort 2 in Lamongan on October 15-17, 2009. This training was attended by 35 participants (M=28, F=7) including MTTs, CRC management, and UPTD.

For Cohort 1, the CRC-ICT maintenance and troubleshooting workshop was held in Tretes on November 23-25, 2009. This training was attended by 30 participants (M=28, F=7) including MTTs and CRC management.

All participants learned how to do the maintenance and troubleshooting for all ICT grant equipment within their CRC so that they can ensure the equipment works effectively and efficiently. They also learned how to set up cable LAN connection, internet connection and VOIP. On the last day, all participants managed to produce several video advertisements and LAN connections. Most participants expressed their excitement while following all training sessions and showed their enthusiasm when making video advertisements, some even working until 10.00 pm. They said that after the training, they were optimistic that they can maintain and make use of the ICT equipment received through the DBE 2 grants program.

After the CRC-ICT troubleshooting workshop, the DBE 2 ICT team conducted one day CRC-ICT troubleshooting workshops in Gubeng and Kenjeran, Surabaya. 15 participants (M=4, F=11) in Gubeng and 15 participants (M=8, F=7) in Kenjeran participated, learning basic Internet topics including how to: set up an email address, make and use VoIP for communication, search internet at www.curriki.org, use Ning, access and upload information at www.apakabarpsbg.com, and search learning materials on other web sites on the internet.

ii. ICT DALI Roll out for Cohort 2

DBE 2 East Java rolled out ICT – DALI for Cohort 2 in:

- ‘Pangudi Luhur’ CRC, Kertosono Nganjuk on October 20-22, 2009
- ‘Akbar’ CRC, Semanding Tuban on October 20-22, 2009 with 35 participants (M=15, F=20). For Kertosono, there were 35 participants (M=13, F=22).
- ‘Puspa Ilmu’ CRC in Beji of district Pasuruan (on November 9-11) with 35 participants (M=14, F=21)
- Camplong of district Sampang on November 11-13 with 35 participants (M=26, F=9).

Some participants of the trainings were not familiar with ICT and found almost all materials in the DALI roll out were extremely new to them. During the training workshop they managed to learn to use the technology under the guidance provided by DBE 2’s ICT team. Most participants were very interested in using the limited computer model and they even planned to buy laptops in order to be able to implement the approach in their classroom with students.

iii. CRC – ICT Coordination Meeting

To review and plan new activities together, DBE 2's CRC and ICT teams conducted a national coordination meeting on November 2-3, 2009 in Surabaya. This meeting was attended by six CRC coordinators and six ICT coordinators from 6 DBE 2 provinces (East Java, Central Java, West Java & Banten, North Sumatra, NAD and South Sulawesi), as well as by DBE 2 Jakarta team (Shinta Nurwulan, Winastwan Gora, Pudji Agustine and Bodrogini). The main agenda of this meeting was to review CRC – ICT training and CRC – Communication training conducting in all provinces for Cohort 1 and 2 CRC management. The meeting also resulted an ICT – Intel Teach grant plan activities in all provinces except East Java. It was expected that all of the CRC management to roll out the implementation successfully before the next CRC – ICT coordination meeting held.

iv. The One Computer Classroom

The East Java ICT team worked with teachers in their classrooms to implement the one computer classroom activities under DALI at SDN Sedatigede 2, Sedati-Sidoarjo on November 20, 2009. Pak Dawud a 5th grade teacher taught a science lesson on human respiration using the one computer model.

v. CRC-ICT Internet Learning: One Day Roll out

After CRC-ICT maintenance and troubleshooting workshop, DBE 2 East Java continued with CRC-ICT internet learning one day roll out. This training was conducted in two districts, Mojogiri CRC Gubeng on December 8 and Juanda media CRC Sedati on December 31, 2009. Fifteen participants from each district participated.

Within the one day training, participants learned how to use the internet (internet basic), create email account, searching learning resources with internet and using VoIP for online communication. Most participants only knew the internet theoretically. They had never tried or used internet. After the training they are very excited and are downloading learning materials for their references.



(Left) One participant is trying to find knowledge and information on the internet. (Center) Godong Kemanting CRC group is making brochure and bulletin display. (Right) Ganis Poja CRC group is presenting their brochure and bulletin.

d. PBS Mentoring

A number of DBE 2 clusters have conducted the roll out of the mentoring after the September provincial TOT, including:

- at cluster Kertosono, Nganjuk on 9-14 November 2009

- at cluster Palang and Jenu, Tuban on 30 November -3 December 2009
- at cluster Baureno, Bojonegoro on 3-6 November 2009 and cluster Dander on 2 November and on 5 November 2009

Participants from the PBS mentoring have reached so far some 880 teachers (638 female and 250 male).

The procedure of the mentoring roll out activity includes one-day pre-mentoring, two-day learning observation, and one-day mentoring reflection. Most participants expressed their appreciation of the way the mentoring training provides them active and achieved-oriented goal as mentors and teachers being mentored.

However, the most problematic issue came out from the mentoring training related to:

- new teachers have never been involved in any DBE 2 model training so they had difficulties in thematic learning approach
- some teachers did not have enough time to prepare their lesson plans
- some teachers were still novice in matching learning kits to their lesson's main topic

e. M&E

i. School Report

East Java M&E team conducted school report road show to ten districts on November 25-30 and December 1-8, 2009. The aim of this event was to report the result of school pre and post tests to all stakeholders at DBE 2 schools and control schools (elementary and kindergarten schools).

A total of 880 participants from all DBE districts including MTTs, school supervisors, UPTD, CRC management, stakeholders, as well as school principals from DBE 2 schools and control schools were present. As a result of the school report, the M&E team noted key issues such as:

ii. M&E Data Collection

Following a national training for M&E assistant in Aceh on December 14-15, 2009, DBE 2 East Java M&E team conducted data collecting in Sidoarjo and Pasuruan. They conducted seven main ME collecting data activities which are: learning observation for 3rd class and 6th class, class observation for all classes, school management for principal, training satisfied survey for teacher training participants, CRC activities, teachers and students attendance, and stakeholders survey.



Grade 6 students at MI Mifthaul Huda, Sendangrejo, Dander Bojonegoro are learning how to search information on endangered animal on the internet via a mobile phone



(Left) Class observation in MIN Beji, Beji-Pasuruan. (Right) CRC observation in CRC Juanda Media Sedati, Sidoarjo.

f. DBE 2's Active Learning Transition

Transition on DBE 2's Active learning approach was held on December 1-8, 2009 for 322 participants from 2 sub districts (Magersari and Prajuritkulon) in Mojokerto. The training was part of the transition program initiated by Mojokerto District Education Office/Dinas using their APBD.

g. ALFHE implementation roll out

As part of the implementation of the National TOT on Active Learning in School/ALIS and on Active Learning in Higher Education/ALIHE conducted in Jogjakarta in September 2009 and Batu Malang in October 2009, ten lecturers from East Java DBE 2's partners (five each from State University of Surabaya/UNESA and from State University of Malang/UM) have rolled out the ALIS within their own classes and ALIHE to other colleagues within their department from October to November 2009. For ALIHE, all roll out implementation were finalized with several focus group discussions to obtain input from students to the lecturers.

h. The 6th DBE 2 Partner University Consortium Meeting

The 6th University Consortium Meeting (UCM) was hosted by Surabaya State University (UNESA) and held on December 7-8, 2009 in The Sun City Hotel Sidoarjo, East Java. This meeting was attended by 16 rectors from 16 DBE 2 partner universities, they are: Medan State University (Unimed), IAIN Sumut, Sultan Ageng Tirtayasa University (Untirta) Banten, IAIN Walisongo Central Java, Semarang State University (Unnes), Sebelas Maret State University (UNS) Solo, Malang State University (UM), Surabaya State University (Unesa), Makassar State University (UNM), Muhammadiyah Makassar University, Muhammadiyah Aceh University, IAIN Ar-Raniry Aceh, Satya Wacana Christian University (UKSW) Salatiga, Syah Kuala State University (UNSYIAH) Aceh, Cendrawasih State University (UNCEN) Jayapura and Universitas Terbuka (UT) Jakarta.

DBE 2 partners Florida State University and University Of Pittsburgh also attended this meeting.

The meeting was opened with speeches from UNESA's rector (Prof. DR. H. Haris Supratno), USAID Indonesia's Education Officer (DR. Arturo Acosta), DBE 2's COP (DR Michael Calvano), and a special one as the opening ceremony by Prof. Dr. Fuad Hamid, Ph.D, Deputy Minister of Welfare State.

Participants were very excited in following all sessions with panel discussion between Indonesia universities and America Universities. John Mayo, Jeff Milligan, Marcy Driscoll and Carolyn Herrington from Florida State University presented their current consortium activities, continued by University of Pittsburgh team Maureen McClure, William James Jacob and John C. Weidman II.

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

a. IAI TK Dissemination activity

IAI kindergarten dissemination took place in the non-DBE district, Lamongan, on December 8-9, 2009. This training was a follow-up of a regional IAI kindergarten training initiated by East Java Education Province Department on July, 2009. Two local facilitators Ibu Mujianah, M.Pd and Bpk Drs. Rustam, M.Pd assist the training with supported by co facilitators Ibu Octa (DBE 2 Jakarta), Bpk Soenarto (DBE 2 East Java) and Ibu Fenitaningtyas (principal of TK Pertiwi Kudu Kertosono, Nganjuk).

Around 108 participants from 27 Lamongan sub districts followed the sessions very enthusiastically. They found out learning activities with CD IAI is easy and fun. At the training, they learned how and tried to use CD IAI No 1 as well as how to make low cost material to support learning activities with IAI.



(Left) Participants are trying to use the Boom box as granted by DBE 2. (Right) Participants followed CD IAI No. 1 conducted Ibu Fenitaningtyas.

b. Active Learning Transition for Non DBE Schools in Lamongan

The East Java MORE department conducted an Active Learning training for 17 non DBE 2 Islamic schools in Lamongan on November 12-14, 2009. 93 teachers (M=26, F=55) from Kembanghulu sub district were involved in this training. All participants learned DBE 2's active learning approach with DBE 2 facilitator Ibu Silvana. The training covered major topics related to thematic learning modelling, including: curriculum review, making lesson plan and syllabus, active learning implementation with peer teaching, teacher working group, and real teaching simulation.



(Left) Participants are discussing to create syllabus. (Right) A participant is presenting his low cost material that he managed to produce.

c. One-day Active Learning Socialization to all MIs in East Java

East Java MORE department conducted an Active Learning training for 38 East Java districts on November 23, 2009 facilitated mainly by DBE 2's SPTO, Ibu Silvana Erlina. There were 81 teachers (F=59, M=22) got involved in this training. They learned core DBE 2's active learning covering a major topic related to thematic learning modelling. The topic included: curriculum review, making lesson plan and syllabus, active learning implementation with peer teaching, teacher working group, and real teaching simulation. Event just oneday, all participants were very excited and found interested to most of the training's sessions. They hoped that DBE 2 team will help them in replicating the active learning to all non DBE 2 Islamic schools within East Java.

d. Mentoring Transition in Mojokerto

322 teachers (165 males and 157 females) from 62 primary schools in 7 sub districts of Mojokerto participated into a mentoring transition program initiated by the local Dinas with the help of 40 existing local facilitators from DBE 2 on 1-8 December 2009. Most participants expressed their excitement in learning a new method of mentoring with pre, in process, and post teaching strategy.

D. Challenges

With a full and tight schedule of provincial/district planned activities during this quarter, the biggest challenge was to be ready for accomplishing activities with the delayed approval for new staff hires.

E. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Two, FY10

- Online Mentoring (Distance Education/DE) National Workshop and roll out in pilot clusters
- M&E Data Collection
- ICT DALI Rollout for Cohort 2, 2nd period
- DALI Dissemination under MORE of East Java's initiative
- Active Learning transition by Islamic schools Mojokerto
- National and provincial level TOT of Reading
- ICT-CRC Troubleshooting/Maintenance roll out

- 2nd National TOT and cluster roll out of PBS Mentoring
- ALFHE roll out at partner universities
- CRC Awards for Cohort 2, Surabaya
- Road show to districts
- Administrative and program updating and monitoring activities as part of phase out activities

XVII. North Sumatra Update

A. Overview

Between October and December of 2009 (FY10 1st Quarter), DBE 2 activities in North Sumatra have focused on the roll-out of DALI (Developing Active Learning with ICT) for Cohort 2 and on transitioning the program into non-DBE 2 schools, clusters, and districts. MTT and CRC management received training on ICT maintenance and computer trouble shooting for use in the Cluster Resource Centers. This training was essential due to the fact that CRC management is often faced with numerous computer problems.

In addition, this quarter MTTs from the North Sumatra office collaborated with PBSs (subject specialists) and school supervisors to implement mentoring programs. Collaboration with subject specialist and school supervisors allowed the project to increase the number of school mentor visits completed in this quarter and to begin to implement part of DBE 2's sustainability strategy for school mentoring. All of the mentors were trained before heading to the field.

During this quarter other DBE 2 programs also continued their progress including the ongoing regular activities in Cluster Resource Centers (CRCs), implementation of Skill Enhancement Workshops (SEW), collection of success stories, and updating data.

B. Progress/Accomplishments this quarter

a. ICT

i. Second and Third Round of DALI Workshops in Cohort 2

During this quarter, DBE 2 North Sumatra held the Developing Active Learning with ICT (DALI) Workshop for Cohort 2 Districts (Dairi and Tanjung Balai). Since the maximum number of participants in first round was 30, the training was implemented in several rounds to cover all participants in each cluster. The purposes of the training were (1) to introduce the DALI program to all participants at the cluster level and (2) through the DALI module training, build participants' skills in the area of active teaching using ICT.

The Second and Third Round of the DALI Workshop Schedule in Cohort 2

Round	District	Cluster	Date	Place	Number of Participants
2	Dairi	Sidikalang	Sept 29– Oct 1, 2009	CRC 'Bersama' Sidikalang	30
		Sumbul		CRC 'Mitra'	28
	Total				58

Round	District	Cluster	Date	Place	Number of Participants
3	Tanjungbalai	Datuk Bandar	November 16-18, 2009	CRC 'Bandar Ilmu'	30
		Tanjungbalai Selatan		CRC 'Tanjungberseri'	28
	Dairi	Sidikalang	November 19-21, 2009	CRC 'Bersama'	30
		Sumbul		CRC 'Mitra'	20
	Total				

ii. ICT and DLC Meeting in Surabaya

From November 2-3, the North Sumatra ICT Coordinator and the CRC Contact Person attended the ICT-CRC Coordination Meeting in Surabaya. The objectives of the meeting were to provide ICT program updates for Cohort 2 and to plan for ICT activities including DALI Rollout, DALI mentoring and follow up, Intel Teach Training, and ICT Maintenance and Troubleshooting. During the meeting, some topics were also discussed including the introduction and the orientation for the Distance Education (DE) Program the ICT and CRC Programs' Joint Initiatives, and the need for greater coordination between the ICT and CRC programs to allow for better ICT implementation in the future.



The facilitator guided participants on the use of handycams

Provincial ICT Coordinators, DLCs (CRC Contact Person), the ICT Training Manager, the DBE 2 Grant Manager, and the DBE 2 Education Technology Officer from DBE 2 Jakarta attended the meeting.

Participants in the meeting set a number of dates for the roll out of different programs. The DALI rollout for Cohort 2 was scheduled to be finished by March 2010. It was also decided that the DALI Mentoring and Follow-Up for Cohort 2 would run from October 2009 to June 2010, the roll-out of Intel Teach MT (Master Trainer) and PT (Participant Teacher) for Cohort 2 would finish on March 2010, the DE program would begin from January 2010 to September 2010, and that the roll out of the Intel ICT grant for CRCs in Cohort 2 would occur in two rounds, first Tier one for 2 desktops and then tier 2 for the next additional desktops.

iii. Maintenance and Trouble Shooting Workshop for Cohort 1 and Cohort 2

DBE 2 North Sumatra held a Maintenance and Trouble Shooting workshop for Cohort 1 on October 26-30 in Brastagi and for Cohort 2 on December 7-11. The objective of the workshop was to provide the CRC operational team with the skills needed for maintaining ICT equipment and for troubleshooting computer problems.

Schedule for the Maintenance and Trouble Shooting Workshop for Cohort 1 and Cohort 2

Cohort	District	Date	Place	Participants
1	Binjai, Deli Serdang, Tebing Tinggi, Tapanuli Utara, Sibolga	October 26-30, 2009	Berastagi	10 CRC-MTTs 20 CRC-ICT 5 DLCs
2	Dairi, Tapanuli Utara, Tapanuli Selatan, Tanjung Balai	December 7-11, 2009	Berastagi	9 CRC-MTTs 16 CRC-ICT

The ICT Coordinator together with three ICT assistants, the CRC Contact Person and the Education Technology Officer for DBE 2 Jakarta worked as facilitators.

At the end of the workshop, the participants were able to perform basic computer maintenance and troubleshooting tasks such as the installation of hard drives, software and antivirus installation, backing up data, burning CDs and DVDs, and performing maintenance on ICT equipment including laptops, digital cameras, handy cams, LCDs, and printers. Participants also learned the basics of LAN (Local Area Network) and internet trouble shooting and supporting internet connections (telephone line, flash, Wi-Fi, and hand phone).



The participants practiced computer maintenance.

b. Kindergarten Activities

i. IAI Dissemination in non-DBE Schools in Tebing Tinggi

On November 18-19 IGRA (*Ikatan Guru Raudatul Atfhal*, the Muslim Kindergarten Teacher Association) an organization under IGTK (*Ikatan Guru Taman Kanak-Kanak*, the Kindergarten Teachers' Association) conducted Interactive Audio Instruction (IAI) dissemination training in the CRC 'Study Center' in Padang Hulu, Tebing Tinggi. The training had two objectives: (1) to familiarize kindergarten principals and teachers with the IAI program and, (2) to ensure stakeholders that the IAI program was being disseminated and applied in every kindergarten.

Thirty-one participants, consisting of 11 principals and 20 teachers attended the two day training. The local DBE 2 kindergarten contact person, MTT Padang Hulu, the kindergarten supervisor, and the principal of Permata Hati II (DBE 2 kindergarten) worked as facilitators. As a result of the training, the participants learned how to use and apply IAI in schools. The participants also gained the ability to make simple learning aids that support IAI programs.



Ibu Jumira Hardiyanti, one of participants from RA Al Hidayah Tebing Tinggi demonstrating the use of IAI

c. CRC Activities

i. CRC-Communication Workshop for Cohort 1 and Cohort 2

DBE 2 North Sumatra held a CRC-Communication Workshop for Cohort 1 on October 12-14, 2009 in Berastagi, and for Cohort 2, on November 4-6, 2009 at Hotel Garuda Plaza Medan. The workshop aimed to provide the CRC operational team with the ability and skills to 'sell' CRC to GOI and other stakeholders.

On the first day of the workshop, the DBE 2 Jakarta Information Officer facilitated sessions on the topics of brochures and newsletters. The second day, the Communications Coordinator facilitated the session on proposal writing and the delivery of presentations. On the last day, the CRC Contact Person facilitated the session on conducting discussions with regional education department staff. During the third day, staff members from The Department of Education of each district joined the meeting to discuss a strategy for maintaining and developing CRC.

The three-day workshop accomplished three results: (1) all participants are now able to produce brochures and newsletters, (2) the participants have the skills needed to write proposals and make presentations, and (3) MONE staff responded positively to the proposal for each of the CRCs.

d. Field Staff Training

DBE 2 North Sumatra held a Field Staff Training (FST) on October 6–8, 2009 in Berastagi. The objectives of the training were (1) to provide field staff the knowledge and skills needed to lead the transition of the reading and mentoring programs, (2) to establish effective collaboration and teamwork between DBE 2 field staff and representatives of the government of Indonesia to ensure the continuation of best practices resulting from DBE 2 activities, and (3) to prepare transition plans relating to human resources, financial resources, management, and materials to be used by the Indonesian government upon completion of DBE2 programs.

The Chief of Party awarded certificates of appreciation to all DBE 2 field staff members. DBE 2/North Sumatra was represented by the Provincial Coordinator, the Training Program Coordinator, the M&E Officer, the Operations Assistant, and six DLCs who served as workshop facilitators. The 41 participants in this workshop included six DLCs, 37 MTTs from both Cohort 1 and Cohort 2, one representative of the government of Indonesia from each district, a member of the Regional Planning Board in Bappeda, the Head of Primary School and Kindergarten Section from Kasi TK/SD, one member of the Education Planning Section from the Bina Program per district, and one school supervisor per cluster.

The workshop accomplished several results, including: (1) GOI participation in the school visit to Delitua, (2) action plan developed for each district that reflected discussions held previously among members of each district team, and (3) agreement on collaboration between DBE 2 field staff, and government representatives to continue the best practices of DBE 2 programs.

e. Mentoring

During the quarter, mentoring activities were implemented by MTTs together with PBSs (school subject specialists) and school supervisors. During mentoring, the mentors made use of the Active Learning Achievement Instrument. This instrument consists of measures of progress and recommendations designed to help teachers improve their performance in the classroom. All the mentors had been trained before they did mentoring in the field. Initial evaluations indicate a close correlation between the frequency of mentor visits to a school and the measures of improved teaching.

f. University Partnership

i. ALIHE Workshop in Malang

The DBE 2 University Advisor for North Sumatra attended the Active Learning in Higher Education (ALIHE) workshop from October 5 to 10, 2009 in Malang. The workshop had four objectives: (1) to develop active learning strategies for higher education lectures in LPTK (*Lembaga Pendidikan Tenaga Kependidikan*, Educator Development Institute), (2) to develop High Order Thinking Skills in Higher Education, (3) develop lesson plans to use in higher education, and (4) to develop DALI in higher education by using three media internet, video production, and photography.

Forty-six lecturers from 11 different universities came as participants. The Aceh Program Manager, the Primary School Education Manager from Open University, and a consultant from DBE 2/Jakarta served as workshop facilitators. University Advisors from DBE 2 Medan, Makassar, Bandung, Surabaya and a consultant from DBE 2 Semarang assisted in co-facilitating elements of the workshop activities. A representative from USAID and the DBE 2 Provincial Coordinator from North Sumatra attended the workshop as observers.

The workshop provided a second training session relating to Active Learning for Elementary and Secondary Education. The workshop also included a refresher course in developing lesson plans by implementing some models of cooperative learning, such as ICT, high order thinking skills, and authentic assessment.



Participants from North Sumatra conducting group work

ii. Video Script Writing Workshop

The DBE 2 University Advisor from North Sumatra visited Batu Malang from September 29 to October 1, 2009, to attend a workshop on writing video scripts as non-print media to support DBE 2 training packages. The North Sumatra team wrote two video scripts. The Open University Coordinator from Jakarta, a consultant from Universitas Terbuka Jakarta, a consultant from PUSTEKKOM, and 25 persons from DBE 2 participated in the workshop and used the event to develop their own video scenarios using various elements of the training.

The workshop accomplished several key results: (1) all participants developed video scenarios that supported various elements of DBE 2 training packages, (2) the media

specialist agreed to continue providing support and assistance to all participants as they improved their video scenarios, and (3) the UAs from Aceh, Medan, and Makassar developed video scenarios to support the ALFHE training package.

iii. Action Research in Education (ARE) Meeting

DBE 2 partner Florida State University (FSU) conducted the Action Research in Education (ARE) Meeting from November 19 to 23, 2009, at IAIN-SU Medan. There were two objectives for the meeting: (1) to discuss findings of the action research conducted by UNIMED and IAIN Team, and (2) to prepare a draft presentation for the ARE Conference to be held on December 4 and 5, 2009 at UT (Open University) in Tangerang.

Three representatives from UNIMED, six representatives from IAIN, and three representatives from DBE 2 attended the meeting. King Beach and Jeff Milligan, both from FSU, acted as meeting facilitators.

The meeting accomplished two results: (1) the UNIMED team finalized its research report on implementing active learning in science classes, and (2) the IAIN-SU Team finalized its research report on implementing active learning in religious education.

iv. University Working Group

The North Sumatra University Advisor and Provincial Coordinator attended the University Working Group (UWG) meeting held December 2 and 3, 2009, in Hotel Santika, Bogor. There were five objectives of this meeting: (1) to update participants on DBE 2 program and policy, (2) to discuss the DBE 2 transition plan and strategy, (3) to review the progress and status of the DBE 2 university certified training, (4) to discuss the recent consortium of Indonesian University-Pittsburgh, and (5) to prepare for the university consortium meeting.

Forty-four participants (33 males and 11 females), including representatives from 15 DBE 2 university partners and a representative from Florida State University, came to the meeting. The meeting addressed six important issues: University Certified Training; an update on Non-print Material Development; ALFHE; Distance Education; the FSU Partnership program; and the UMass workshop.

The meeting also focused on preparations for three upcoming events: (1) the Action Research Conference held December 4 and 5, 2009, in Open University, Tangerang, and organized by FSU, DBE 2 and Open University, (2) the University Consortium Meeting in Surabaya held on December 7 and 8, 2009, and (3) the joint MiHE (Management in Higher Education) Workshop and Laboratory School Workshop in Malang held December 9 to 12, 2009.

v. Action Research in Education (ARE) Conference

The North Sumatra University Advisor, UNIMED team, IAIN-SU team, and Provincial Coordinator for North Sumatra attended the Action Research in Education (ARE) Conference held December 4 and 5, 2009, at Open University, Tangerang. The conference

had three objectives: (1) to present all Action Research Reports by the ARE Teams from 3 provinces (Aceh, North Sumatra, West Java-Banten), (2) to present Action Research papers by keynote speakers from FSU, and (3) to discuss next activities of the ARE Team.

At the end of the conferences, six keynote speakers from FSU presented their papers, and all ARE Teams (University of Syah Kuala-Banda Aceh, IAIN Ar Raniry-Banda Aceh, Medan State University-Medan, IAIN-SU-Medan, Open University, University of Tirtayasa) presented their action research reports about implementing active learning in DBE 2 schools and Open University. The papers were intended to afford participants new ways of thinking about and utilizing action research in education.

vi. University Consortium Meeting

The North Sumatra University Advisor and the Provincial Coordinator attended the University Consortium Meeting (UCM) on December 7 and 8, 2009, in Surabaya. The objectives of the meeting were (1) to evaluate the implementation of ten strategic plans, (2) to identify opportunities for collaboration between DBE 2 University Partners with FSU and the University of Pittsburgh, and (3) to prepare the MiHE and Laboratory School Workshop organized by the University of Pittsburgh.

The meeting resulted in three important outcomes: (1) all DBE 2 University Partners committed to continuing their program after the DBE 2 Project closed, (2) all DBE 2 University Partners committed to continuing and to implementing the ten strategic plans that have been adopted by the consortium, and (3) some participants prepared to attend the MiHE (Management in Higher Education) and Laboratory School Workshop in Malang.

vii. ALFHE Portfolio Assessment

The North Sumatra University Advisor attended the ALFHE Portfolio Assessment from December 14 to 18, 2009, in Solo. There were three objectives to this assessment: (1) to evaluate the implementation of “*Active Learning for Higher Education*” by reviewing portfolio documents, (2) to review feedback and recommendations from participants and facilitators, and (3) to discuss the preparation for ALFHE dissemination.

Three representatives from DBE 2 Jakarta, as well as representatives from DBE 2 Medan, Makasar, Bandung, Surabaya, and Semarang came to the training. During the training, all participants reviewed elements of well-run portfolios. Facilitators evaluated portfolios and identified recommendations for enhancing the documents.

The workshop accomplished three results: (1) all portfolios were reviewed by facilitators, (2) all portfolios were ranked as *very competent*, *competent*, and *lacking competency*, and (3) individuals were identified to become facilitators for ALFHE dissemination in the West, Center, and East Regions.

g. Transition Activities

The DBE 2 program is being disseminated by non-DBE Schools/Clusters/Districts. The replication involved DBE 2 training packages. The Department of Regional Education covered the entire training budget. DBE 2 North Sumatra provided a facilitator and the training module.

Dissemination of DBE 2 Training Package in Non-DBE Clusters/Districts Schedule

Cluster/District	Training Package	Date	Place	Participants
Balige, Toba Samosir	Foundation Package	Oct. 22-23, 2009	SDN 173524 Balige	72 teachers 4 school principals
Angkola Timur, Tapanuli Selatan	Mathematics	Oct 21-22, 2009	MIN Panompuan, Angkola Timur	30 <i>Madrasah</i> teachers
Porsea, Toba Samosir	Foundation Package	Nov 12-13, 2009	SDN Bona Pasogit Porsea	95 teachers
Perbaungan, Serdang Bedagai	Foundation Package	Nov 9-11, 2009	SDN 101935 Perbaungan	200 teachers
Pakpak Bharat	WIAL (What Is Active Learning)	Dec 7-12, 2009	SMA Negeri Pakpak Bharat	63 teachers
Pangaribuan, Tapanuli Utara	Bahasa Indonesia	Dec 3, 2009	SDN 173194 Batumanumpak	35 teachers 9 school principals 2 school supervisors 4 school committees



Participants are taught how to use the environment as a learning resource

h. Monitoring and Evaluation Activities***i. Monitoring and School Score Report Dissemination***

The DBE 2 North Sumatra M&E Officer and M&E Assistant traveled to each district to share the school score report with DBE 2's primary schools and kindergartens. The objective of these visits was to inform schools that the report documenting student assessment results in the areas of primary school for both DBE 2 and control schools had been published and distributed.

Monitoring visits also took place, the objectives of which were to familiarize schools with the transition of data collection, to verify school level data, to collect CRC log summary data, and to work on capacity building in the areas of evaluation, reporting and certificate development.

The objective of the data collection activity was to gather information from stakeholders in terms of their satisfaction with the DBE 2 program. This activity was implemented by the M&E Officer, the M&E Assistant, and three M&E temporary assistants.

ii. M & E Assistant Training

On December 14-15, the M&E officer and four assistants attended the M&E Assistants Training in Banda Aceh. The objective of the training was to prepare the M&E temporary assistants with the skills needed for collecting data and compiling the school score report document. The M&E assistants were pleased to have the example of the DBE 2 schools in Aceh to compare with the school in their provinces. As the result of the training, the M&E Assistants learned how to collect data accurately and gained the confidence needed to being the data collection process.

i. Communications Activities

i. Communications Workshop

The North Sumatra Communications Coordinator attended the Communications Coordination Meeting and a flip cam workshop in Jakarta on October 25- 28, 2009. The purpose of the meeting was to discuss planning for DBE 2 communications activities in FY 2009/2010 and to evaluate all communication activities in FY 2008/2009. In addition to the regular coordination meeting, all communications coordinators participated in a short workshop on how to operate flip cams and how to take good photographs.

ii. Collecting Success Stories

In order to collect dissemination success stories in South Tapanuli and Toba Samosir (non-DBE district), the Communications Coordinator traveled to districts of Dairi, South Tapanuli and Tanjungbalai in South Tapanuli and Toba Samosir on October 21-24, 2009 and on November 9-20. The goal of the visit was to collect success stories from each district to be published in the DBE 2 Newsletter. The Communications Coordinator also visited Toba Samosir (non-district) to collect information on the dissemination of the foundation package there.

j. Video Production

On November 16-21, the North Sumatra University Advisor collaborated with a production company, Sinema Film Documentary (SFD), to produce an instructional video entitled “Thematic Teaching.” The objective of this activity was to provide an instructional video to support the Planning and Assessment Package Training that will be used by primary teachers. Two staff members from DBE 2 Medan, four from the Sinema Film Documentary (SFD), one teacher, and one scriptwriter from IAIN-SU were involved in developing the video.

k. Visits from USAID Indonesia – DBE 2 Activity Manager

On November 3-5, 2009, Mr. Jalu Cahyanto, the USAID Indonesia - DBE 2 Activity Manager, made field visits to DBE 2 schools, which included classroom observations, in the

areas of Tanjung Balai, Lubuk Pakam, and Binjai. Classroom observations were conducted to document teaching and learning performances in North Sumatra target classrooms and were compared to observations in control schools. The visits also served as an opportunity to provide feedback to the provincial team on how to improve classroom instruction to promote PAKEM principles.

Math and Science classrooms were selected at random in the districts of Tanjung Balai (Cohort 2), Lubuk Pakam, and Binjai (Cohort 1). Six DBE 2 target classrooms (Grade 4 and 6) and three Science and Math control classrooms were observed. The observations were conducted using instruments that focus on effective teaching and learning, particularly in terms of planning, classroom management, and assessment. A simple survey to record students' opinions of the process of teaching and learning was also implemented after the lesson with permission from the classroom teachers. From the six classrooms visited, 24 students were selected to participate in the survey. Although the time was short, the visit also included meetings with stakeholders to collect feedback on the DBE 2 interventions.

On the last day of the visit, Mr. Cahyanto met with the head of LPMP North Sumatra and visited the CRC-Communications Workshop at Garuda Plaza Hotel.

C. DBE, MBE, Other Project and/or Local Government Collaboration

As always, a considerable amount of collaboration took place during this quarter between DBEs 1, 2 and 3. Notable collaborative activities included preparation for the transition of the program and joint meetings with the GOI of the North Sumatra Province and Dinas Pendidikan and Departemen Agama stakeholders at the provincial level to discuss the transition of DBE activities.

Local Government/Stakeholder Support of DBE 2 Activities in DBE Districts

DBE 2 activity	DBE district/clusters	Contributing Institution	Contribution
IAI Program	Tebing Tinggi	Dinas Pendidikan	Rp. 30,000,000

Transition/Dissemination Activities

DBE 2 activity	Non-DBE district(s)/ cluster(s)	Contributing Institution	Contribution (participant transport fee, training kit, and snack)
Foundation Package	Balige, Toba Samosir	Dinas Pendidikan	72 teachers 4 school principals
Mathematics	Angkola Timur, Tapanuli Selatan	Religious Affair	30 <i>Madrasah</i> teachers
Foundation Package	Porsea, Toba Samosir	Dinas Pendidikan	95 teachers
Foundation Package	Perbaungan, Serdang Bedagai	Dinas Pendidikan	200 teachers
WIAL (What Is Active Learning)	Pakpak Bharat	Dinas Pendidikan	63 teachers
Bahasa Indonesia	Pangaribuan, Tapanuli Utara	Dinas Pendidikan	35 teachers 9 school principals 2 school supervisors 4 school committees

D. Challenges

The strengthening of some teachers' abilities in the area of active learning is progressing quite slowly and has not yet met DBE 2's expectations. It was shown that mentoring has a significant impact on teachers' ability to master active learning techniques. Therefore, MTTs, subject specialist and school supervisors were encouraged to continue to perform mentoring visits.

E. Ongoing Activities, Upcoming Events, Activities and Plans for Quarter Two FY10

i. Communications

- DLC-Communication Joint Coordination Meeting
- Monitoring and Evaluation – Communication Joint Coordinator Meeting
- Collection of success stories
- Preparation of bi-weekly reports
- Report program transition

ii. Monitoring and Evaluation

- Data Collection: Classroom Observations, School Assessments, School Management, Stakeholder Survey: (Students, Parents, School Committees, Supervisors, Teachers, Principals, MONE, and MORA), Trainee Satisfaction Survey, University Report, Teachers & Student Attendance, MTT & DLC Profile, PSBG Log Summary
- ME Coordination Meeting
- Student Assessment

iii. ICT

a. Cohort 1

- Distance Education: Online Facilitators Workshop, Online Course Orientation Workshop for Coaches, Professional Development for Coaches, Online Course, One Day Workshop, School-based visits (by Provincial team), School-based visits (by coaches in their cluster)
- Intel Teach Program: Intel Teach – Participant Teacher Training, Monitoring Intel Teach for Participant Teacher Training
- ICT Monitoring Activities (ICT equipment movement)
- CRC-Cluster Level ICT Training Internet
- CRC-ICT Coordination Meeting
- CRC Internet Pilot Options: Internet Connectivity Program (Clusternet)-Survey, Procurement, and Installation

b. Cohort 2

- Intel Teach Program: Intel Teach – Master Trainer Training, Intel Teach – Participant Teacher Training, Monitoring Intel Teach for Participant Teacher Training
- ICT Monitoring Activities
- CRC - Cluster Level ICT Training Internet
- CRC Internet Pilot Options: Internet Connectivity Program (Clusternet)-Survey, Procurement, and Installation

iv. Training

- TOT for mentoring PBS (Second Round) – National Level
- Training for mentoring PBS (Second Round) – Province Level
- School Enhancement Workshop – Cluster Level

v. Mentoring

- CRC Monitoring Cohort 1 and Cohort 2
- Kindergarten Mentoring
- PBS Mentoring

vi. ALFHE

- ALFHE TOT For Dissemination
- ALFHE Dissemination; ALIS Workshop
- Video Production: ALFHE Support Video

vii. Reading Program

- TOT Reading National Level
- TOT Reading Model Provincial Level
- TOT Reading Provincial Level

viii. Transition Program

- Kindergarten Dissemination in Toba Samosir (Non DBE 2 District)
- Kindergarten Dissemination in Nias (Non DBE 2 District)
- Kindergarten Dissemination in Pakpak Bharat (Non DBE 2 District)
- Kindergarten Dissemination in Serdang Bedagai (Non DBE 2 District)
- Training Dissemination (Non DBE 2 Clusters)

ix. Training Dissemination (Non-DBE 2 Schools/Clusters/Districts)

- Schedule TBD based upon local demand

XVIII. South Sulawesi Update

A. Overview

This quarter included a range of activities that can be divided into two groups: ongoing implementation and roll-out of DBE 2 training and support and activities aimed at promoting the transition of DBE 2 best practices to local stakeholders.

In the first category, the program exerted great effort in delivering two ICT training packages: Intel Teach and Developing Active Learning with ICTs (DALI). In these areas, the ICT team worked in coordination with other specialists to increase linkage with the CRC and other training activities. The university accredited training package development and roll-out process has also been officially concluded following the final conference of the mathematics training package.

The second area of promoting transition involved an increasingly numerous array of activities aimed at stakeholder outreach, coordination and development of local capacity to deliver training independent of DBE 2 funding and staff expertise. These included Field Staff Training, Mentoring training for subject area specialist teachers and school supervisors, handover of training packages to university partners, district level negotiations with government and stakeholders, MTT presentations and outreach at the cluster and district level to promote best practices and program accomplishments thus far, and others. The details of these and other activities are outlined below.

B. Progress/Accomplishments this Quarter

a. Accredited Training Packages Completed

Almost all deliverables associated with the university accredited training packages are now complete. The exceptions include of the participant certificates for the mathematics package which will be produced by Universitas Muhammadiyah Makassar (Unismuh) in the coming quarter. Satisfactory completion of this deliverable relies primarily on the level of priority which the university places on this effort.

The two university partners in South Sulawesi, Unismuh and Universitas Negeri Makassar (UNM), have produced certificates for participants of all training packages except for the Bahasa Indonesia and Learning Communities training packages. Unismuh and UNM have not provided University certificates for these two packages because they did not have any means of evaluating participants' work. All other training packages implemented included a mini-portfolio which was evaluated by the university lecturers who participated in the training package roll-out, making it possible for participants to be evaluated at an achievement level of 'very competent,' 'competent' or 'not competent.' University partners

do not want to assign certificates for participants who can not be evaluated in hindsight. This is a valuable lesson learned for all involved.

b. Final Conference for the Mathematics Training Package in Makassar

The Mathematics training package roll-out has been completed successfully in Cohort 2 DBE 2 schools. A one-day Final Conference was held at the Hotel Quality Makassar to finish the final draft of Mathematics Package materials. A total of 17 module adaptation team and module implementation team members took part in this workshop, including faculty from UNM, subject area specialist teachers (guru PBS), Depag, and MTTs. This conference is the final activity related to the Mathematics Training Package.

c. Video production

The video production process is now being completed separately from the training package development process which occurred under contract with each university partner. Two videos will be produced under cooperation between provincial and Jakarta DBE 2 staff. The university advisor and one MTT attended a video script writing workshop in Batu Malang this quarter to advance the development of these products. Video production will take place in the coming quarter.

d. Active Learning for Higher Education (ALFHE)

The university advisor has been active in supporting the nation-wide roll-out of the ALFHE including its components for school visits and university partner campus monitoring visits. The roll-out of this training package for DBE 2 South Sulawesi's two university partners has been met with challenges, some of which may be difficult to surmount. A challenge was the failure of four out of five facilitators from Unismuh to attend the second stage of training, Active Learning in Higher Education (ALIHE) which was held in Malang, East Java in October, due to other university commitments. It will be difficult for Unismuh to continue the program with success with only one facilitator (Ibu Hidayah Quraish). Because of this, rollout will be delayed on the Unismuh campus while a solution is identified.

The second challenge relates to some of the facilitators from UNM not receiving a satisfactory mark for their professional portfolios. A satisfactory evaluation on portfolios is required before any facilitator can continue to rollout ALFHE training on their own university campuses. Participant trainers from each partner university submitted portfolios which were reviewed in Solo during December. It has yet to be determined what, if any impact this may have on the continuation of the ALFHE rollout on the UNM campus.

The Jakarta Higher Education Manager Ibu Cut visited South Sulawesi in November and together with the University Advisor conducted supervision and focus group discussions with UNM faculty university partners as part of the ALFHE



University Advisor Pak Subaer conducts a focus group discussion with PGSD UNM Parepare students following a classroom activity led by their lecturer, Pak Abdul Halik

program. During this visit she attended and monitored roll-out activities on the UNM campuses in Makassar, Parepare and Bone. Portfolios of the five UNM lecturers being trained through the ALFHE program to become facilitators were reviewed in Solo during December.

e. Handover of Training Packages to UNM at Annual University Senate Gathering

On November 2, 2009 the DBE 2 South Sulawesi Provincial Coordinator and University Advisor handed over five training packages to UNM's rector. The training packages that were given to UNM Rector, Prof Arismunandar MPd, included the Learning Communities, Bahasa Indonesia, Science, Mathematics and Foundation packages. This occasion marks the first time training packages have been handed over to other service providers in the province. The Provincial Coordinator and rector discussed the aim of building the capacity of DBE 2 university partners to implement these accredited DBE 2 training packages in districts throughout the province. This process is therefore an important part of the DBE 2 South Sulawesi transition strategy. DBE 2 intends to continue the process of transitioning its activities and approaches to the university as a service provider. The Provincial coordinator also explained the role of the digital library as an access point to other training packages developed in other provinces.

The materials will be made available in the UNM Campus library so that pre-service educators can access them and the rector plans to circulate the packages among his faculty and staff.



UNM Rector Prof Arismunandar MPd receives 5 training package from DBE 2 South Sulawesi, 2 November 2009

PC DBE 2 David Ehrmann and University Advisor Subaer discuss DBE 2 impact with UNM Rector in his office

f. ICT Activities: Intel teach

Roll-out of the Intel Teach Master Trainers (MT) and Principals' Leadership Forum (PLF) for Cohort 2 districts continued during this reporting period. The target for this training is to provide teachers with basic competency in the use of computers and technology and for principals to understand the importance of ICT use by teachers to improve classroom learning. Participant teacher training took place following MT training and the PLF. The team also hosted a visit by Intel representative Agnito Moningka who came to South Sulawesi in Oktober and traveled to Ma'rang, Pangkep Lilirilau, Soppeng and to Pare-pare to attend a one day training event with the ICT team.

g. ICT Activities: Developing Active Learning with ICTs (DALI) and CRC Support

DALI roll-out continued in Cohort 2 districts this quarter. Teachers have responded enthusiastically to this package and the Intel Teach training and great change in receptiveness to technology has been observed since the time these two interventions were first rolled out. These two training packages have also reinforced the use of CRCs, which teachers value for the access that they provide to computers and other ICT. Teachers have been excited participate in the DALI program to learn how to use limited technology to support active learning activities in the classroom.



DALI Participants and Kepala Dinas Pendidikan Drs Syahrudin Med (in the front row) pose for a photo after training in PSBG Mamminasae, Pitu Riawa, Sidrap, November 25, 2009. the Kepala Dinas Pendidikan attended training to give support to participants.



DALI Participant discuss learning models with limited ICT at PSBG Mamminasae, Sidrap, November 2009

In addition to the Intel Teach and DALI training packages, the ICT team also played an important role in delivering the ICT maintenance and troubleshooting workshop for CRC managers in both Cohort 1 and Cohort 2. The ICT team also devoted some energy to develop and promote Tuan Guru, a professional and social networking site for educators in South Sulawesi. They also helped to enhance MTT communications using ICT by working with every MTT to set up email accounts. This is a substantial achievement considering given the low level of exposure to ICT that this group had prior to joining DBE 2.

The ICT team also played a role in the redistribution of ICT equipment as part of the Intel Teach program which is detailed in the Cluster Resource Centers section.



Pak Nur Arif, a teacher at SDN Mamajang II uses powerpoint jeopardy in his classroom

h. Cluster Resource Centers (CRC)

Several changes have been made in the CRC program to improve the capacity of CRC management and increase the sustainability of this intervention once DBE 2 funding ends in 2010. These changes were made possible through significant coordination between specialists in the Makassar office which has led to better linkage between the CRC program and other DBE 2 interventions. Monitoring of CRCs was intensified during November and December of this quarter, which helped to identify needs and target interventions.

Immediately following this round of monitoring, reporting requirements and specific items for follow up by CRCs were communicated to each CRC management team.

CRC management teams were also reshuffled and restructured. This aimed to achieve two things, firstly to replace inactive members with people who were motivated to improve CRC effectiveness and play an active role in CRC activities. It also added a Kindergarten division within the management structure which would support the replication of the DBE 2 TK program.

Several training programs were added during this quarter including follow up from the communications training for CRC managers and MTTs. This training aimed at helping CRCs develop communications materials and outreach strategies so that CRCs are better equipped to promote their programs and seek outside sources of funding and support. During this reporting period CRC managers produced and disseminated communications products that advertised their capabilities to other schools in the districts and also sought funding from a variety of sources including other schools, private business and district government. Several CRCs have secured operational funding from teachers and dana BOS. Local stakeholders and CRC management in particular recognize that this funding is essential if CRCs are to be sustained past the life of the project. For that reason, many have initiated negotiations to secure APBD funding allocations that will support CRC operations once the DBE 2 project ends.

A second training activity conducted in October targeted the need for improved ICT equipment maintenance and trouble-shooting capability among managers. This was greatly needed as the care and maintenance of ICT equipment, particularly computers is a desperately needed skill in most regions where DBE 2 operates.

Teachers and CRC managers in all 18 locations are enthusiastic about the introduction of ICT equipment and training, so much so that all 18 CRCs have installed internet connectivity at their own cost. Therefore, the provision of this training in ICT maintenance and trouble shooting clearly responds to a very relevant need that clusters have identified.

CRC monitoring also played a key role in completing an evaluation of Intel Teach program activities and in the redistribution of computers provided to CRCs through the Intel Teach program. That monitoring and redistribution of computers took place in November and December.

i. Monitoring and Evaluation

M&E activities during this period focused on developing workplans and preparing the resources required to conduct data collection activities in the new year. Four temporary M&E assistants (three of whom are veterans and one new hire) were recruited and have been approved for contract by the project. These assistants will be contracted from January through May 2010 to conduct field data collection and subsequent entry into the provincial database.

New transition indicators have also been used to collect data used to monitor the level and geographic reach of transition activities in the province. This effort has undergone regular

streamlining and improvement to address challenges presented by the threat of double counting training participants and other issues.

The quarterly M&E Coordination Meeting was held in Makassar on 3-5 November. This meeting was attended by six Provincial M&E coordinators, the Program Data Base Manager and the Jakarta M&E Specialist. Agenda items included discussion of reporting findings to schools and kindergartens, school assessment instruments, university reporting, MTT evaluations, transition data and indicators, as well as ICT data collection and instruments.

j. Communications activities

Provincial Communications activities during this period focused on supporting capacity development for CRC managers. CRC Communications Training was conducted in Parepare for CRC management from both cohorts. The aim of this activity was to build the capacity for CRCs to engage stakeholders effectively. Participants were trained how to create promotional materials such as brochures, bulletins and also reports of CRC activities. These skills are important and need to be developed if CRCs are to obtain local funding to support their sustainability.

Each month, CRCs are now expected to publish a bulletin outlining their activities and to disseminate this to schools and relevant stakeholders. CRCs developed plans to socialize and 'sell' their facilities and the services that they can provide. Managers actively produced technical and financial proposals aimed at obtaining financial support from GOI or other sources.

Routine communications product development continued as per usual during the period. The communications coordinator drafted and disseminated a range of correspondence to project stakeholders to inform them of results achieved, program progress and plans. Field visits were made to Enrekang, Soppeng, Sidrap, and Pangkep where the provincial communications coordinator collected success stories to support newsletter production and development of materials for multimedia products.

To enhance the production of success stories, provincial communications materials have been fortified with the production of video postcards which are produced using a flip cam. The newly produced videos highlight activities in South Sulawesi in biweekly reports. All related video clips are now uploaded to You Tube.

The provincial communications coordinator is actively producing materials that support the transition strategy. In that effort, a multimedia CD ROM that provides a profile of CRCs and the kindergarten program was produced and distributed. This CD gives stakeholders easy access to information, data, and achievements to date as well as audio/video files that show DBE 2 programs in action. The Multimedia CD ROM supports the use of DBE 2 success stories.

k. Kindergarten Interactive Audio Instruction program

Kindergarten activities this period have focused on supporting the replication of the Kindergarten Audio Interactive Instruction (IAI) program to non-DBE kindergartens. IAI

kits have now been installed in all CRCs in the province and CRC management has been specially prepared to assist in the replication of the DBE 2 Kindergarten program in each district.

Each DBE cluster has conducted an intensive communications and outreach effort to increase awareness of the Kindergarten IAI program and its impact thus far. In most cases, the persons responsible for this effort are teachers from DBE Kindergartens who are now members of the CRC management team, specifically tasked with developing workplans to promote the replication of the DBE 2 kindergarten program.

The majority of DBE clusters have also conducted some form of training for non-DBE kindergartens during this reporting period. This training aimed at helping teachers and head teachers understand the IAI program and approach and to be able to implement it effectively in their own Kindergartens. Replication of kindergarten program training was followed up by school visits and classroom support from DBE 2-trained Kindergarten teachers. All replication of the Kindergarten training has all been paid with local funding.

The training program coordinator conducted monitoring visits to kindergarten in all DBE clusters during this quarter. There is some degree of planned replication of the kindergarten program in every cluster. In total, 16 of the 18 clusters that are part of the program have already conducted some form of kindergarten program replication training. This usually takes place in coordination between the MTT, the CRC and the local association of kindergarten teachers.



Kindergarten IAI dissemination training in CRC Kreatif, Gugus 1 Maritenggae, Sidrap. This activity was facilitated by the Kepala UPTD Dinas Pendidikan Kecamatan Maritenggae, Sidrap and Master Teacher Trainer (MTT) Muhammad Basri. Fourteen participants from eight non-DBE 2 kindergartens attended training.

I. Field Staff Training (FST)

Field staff training was held for five days in November outside of Makassar in Danau Mawang. A total of 87 participants including 16 provincial staff, 35 MTTs, 16 Kepala Cabang Dinas Pendidikan (KCD), and 20 supervisors (pengawas) attended the training. The objective of this activity was to prepare DBE 2 South Sulawesi staff and cluster leaders to support the transition program and to build district teams capable of managing and leading the transition of DBE 2 interventions to local government.

The involvement of so many cluster leaders and supervisors made this activity very different from previous FST events. The KCD and pengawas were all actively engaged in discussions and planning of their own transition activities and adoption of DBE 2 good practices. Their testimonials and discussions showed evidence of ongoing replication of DBE 2 best practices that is being supported by bottom up funding and solid leadership from the cluster and subdistrict level. Most KCD and pengawas have already given some form of support for DBE 2 program sustainability in their area and this program responded to needs already identified by them. The activity produced program follow up action plans to promote sustainability of DBE 2 good practices.

Training certificates were distributed to all DBE 2 provincial and field staff during this event. This ceremony was made special by having the Chief of Party Michael Calvano participate in handing over certificates to each staff member.

m. Classroom Mentoring Training for Subject Area Specialist Teachers and School Supervisors

The training of PBS mentors and school supervisors (pengawas) took place in two phases at the start of September in Parepare. A total of 90 participants were trained. As part of the training, all participants produced rollout plans for mentoring programs in their school clusters.

This activity supports the transition strategy by developing local capacity to provide ongoing in-school and in-class support to educators in each district. In-school support provided as part of all DBE 2 training has been a signature of our approach and has been highly valued by local stakeholders. PBS and Pengawas mentors aim to institutionalize best practice in active learning in the classroom and at the school level. PBS mentors are drawn from all of the core subject areas. So far their work in schools following the initial training has been excellent. All DBE 2 school clusters have conducted follow up mentoring in schools and their support is in great demand from teachers in the field.

n. Skill Enhancement Workshops (PPKP)



Facilitators advise Skill Enhancement Workshop participants at Hotel Pare Wisata, 4-5 September 2009

Participants involved in training activities

The Training of Trainers for the Skills Enhancement Workshops (SEW) was held in Parepare in September of this quarter. Participants included all 18 MTTs from both Cohorts 1 and 2. The primary objectives of this activity were to prepare MTTs to prepare SEW training at the cluster level that will develop local stakeholders management ability, planning skills and capacity to independently promote professional development activities for educators. Part of this task involves identifying and securing financial and leadership support for ongoing professional development activity.

The SEW also intends to strengthen the independence and sustainability of CRCs by helping them manage professional development activities for themselves.

Skills Enhancement Workshops are expected to take place through April 2010. This effort will require coordination between DBE 2 specialists, MTTs, local stakeholders and other outside organizations that might be called on by clusters to provide facilitators. It is hoped that successful clusters may also develop workplans that aimed at serving schools and clusters currently outside DBE 2 program implementation.

o. Routine In-School Support Visits

Routine in-school support and classroom mentoring was carried out by MTTs throughout this reporting period. MTTs conduct this in-school support to improve schools in three broad categories of indicators: teacher performance, head teacher performance and classroom environment. MTTs submitted reports analyzing developments in their schools in these areas, and developed workplans that address the areas of greatest need for improvement.

p. Staffing changes

One MTT in the Pangkajene cluster of Pangkep district chose not to continue after his contract ends in December. Two additional MTT positions will require staffing changes, one in Memajang cluster in Makassar City and another in the Ma'rang cluster in Pangkep district. The previous MTTs have been identified for provincial specialist positions as Reading Program Coordinator and District Learning Coordinator.

New candidates have been interviewed together with local stakeholders and the nominated candidates will be contracted pending approval by USAID.

C. DBE, Other Donor Project and Local Government Collaboration

a. Quarterly Meeting of the Donor Harmonization Group for the Education Sector

A quarterly meeting of international development partners in the education sector was held on 10 September at the Bakti office in Makassar. The meeting was attended by representatives of DBE, JICA, ILO, Helen Keller International and Bakti. The purpose of the meeting was to share updates on activities being undertaken by partners, coordinate future activities and develop a proposal to conduct joint activity mapping together with Bappeda and the provincial education office. Follow up activities include discussions on various issues relevant to the education sector, participation in a radio talk show, joint field visits and a media seminar.

b. Joint Field Visit to Inclusive Education Schools Supported by Helen Keller International

Educational Resource Specialist/DLC Pak Djabier and the Provincial Coordinator attended the joint field visit to an inclusive education site where the Helen Keller International Foundation is active in providing support. This joint field visit involved representatives from Provincial Dinas Pendidikan and Departemen Agama as well as representatives from several international programs active in the education sector. This activity was planned as part of an ongoing effort by provincial government to develop harmonization between donor projects active in the education sector.

c. DBE 2 Participation in a Radio Talk Show in Coordination with Donor Projects in the Education Sector

Provincial M&E coordinator, Pak La Malihu represented DBE 2 during a radio talk show hosted by BaKTI (a World Bank funded knowledge sharing institution in support of Eastern Indonesia) and conducted in coordination with the provincial government donor harmonization group. The talk show covered various topics related to education issues in the province, among which was the DBE best practices workshop and interest in promoting dissemination of best practices from the DBE program. Guests included representatives from donor-funded projects and relevant government officials.

d. Pinrang District House of Representatives Members Visit DBE Office in Makassar

On December 9, 2009, Komisi 1 DPRD (the district level house of representatives) of Pinrang District visited the DBE office in Makassar to discuss the program and dissemination of best practices by local government. The delegation from the DPRD Pinrang included Wakil Ketua DPRD Alimuddin Buhung (partai PKB), H Erwin Mugni (partai PKS), Muh Toha (partai PAN), Makkaratan Rapi (Bernas) and Theresia Tarang (Demokrat).

The visiting representatives shared their views and hopes that the DBE program can support further education quality improvement. Erwin Mugni, a member of DPRD, explained that the Pinrang Government had allocated Rp. 43 million to the education budget to improve educational quality based on activities that DBE has delivered in Pinrang. The delegation enquired about DBE progress, the program's working relationship with the Pinrang Government and about opportunities for other schools in Pinrang to be served with DBE interventions.



Member of House Representative Pinrang take picture with DBE South Sulawesi Team at DBE office in Buakana Kav A1 Makassar.

e. Promoting Transition

The provincial office has promoted transition through numerous activities during this period; this effort was coordinated in most part by the Training Program Coordinator together with the Provincial Coordinator. Activities included:

- Support to the replication of the kindergarten program
- Outreach to stakeholders at the district level. This was done primarily through district level meetings with government leaders. In many cases this was done in coordination with DBE 1 & 3 staff
- Developing the capacity of local facilitators in each cluster and district through PBS mentoring training, Skills enhancement workshop preparation, Field Staff Training and other activities
- Establishment of district-level transition teams which include MTTs, Pengawas, CRC managers and the heads of subdistrict education offices as well as members from all three DBE components; MTTs have been tasked with conducting focus group discussions among these members aimed at intensifying outreach to district government, to report on results and best practices and to develop support for replication among government stakeholders. This has been done in many cases in coordinated efforts involving field staff from DBE 1, 2 & 3.

- Improved coordination with provincial government particularly regular meetings with the provincial Dinas Pendidikan and through active participation in the Donor Harmonization Group which has been fortified by the interest of the Governor who has placed education in the spotlight
- Regular coordination with other DBE components to promote dissemination of program best practices in follow-up to the provincial best practice workshop

D. Challenges

The myriad of activities that are being prepared for the remainder of the program will be difficult to manage and require careful allocation of resources, most importantly staff time. New interventions such as the reading program (and the sizeable book distribution this will involve), the Distance Education pilot, the ALFHE program and a second round of mentoring training and the SEW will all require careful adjustment of staff responsibilities.

The adjustment of schedules and management of activities to promote transition will continue to be challenging. Each district requires a tailored, personal approach; this differs significantly from the traditional training package roll-out style that the project has become accustomed to until now. Some transition program interventions can be conducted in a uniform fashion, others can not. All require coordination both between DBE personnel and with local stakeholders.

Staffing has been a challenging issue during this period. Three vital provincial positions remained vacant during this period. Persons nominated to become ICT assistant, DLC and Reading Program coordinator were finally approved by USAID at the close of the quarter and they will be contracted immediately in the new year. Adequate and efficient staff management will be a key to managing the extremely busy schedule anticipated from now until project close.

The coming quarter will involve the last phases of Intel Teach and DALI training package roll-out, but will involve new challenges with the expansion of activities to support transition, the Distance Education pilot, the reading program and a possible expansion of the ALFHE program.

E. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Two, FY10

In the coming quarter DBE 2 South Sulawesi will continue to focus efforts on advancing the transition strategy and promote sustainability. Provincial activities in the coming period will be weighted coordination with local government and stakeholder outreach to support transition. Activities will target provincial level organizations, taking aim at partner universities and the provincial office of the ministry of education. Activities will include:

- Handover of training packages to partner universities
- Closer coordination and partnering with the provincial office of the ministry of education, including involvement in a provincial best practices seminar and the handover of training packages to government.
- Coordination meeting with all staff to plan final program activities in the field.
- Continued roll-out of the mentoring training for subject area specialist teachers and school supervisors.

- ALFHE expansion activities.
- Initial Distance Education pilot program activities
- Launch of the reading program provincial TOT, and installation of books in each CRC
- Processing tier three grant applications for CRCs
- Ongoing in-school support activities
- Further support for the replication of DBE 2 interventions by local government agencies and school stakeholders.

West Java/Banten Update

XIX. West Java and Banten Update

A. Overview

Quarter 1 FY10 was another busy period for DBE 2 in West Java and Banten, after the interruptions during the previous Quarter caused by the Ramadan fasting month followed by the Idul Fitri national holiday period and school holidays. During Q1 the project had full access to schools, teachers, and partner organizations.

A number of significant new activities were launched during the quarter, including:

- Conducting the preparatory steps for the DBE 2 Active Learning for Higher Education program, which will be rolled out during Q2 FY10;
- Concluding initial preparations for commencement of the DBE 2 Classroom Reading Program, including contracting the Reading Program Coordinator for West Java and Banten. This program will also commence roll out during Q2;
- Commencing preparations for the DBE 2 Distance Education pilot programs, also to be rolled out during Q2.



Teachers learning about computers. Participants at the DBE 2 ICT-TOT Computer Maintenance and Troubleshooting, Tangerang, Banten, October 2009.

A highlight of the quarter was a series of activities conducted by DBE 2 during December for university partners, including a University Working Group Meeting in Bogor, West Java; an Action Research conference conducted by Florida State University at the Open University in Jakarta; and a University Consortium Meeting in Surabaya. DBE 2 West Java and Banten was well-represented at each of these activities by the PC, UA, and senior academics from university partner UNTIRTA.

Another highlight of the Quarter was the continuing success of DBE 2's 'transition program' at the provincial, district, and sub-district levels. The project is now receiving strong support from both the West Java and the Banten education departments to conduct the kinds of self-initiated, self-funded training activities envisaged in this program. As is reported more fully later, dozens of transition activities occurred between October and December, mainly at the district and sub-district levels as local initiatives.

B. Progress/Accomplishments this Quarter

a. DBE 2 University Partner activities

Throughout Q1 FY10 DBE 2 West Java/Banten continued working with its one university partner, UNTIRTA, located in Serang, Banten. Although all of the training packages

developed cooperatively with UNTIRTA have been completed, the partnership has continued to produce a number of other useful outcomes, as follows:

- **Mathematics Adaptation Package accreditation by Universitas Terbuka.** The Indonesian Open University (Universitas Terbuka) agreed to undertake accreditation, and on 1 December 2009 UT announced that the mathematics package had been accredited with three SKS credits attached to it. With this, all of the training packages produced by DBE 2 West Java and Banten have now been accredited by a DBE 2 university partner.
- **FSU-UNTIRTA Action Research project and conference.** During the quarter the cooperation between Florida State University and the Faculty of Education at UNTIRTA culminated with the end of the long-running action research project. This occurred when the team of UNTIRTA researchers presented their findings during an Action Research Conference organized by DBE 2, FSU, and UT over 4-5 December 2009 at the UT campus in Pondok Cabe, Jakarta. A large number of FSU academics attended this conference, and gave a very positive evaluation of the UNTIRTA team's performance during the project and presentation.
- **Active Learning for Higher Education.** During the quarter the DBE 2 ALFHE program was launched, and for West Java and Banten, with the full participation of a team of six members of the Faculty of Education at UNTIRTA. The first ALFHE activity was the national TOT held in Batu, East Java, over 4-10 October, when the lecturers were trained as trainers and given their portfolio tasks. They were then mentored by the project as they produced the portfolios, which were evaluated at a marking symposium held in Solo, Central Java, over 14-18 December. The ALFHE roll-out will commence during Q2 FY10 within UNTIRTA for lecturers from a number of faculties. During a visit to UNTIRTA on 22 December 2009 by the DBE 2 PC and UA, the Rector confirmed that the ALFHE program will be supported with a budget from the university.
- **University Working Group meeting, 2-3 December 2009, Santika Hotel, Bogor, West Java.** This 6-monthly DBE 2 university partner UWG was attended by an UNTIRTA Assistant Rector, and the DBE 2 PC and UA.
- **DBE 2 University Consortium meeting, 7-8 December, Surabaya, East Java.** This 6-monthly meeting of the consortium was attended by many representatives of DBE 2 partner universities, academics from the University of Pittsburgh and Florida State University, and for DBE 2 West Java and Banten, the Provincial Coordinator.

b. DBE 2 Transition Activities Program

Since Q4 FY09 DBE 2 has re-defined most field activities which are not part of new program components to be activities within the DBE 2 transition program for West Java and Banten. All these types of activities are intended to prepare field staff and local counterparts to be able to sustain many types of project interventions well beyond the end of DBE 2 in 2010.

1. Transition program: Skills Enhancement Workshops (SEW)

The most frequent type of transition activity is the program of teacher Skills Enhancement Workshops conducted in most school clusters by DBE 2 field staff. Although some funding

exists in the DBE 2 budget to support the SEW, the vast majority are self-funded by the cluster, or by the district or city education agency.

2. Transition program: Field Staff Training (FST)

Since commencement of the project in 2005 DBE 2 has conducted a number of trainings for field staff, including in Solo in March 2006, in Bandung in June 2006, and in Solo again in September 2008. The final multi-day field staff training before the DBE 2 project concludes in 2010 was held in Tangerang, Banten, over 9–13 November 2009 at the Hotel Istana Nelayan. The FST was conducted for 21 Cohort 1 MTTs, 18 TK and SD inspectors, 14 other staff from sub-district education offices, 5 staff from district education offices, and one staff from the Banten Provincial Education Office. The event was opened by the head of education for Banten province, and also attended by most of the Bandung technical team and the Primary School Management Consultant from DBE 2 Jakarta.



During Field Staff Training (FST) in November 2009 participants visited four international-standard schools. Here DBE2 MTT Bp Darna observes a kindergarten class at Sekolah Pelita Harapan, Karawaci, Tangerang.

A considerable amount of training was undertaken, with a transition purpose - to better-prepare field staff for carrying on the project following its conclusion in 2010. Highlights of the FST were, firstly, group visits to four international-standard private schools in the Kota Tangerang and Kabupaten Tangerang districts; and secondly, the awarding of participation certificates to field staff for their work with DBE 2 since 2006. The four private schools visited were

- Sekolah Pelita Harapan, Karawaci, a large Christian K-12 national plus school;
- Bina Nusantara School, Serpong, a nondenominational K-12 national plus school;
- Sinarmas World Academy, Serpong, a nondenominational K-6 national plus school; and
- Sekolah Global Jaya, Bintaro, another nondenominational K-12 national plus school.

During each of the visits each group of about 30 FST participants toured a school, observed K-6 classes, and conferred with teachers about the styles of teaching and learning, and the expected educational standards in an international-standard private school.

3. Transition program: Kindergarten IAI Workshops

An important part of the DBE 2 transition program is the ongoing series of cluster-level kindergarten teacher workshops conducted by local DBE 2 field staff to train participants in the use of the DBE 2 Interactive Audio Instruction (IAI) methods and materials. During Q1 FY10 field staff continued arranging a number of these self-initiated and self-funded workshops, including in the Karawang, Sukabumi, and Garut districts of West Java.



A kindergarten-IAI workshop in the Sukabumi district, October 2009.

A kindergarten-IAI teacher workshop was conducted in the Karawang district for 50 TK teachers, October 2009.

c. DBE 2 Cluster Resource Centers

During Q1 FY10 the distribution of Intel Teach laptop computers to our Cohort 1 Cluster Resource Centers was facilitated by DLCs, working with the ICT team and logistics staff in the Bandung office.

The following DBE 2 CRC-based ICT training and CRC monitoring activities were conducted in West Java and Banten for CRC management teams in West Java and Banten during the Quarter:

Activity	Venue	Dates	Participants
Int. CRC –ICT Maintenance and Trouble Shooting training C 1	Tangerang	05-09 October 2009	36
Int. CRC –ICT Maintenance and Trouble Shooting training C 2	Garut	20-22 October 2009	30
Monitoring and Evaluation first for CRC C2	Bogor	22 December 2009	2 CRC
Monitoring and Evaluation first for CRC C2	Subang	23 December 2009	2 CRC
Monitoring and Evaluation first for CRC C2	Garut	24 December 2009	2 CRC

During the Quarter every CRC continued to conduct a variety of local teacher support activities, and all site managers filed comprehensive CRC Monthly Reports detailing the activities sponsored. Project activities continued to be integrated into the CRC program, especially ICT, TK, and the Skills Enhancement Workshops program.

d. DBE 2 Routine Meetings: Technical Team, District Learning Coordinators, Master Teacher Trainers, and Provincial Coordinators

During the Quarter key members of the West Java and Banten DBE 2 technical team met almost every week in Bandung to make and document plans, and review progress. These meetings are valuable



To improve the skills of maintenance and troubleshooting at CRC, the ICT team led 2 trainings for cohort 1 (followed by 36 persons) and cohort 2 (followed by 30 persons) in October 2009.

opportunities to share information, minimize miscommunication and misunderstandings, and integrate the program side of the project with logistics and financials.

Throughout Q1 FY10 monthly meetings for the five District Learning Coordinators were held at DBE 2's Bandung office with province-level technical and logistics staff. In turn, each DLC conducted local area meetings with MTTs directly under their supervision to appraise the MTTs of developments in project planning.

During the Quarter multi-day meetings for the 44 Master Teacher Trainers were arranged by the Bandung technical team on two occasions: 9-13 November, in Tangerang, Banten, during the Field Staff Training; and 15-16 December, in Karawang, West Java, when field staff employment contracts were also extended. These meetings comprised information sharing, mini-trainings, and extensive briefings about upcoming project activities.

e. DBE 2 Project Monitoring, Evaluation, and Testing

The M&E team had another busy Quarter during the period October-December 2009, completing the following principal activities:

1. 6-15 October 2009, cluster briefings –‘How to collect and report transitional data effectively’

Since the transition data collection in May and June 2009 some data collection constraints have emerged, such as difficulties using the format and not all MTTs having sufficient skills and knowledge to collect the data, especially financial aspects. Over 6-15 October 2009, the PME team briefed 6 sub districts in West Java on a new format for use by the data collectors (MTTs). This format is simpler and easier to manage, is not too large to print, and has fewer cells.

2. 19-23 October 2009, monitoring ICT Troubleshooting Workshop

To better verify the accuracy of monitoring and evaluating the indicators of the ICT program, the PME team participated in the PSBG/TOT for ICT maintenance and troubleshooting in Kabupaten Garut.

3. 3-5 November 2009, M&E Coordination Meeting, Makassar

The PME team participated in the M&E coordination meeting in Makassar which covered the following topics:

- Provincial plan for score reporting to SDs and TKs.
- Provincial plan for schools assessment 2010 (including the plan for hiring 4 M&E assistants).
- Review and discuss school assessment instruments.
- Review and discuss non-school assessment instruments.
- Provincial plan for student assessment 2010 in collaboration with University of Padjadjaran.
- Review and discuss of status data collection/update.
- Provincial data analysis.

4. 9-12 November 2009, DBE 2 Field Staff Training, Banten

The PME team participated in the DBE 2 West Java and Banten Field Staff Training, which aimed to assist the field staff to better understand the kinds of teaching which can take place in schools. The participants observed lesson management, and teaching-learning processes in classes.

5. 16 November-17 December 2009, school score reporting

- To deliver school score reports to individual schools in West Java, from 16 to 26 November 2009, the PME team visited Cilegon, Purwakarta, Rangkasbitung, Tangerang, Karawaci, Bayah, Cisolok and Pelabuhanratu. From 1 to 17 December the team visited Karawang Barat, Rengasdengklok, Talagasari, Kotabaru, Sliyeg, Indramayu, Balongan, Jatibarang, Pagaden, Jalancagak, Cikajang and Tarogong.
- Each school visit was delivered as a workshop for teachers, and this increased the efficiency and effectiveness of achieving the objectives.
- For additional value, this activity was also used as an opportunity to prepare the teachers for future DBE 2 school assessments and student post-tests, including informing them about plans, procedures, and required preparatory steps.

f. DBE 2 Information and Communications Technology (ICT) activities

During the Quarter, most ICT activities were directed towards conducting many workshops in the 'ICT Maintenance and Troubleshooting' program; and the rollout of the 'Intel Teach-Getting Started' master trainer training program, as follows:

1. TOT 'ICT Maintenance and Troubleshooting'

This training was conducted over 13-15 October, in Tangerang, Banten, for Cohort 1, and over 20-22 October, in Garut, West Java for Cohort 2. The participants were MTTs who are more knowledgeable about computers, and 2 CRC committee members from each Cohort 1 and Cohort 2 district. The main outcomes from this TOT were that all participants were enabled to perform simple troubleshooting of ICT devices, and to maintain all ICT devices held at each CRC.

2. Rollout of 'Intel Teach-Getting Started' Master Trainer Training

During the period October to December 2009, the ICT team conducted 'Intel Teach-Getting Started' trainings for Master Trainers. Master Trainers are teachers in DBE sub-districts who will teach their colleagues at the schools the twelve Intel Teach Modules.



Master Trainers at the Intel Teach-Getting Started' training, Kotabaru, Karawang.

Number of trained Intel Teach Master Trainers in Cohort 2

District	Sub District	Trained Master Trainers
Bogor	Bogor Tengah	21
	Tanah Sareal	20

District	Sub District	Trained Master Trainers
Indramayu	Balongan	20
	Jatibarang	20
Karawang	Kotabaru	22
	Talagasari	18
Subang	Jalancagak	16
	Pagaden	14
Garut	Tarogong	Not yet trained
	Cikajang	Not yet trained

g. DBE 2 Communications and Outreach

In October 2009 the Provincial Communications Coordinator collected news during a number of activities including:

- An ICT maintenance and troubleshooting workshop provided by the ICT team and some DLCs at the Hotel Istana Nelayan, Tangerang, Banten.
- Mentoring visits to schools facilitated by school cluster subject specialists (PBS) and school supervisors.
- Kindergarten IAI replication and dissemination workshops arranged for local education officials, and facilitated by DBE 2 MTTs in Karawang, West Java.

To improve the quality of the West Java and Banten biweekly report submitted to Jakarta, the Communications Coordinator shot and edited some short video clips of best practice activities, which were posted on the DBE 2 [youtube](#) link.



Cover of the 5th edition of the West Java and Banten provincial newsletter BEWARA, December 2009.

In December 2009, the DBE 2 West Java/Banten prepared the 5th edition of the provincial newsletter, 'BEWARA'. When its publication was approved, 1200 copies were printed and distributed to all stakeholders and DBE 2 schools. Together with Grants Manager and some DLCs, the Communications Coordinator participated in the CRC monitoring visits to Bogor, Subang and Garut, all in West Java. During these visits she checked to see if members of the CRC management committees were producing communication products such as brochures and local newsletters.

h. Production of non-print materials

The production cycle of a second 20 minute science instructional video, "Banjir" (Floods), concluded during Q1 FY10. Pre-production of this video commenced during Q4 FY09, with finalizing the script and shooting plan, identifying shooting locations, commencing

the search for a new video producer in Bandung, and attendance by the West Java video production team at a DBE 2 video workshop in Malang. The production, editing, and post-production of “Banjir” concluded during Q1 FY10, with the final product prepared for approval by December 2009. At the same time, pre-production commenced for the third instructional video in this series, titled “Ulat Sutera” (*Silkworms*), and this will be completed during Q2 FY10.

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

a. DBE 2 Cooperation with DBE Components and Districts

During the Quarter DBE 2 continued cooperative activities and liaison with the two LPMP in West Java and in Banten, and the relevant P4TK agency in Bandung. LPMP and P4TK staff participated in many DBE 2 activities, and this cooperation, which has now been ongoing for over three years, is laying a solid basis for the deeper involvement of these PMPTK partner agencies in establishing the project’s future sustainability.

Where it has been practical and possible DBE 2 has continued to cooperate closely with DBE 1 and DBE 3, and when opportunities occurred DBE arranged joint DBE123 Provincial Coordinators’ meetings in the Bandung office. It is anticipated that this cooperation will intensify during the transition period to project completion in 2010.

Local Government/Stakeholder Support of DBE 2 Activities in DBE Districts

DBE 2 activity	DBE district(s)/ cluster(s)	Contributing Institution	Contribution
COHORT 1: TANGERANG (27 - 28 Oct 2009) Skills Enhancement Workshop (SEW)	Non DBE 2 from Gugus 3 in Tangerang cluster (30 participants)	Cluster self funding	2 MTT gugus Tangerang Coordinator Project Unit Manager
COHORT 1: KARAWANG (16,17 & 18 November 2009) Skills Enhancement Workshop (SEW)	Rengasdengklok gugus and non DBE 2 gugus (58 participants)	Self funded from each cluster	2 MTT Rengasdengklok
COHORT 1: INDRAMAYU (18 November 2009) Skills Enhancement Workshop (SEW)	Sliyeg gugus (30 participants)	Self funded from Anyelir gugus / cluster	2 MTT Rengasdengklok Coordinator Project Unit Manager
COHORT 2: KARAWANG (19 - 20 November 2009) Skills Enhancement Workshop (SEW)	Kotabaru gugus (60 participants)	Cluster Self Funded and subsidized from DBE 2 WJ & B	2 MTT Kotabaru
COHORT 1: KARAWANG (19 - 20 November 2009) Skills Enhancement Workshop (SEW)	Karawang Barat gugus (45 participants)	Funded by Satria gugus	2 MTT Karawang Barat

Dissemination Activities

DBE 2 activity	Non-DBE district(s)/ cluster(s)	Contributing Institution	Contribution
COHORT 1: CILEGON 12 – 31 October 2009 Transition: Intel Teach Module Workshop	6 gugus non DBE 2 from Purwakarta cluster (156 participants)	Gugus / cluster self funded	ICT team 2 MTT Purwakarta
COHORT 2: BOGOR 14 October 2009 19 October 2009 Transition: Low cost material for Math	3 Gugus non DBE 2 30 participants (14 Oct) 75 participants (19 Oct)	Cluster self funded	2 MTT Bogor Tengah
COHORT 1: KARAWANG 1st: 20 October 2009 (District level, 48 participants) 2nd: 26, 27, 28 October 2009 (District level; 50 participants) 3rd: 5 November 2009 (District level;38 participants) Transition: TK & Active Learning	All gugus and non DBE 2	Cluster self funded	2 MTT Karawang Barat 2 MTT Rengasdengklok
COHORT 1: INDRAMAYU (26-29 October 2009) Transition: Thematic, Marking & Active Learning	Sliyeg gugus DBE 2 (41 teachers & 5 Principals)	Block Grant	2 MTT Sliyeg
COHORT 1: TANGERANG (12 December 2009) Transition: Thematic & the works of students	All gugus non DBE 2 from Cibodas cluster (150 teachers)	Cluster self funding	2 MTT Tangerang 2 MTT Karawaci

D. Challenges for DBE 2 West Java and Banten

The main challenge which emerged during Q1 FY10 is the uncertainty surrounding the DBE project's close-out arrangements during 2010. This uncertainty relates to the timing and scheduling of the close-out sequence and questions about the ability of DBE 1, DBE 2, and DBE 3 to effectively cooperate and communicate to achieve a smooth and efficient close-out in West Java. Since 2005, and although close cooperation was always meant to have been an important part of the DBE123 project, the three DBEs in West Java/Banten have rarely cooperated successfully. Despite best efforts, each component has usually regarded itself as a separate, individual project, disconnected from the other two components. It is already clear that there are differences between the three components in their perceptions of the close-out timings and scheduling for 2010, even though they share provincial office and must cooperate to produce a simultaneous project ending and satisfactory close-out.

In West Java and Banten, the DBE 2 contractor is also the managing contractor for the provincial office, and has a particular interest in managing a smooth close-out. DBE 2 West

Java and Banten is doing everything possible to ensure that each component is aware of the proposed timings and activities in the close-out schedule, and aware of the implications and consequences of each step in that sequence.

DBE 2 West Java and Banten has already begun preparing detailed close-out schedules for itself and for the Bandung office, and these plans will continue to be developed at an accelerated pace during Q2 FY10, in conjunction with DBE1 and DBE3.

E. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter 2, FY10

Between January and March 2010 the main activities and events planned for DBE 2 in West Java and Banten are summarized in the following chart:

DBE 2 West Java/Banten

SUMMARY OF ACTIVITIES SCHEDULED FOR JANUARY-MARCH 2010

Month	Dates	Activity
January	4-8	ICT, Online Facilitator workshop, Semarang
	5-7	M&E, Assistant Training, Garut
	11-15	ICT, Online Course orientation, Solo
	11-15	M&E, School observation 2010, Cisolok & Bayah
	11-16	Transition, IAI TK training, Tangerang
	12-13	Communications-DLC Joint Coordination Meeting, Medan
	14-15	PC Meeting, Jakarta
	18-22	M&E, School observation 2010, Karawang & Tangerang
	18-24	Transition, dissemination SEW, Tangerang
	18-24	Transition, dissemination SEW, Garut
	18-26	ICT, Professional Development, Solo
	20-22	Reading Program, National TOT, Jakarta
	20-22	Transition, IAI TK training, Garut
	25-29	M&E, School observation 2010, Rangkas & Cilegon
	26-28	TOT PBS/Pengawas national training, Bogor
	26-28	Reading Program, Provincial Workshop, Indramayu
	26-30	Nonprint, pre-production video "Ulat Sutra"
28-30	ICT, DALI, Garut	
29	Reading Program, Rollout 1-day workshop, Indramayu	

February	1-5	Nonprint, editing video ‘Ulat Sutra’
	1-6	ICT, Rollout Intel Teach Kab. Garut
	2	Reading Program, Rollout 1-day workshop, Palabuhanratu
	3	Reading Program, Rollout 1-day workshop, Cisolok
	2-4	M&E, School observation 2010, Indramayu
	3-4	PBS/Pengawas meeting, Pendampingan, Subang
	3-4	Nonprint, Final version & report, video ‘Banjir’
	3-4	Reading Program, Rollout 1-day workshops, Subang
	8-12	M&E, School observation 2010, Karawang
	8-12	M&E, National Coordination Meeting, Surabaya
	8-13	ICT, Pengumpulan e-portfolio Intel Teach Cohort2.
	9-10	Reading Program, Rollout 1-day workshop, Cikajang
	9-10	Transition, IAI TK, Bogor
	9-10	Transition, IAI TK, Sukabumi
	11-12	Reading Program, Rollout 1-day workshop, Tarogong
	11-12	Transition, dissemination SEW, Bogor
	11-12	Transition, dissemination SEW, Sukabumi
	15-19	Nonprint, video production ‘Ulat Sutra’, Bogor
	15-19	M&E, School observation 2010, Bogor
	15-20	ICT, DALI Putaran 2 Kabupaten Indramayu
	16	Reading Program, Rollout 1-day workshop, Karawang Barat
	16	Reading Program, Rollout 1-day workshop, Pagaden
	16-17	Transition, IAI TK, Rangkasbitung
	16-17	Transition, dissemination SEW, Rangkasbitung
	16-18	Joint PC/Communications/M&E Meeting, Surabaya
	16-19	PBS/Pengawas Mentoring Workshop, Sukabumi
	17	Reading Program, Rollout 1-day workshop, Rengasdengklok
	17	Reading Program, Rollout 1-day workshop, Jalancagak
	18	Reading Program, Rollout 1-day workshop, Talagasari
	19	Reading Program, Rollout 1-day workshop, Kotabaru
	22-24	M&E, School observation 2010, Subang
	22-25	Nonprint, video editing ‘Ulat Sutra’
	22-26	ICT, DALI Putaran 2 Kabupaten Garut
	23	Reading Program, Rollout 1-day workshop, Bogor Tengah
	23	Reading Program, Rollout 1-day workshop, Tangerang
	23	Reading Program, Rollout 1-day workshop, Cilegon
	24	Reading Program, Rollout 1-day workshop, Tanah Sareal
	24	Reading Program, Rollout 1-day workshop, Karawaci
	24	Reading Program, Rollout 1-day workshop, Purwakata

March	1	Reading Program, Rollout 1-day workshop, Balongan
		Reading Program, Rollout 1-day workshop, Jatibarang
	1-5	M&E, School observation 2010, Garut & Indramayu
	3	Reading Program, Rollout 1-day workshop, Indramayu
	3	Reading Program, Rollout 1-day workshop, Sliyeg
	3	Reading Program, Rollout 1-day workshop, Ciselok
	3	Reading Program, Rollout 1-day workshop, Palabuhanratu
	3	Reading Program, Rollout 1-day workshop, Bayah
	3	Reading Program, Rollout 1-day workshop, Rongkasbitung
	3-4	Nonprint, try-out video "Ulat Sutra"
	8-10	M&E, School observation 2010, Subang
	8-12	Nonprint, post-production, video "Ulat Sutra"
	8-31	M&E, Student Assessment 2010, C1 & C2
	9-10	Reading Program, Rollout 1-day workshop, Cikajang
	9-10	Reading Program, Rollout 1-day workshop, Cilegon
	11-12	Reading Program, Rollout 1-day workshop, Tarogong
	11-12	Reading Program, Rollout 1-day workshop, Purwakata
	18-19	MTT Meeting
	18-22	Nonprint, editing post-production, video "Ulat Sutra"
	23	Reading Program, Rollout 1-day workshop, Balongan
	23	Nonprint, feedback, video "Ulat Sutra", Bandung
	22-23	Transition, IAI TK Training, Cilegon
	24	Reading Program, Rollout 1-day workshop, Jatibarang
	25	Nonprint, feedback, video "Ulat Sutra", Jakarta
	26	Reading Program, Rollout 1-day workshop, Indramayu
	26	Reading Program, Rollout 1-day workshop, Sliyeg

DBE 2 Contract Deliverables Tracker: Progress through FY10 Q1

XX. DBE 2 Contract Deliverables Tracker: Progress through FY10 Q1

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 Q 1, FY09 Q1	Complete: FY06 Q2 (final iteration of Year One workplan approved by USAID); FY06 Q4 Complete: FY07 workplan (submitted to USAID FY06 Q4) FY07 Q4: Draft FY08 workplan submitted to USAID for approval FY08 Q1: USAID approves FY08 workplan FY09 Q1: DBE 2 submits summary workplan to USAID; waiting for revised SOW and budget approval to submit full workplan for approval FY09 Q2: waiting for revised SOW and budget approval from USAID to submit full workplan for approval FY10 Q1: Draft completed following approval of Mod 10
2	Establishment, staffing and functioning of Central and Provincial Offices.	Within three months of the award.	FY05 Q3	Complete: FY06 Q2 FY07 Q4: DBE 2/RTI recruited and hired a new East Java Provincial Coordinator FY08 Q4: DBE 2/AED North Sumatra in process of hiring new Provincial Coordinator
3	Assessment Tool developed and applied in a minimum of 30% of program schools in selected sub-district clusters at the inception of their participation in the program, or as soon as the instrument is developed. Baseline and follow-on data is drawn by the Contractor from the performance assessments for its Results Framework, Performance Monitoring Plan, work plans and reports, and for use in external evaluations.	Within four months of contract award. Two follow-on performance assessments will be conducted prior to mid-term external evaluation scheduled for 2007 and prior to final external evaluation scheduled for 2009.	FY05 Q4	Complete: FY06 Q2; FY06 Q4, baseline 2 applied in sample of Cohort 1 and control schools. FY07 Q3, post test administered in Cohort 1 sample and control schools FY07 Q4: pre-test administered in Cohort 2 sample and control schools FY08 Q2: post-test administration commences in Cohort 2 sample and control schools FY08 Q3: post-test administration completed FY09 Q3: post-test administration completed

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
4	Performance Monitoring Plan and a Results Framework for Program Objective 2 activities, specifying indicators and baseline data and targets – and requisite monitoring arrangements - to measure and report progress at both activity and Program Objective level and contribution to the SO, Improved Quality of Basic Education. This plan will build upon the assessment tool described above.	Draft plan within four months of contract award. Baseline data within six months of award. Annual reports thereafter as input to USAID's Annual Report to AID/W.	FY05 Q4 and annually	Complete: FY06 Q3 FY08 Q1: DBE 2 submits <i>Impact, Results and Progress: DBE 2 Monitoring and Evaluation Report FY 2006 & FY 2007</i> to USAID FY09 Q1: DBE 2 submits <i>Impact, Results and Progress: DBE 2 Monitoring and Evaluation Report FY 2008</i> to USAID FY09 Q3: DBE 2 submits revised results framework to USAID, incorporating revisions to project scope of work
5	School cluster identification in collaboration with other DBE partners	Within four months of contract award and following the identification of districts by the DBE contractor implementing governance activities (Program Objective 1).	FY05 Q4 and following subsequent district selection	Complete: FY05 Q4 (Cohort 1) Complete: FY07 Q3 (Cohort 2) FY08 Q2: Based on post-midterm evaluation discussion and planning with USAID, the selection of Cohort 3 clusters is on hold. FY08 Q3: DBE 2 awaiting formal notification from USAID regarding decision not to implement Cohort 3 as contracted FY10 Q1: Modification received, deliverable complete
6	DLCs and MTTs recruited and hired by Contractor, trained and deployed to the field at a pace commensurate with target district and school cluster selection and activity implementation; one District Coordinator for each participating district, one Master Teacher/Trainer per participating sub-district school cluster.	In the first six months of year one for initial districts; at least three months before year 2, 3 and 4 for staff required in those years.		Complete: FY06 Q2 & Q3; Complete: FY07 Q3 (Request for approval to hire additional MTTs submitted to CTO) FY07 Q4: Written approval received from USAID to hire one additional MTT per cluster FY08 Q1: Contracting of additional Cohort 1 and 2 MTTs underway FY08 Q2: Contracting of additional Cohort 1 and 2 MTTs continues FY08 Q3: Contracting of additional Cohort 1 MTTs complete and additional Cohort 2 MTTs nearly complete. Contract extension for Cohort 1 MTTs underway. FY08 Q4: Contracting of additional Cohort 2 MTTs complete.
7	Formal working protocols and mutually agreed work plans developed for assistance in strengthening pre-service and in-service training in at least two university primary teacher training institutions in each province	Protocols with eleven universities established in year one (two in each province, plus the Open University).	FY06 Q3	Complete: FY06 Q3

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
8	Contractor substantiation that DLCs and MTTs together have developed ways to draw teachers into greater advocacy and involvement in their own career futures and effectiveness, including access to classroom teaching aids, materials, books; interaction with peers, students and parents; and implementation of performance-based professional advancement.	At mid-term and end-of-program external evaluations.	FY07, FY10	FY07 Q4: data collected on MTT performance indicators this quarter. Data analysis will be completed in FY08 Q1 FY08 Q1: MTT Performance Report submitted to USAID
9	Contractor provided technical support and grants in-kind assistance for a pilot kindergarten program, including learning and instructional materials	One pilot community kindergarten per cluster, in response to local initiative and demand.	N/A	FY07 Q1: Interactive Audio Instruction training provided to content experts and Pustekkom and UT scriptwriters. Team of five scriptwriters selected to participate in development of DBE 2 kindergarten program. FY07 Q2: Content Development Workshop for first 50 master plans (programs) completed. Scripts 1-9 written. FY07 Q3: Scripts 1-25 written and produced. Teacher training underway. FY07 Q4: First round of teacher training complete. TK packages with Unit 1 materials delivered to 90% of Cohort 1 TK FY08 Q1: Unit 2 materials complete. Unit 3 and 4 master plans developed. FY08 Q2: Unit 2 materials distributed to 100% of Cohort 1 TK. Second round of TK teacher training completed. FY08 Q3: Cohort 2 TK selected. Production of Units 3 and 4 materials complete. FY08 Q4: Grants packages (Units 1-4) delivered to all Cohort 2 TK. Units 3 and 4 delivered to Cohort 1 TK. Training delivered for all Cohort 2 TK. Draft pre- and post-test analysis report submitted to USAID. Deliverable complete.

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
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	<p>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)</p> <p>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</p> <p>FY07 Q3: All CRCs operational with the exception of Aceh and West Java/ Banten</p> <p>FY07 Q4: All Cohort 1 CRCs operational. Cohort 2 CRC selection underway.</p> <p>FY08 Q1: Cohort 2 CRC selection finalized.</p> <p>FY08 Q2: Cohort 2 CRCs have submitted Tier 1 grant applications (with the exception of Aceh and West Java).</p> <p>FY08 Q3: Starter kits (Tier 1 grants) delivered to Cohort 2 CRCs and training activities underway. Deliverable complete.</p> <p>FY09 Q2: Tier 2 grants awarded to Cohort 2 CRCs, Tier 3 grants to select Cohort 1 CRCs.</p> <p>FY09 Q3: Tier 2 grants continue to be awarded to Cohort 2 CRCs, Tier 3 grants to Cohort 1 CRCs continue.</p> <p>FY09 Q4: Cohort 2 Tier 2 grants award process complete. Tier 3 grant administration commences in Cohort 2 and continues in Cohort 1.</p> <p>FY09 Q1: Tier 3 administration continues across Cohort 1 and 2.</p>

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
11	Target cluster school teachers and students are introduced to simple mathematics and science instructional materials; materials are made locally and/or provided through in-kind assistance.	At schools as they are engaged in the DBE program.	N/A	FY06 Q3, FY07 Q1: Teachers introduced to low-cost instructional materials through <i>Introduction to Mathematics</i> and <i>Introduction to Science</i> STW and KKG workshops. FY07 Q1: MTTs, DLCs and CRC Managers receive training in creating low-cost instruction materials using CRC starter kits FY07 Q2: CRC starter kits distributed and associated training takes place in all clusters in all provinces with the exception of Aceh and West Java/Banten FY07 Q3: Starter kits delivered to 45 out of 57 CRCs – delivery to CRCs in Aceh and West Java/Banten complete next quarter FY07 Q4: Starter kits delivered to all Cohort 1 CRCs FY08 Q3: Starter kits delivered to Cohort 2 CRCs (containing math and science kits as well as other materials) FY08 Q4: Low cost materials development training using starter kits takes place at Cohort 2 CRCs. Deliverable complete.
12	Library assessment	Within the first year of the award.	FY06 Q3	Complete: FY06 Q4

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
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	<p>FY07 Q1: Grants program approved. DBE 2 library book list and reading strategy under development</p> <p>FY07 Q2: DBE 2 library book lists finalized</p> <p>FY07 Q3: Kompas Gramedia MOU under review by USAID. Terms of MOU will define DBE 2 library strategy</p> <p>FY07 Q4: Gramedia PPA still under review by USAID and Gramedia</p> <p>FY08 Q1: Gramedia PPA still under review by Gramedia</p> <p>FY08 Q2: DBE 2 met with Gramedia this quarter. Gramedia team indicated willingness to move forward with proposed alliance activities.</p> <p>FY08 Q3: International Library Consultant traveled to Indonesia to begin to develop DBE 2 school reading program</p> <p>FY08 Q4: Booklist finalized, implementation plan developed. Based on consultants' recommendations, DBE 2 decides not to move forward with Gramedia PPA.</p> <p>FY09 Q1: Implementation of reading program on hold pending USAID approval of revised DBE 2 budget</p> <p>FY09 Q2: Implementation of reading program on hold pending USAID approval of revised DBE 2 budget</p> <p>FY09 Q3: Implementation of reading program on hold pending USAID approval of revised DBE 2 budget and associated staff</p> <p>FY10 Q4: With contract modification approved, grant application process for non text book reading material grants underway.</p>
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	<p>FY06 Q4: Draft procurement plan for grants in-kind submitted to USAID for approval</p> <p>FY07 Q1: Approved</p>

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
15	The multi-grade/multi-age teaching approach will have been applied in cluster schools, to be identified with input from the DBE Contractor implementing the governance activities. If multi-grade teaching proves effective, the Contractor and collaborating universities will train teachers in expanded numbers to teach in a multi-grade classroom setting.	Multi-grade teaching will be applied, on sufficient scale during 2005-2007 for evaluation as a best practice at mid-term in 2007.	N/A	Numbers of schools in Cohorts 1 and 2 with multi-grade classrooms did not exceed 10% minimum required to move forward with deliverable
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	FY09 Q2: DBE 1, 2 and 3 and USAID plan for joint provincial-level DBE best practices workshops to take place in Q3. FY09 Q3: DBE 1, 2 and 3 and USAID jointly agree and plan for best practices workshops to take place early in Q4. FY09 Q4: Joint DBE best practices workshops held in the 5 joint DBE provinces.
17	ICT education "hotspots" pilot project designed and implemented and business plan(s) demonstrating scalability and sustainability.	Within the first year of the activity, and subject to mid-term evaluation in 2007, including updated business plan with actual semi-annual financial data.	FY06	FY06 Q4: Tangerang CRC designated as hotspot pilot site. PPA partner, XL Communications, identified to provide connectivity required for hotspot operations and DBE 2 in process of finalizing the alliance and selecting the schools within Tangerang cluster which will take part in pilot. XL Communications will provide connectivity for DBE 1 and 3 sites as well. FY07 Q2: Discussions took place with Intel Corporation on the development of a hotspot pilot activity in Aceh. A draft pilot project framework was developed. FY07 Q3: Intel Alliance signed FY09 Q2: DBE 2 begins Internet pilot activity at CRCs in Central Java. FY09 Q4: Internet CRC pilot in Central Java complete. The Tier 3 grant process will provide select CRCs across the DBE provinces with Internet connectivity.

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
18	A summary written account of alliances identified and under development with the private sector. For each alliance, the report will include a summary of the contributions of the parties, including the amount of leverage brought by the Contractor; a description of new resources, level of innovations, and new partners; and a summary of how the interests and objectives of each partner converge.	On an annual basis.	FY07 Q1, FY08 Q1, FY09 Q1	FY07 Q2: Brief FY06 PPA summary submitted with DBE 2 Annual Report. FY09 Q1: Written summary submitted with quarterly report. FY09 Q4: Written summary included in this quarterly report. FY10 Q1: Written summary included in this quarterly report.
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.		FY08 Q1: DBE 2 Project Briefing Book prepared and submitted to USAID and midterm evaluation team. FY09 Q4: DE Assessment submitted to USAID FY10 Q1: DE Pilot Concept paper submitted to USAID
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 FY07 Q4: Draft submitted to USAID for approval FY08 Q1: USAID approved workplan FY09 Q2: waiting for revised SOW and budget approval from USAID to submit full workplan for approval FY09 Q3: waiting for revised SOW and budget approval from USAID to submit full workplan for approval FY10 Q1: Workplan drafted following contract modification approval
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. FY07 Q3: The second phase of the assessment was conducted and two pilot sites selected. Final report to be submitted Q4. FY07 Q4: Complete, Final Winrock report submitted to DBE 2

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
5	Establish and operate a small grants mechanism as described above.	Within three months of this modification.	FY06 Q4	<p>FY07 Q1: DBE 2 grants program approved by USAID. Additional documentation on small grants mechanism drafted.</p> <p>FY07 Q2: Aceh MTTs trained in small grants activities, potential grantees selected, procurement specialist hired.</p> <p>FY08 Q2: 37 Cohort 1 schools selected to participate in small grants program.</p> <p>FY08 Q3: All 37 schools submitted grant applications and grants have been awarded. Procurement and delivery will be finalized next quarter.</p> <p>FY09 Q1: 26 out of the 37 Cohort 1 schools received their small grant packages. The remaining 11 will receive their grant packages next quarter.</p> <p>FY09 Q2: Procurement for 11 remaining schools underway. Planning for Cohort 2 small grant recipients commenced.</p> <p>FY09 Q3: Total small grants given so far for 33 Cohort 1 schools totaling US\$ 136,283. Grants process for Cohort 2 will commence in Q4.</p> <p>FY09 Q4: Cohort 1 small grant awards complete. Awarding of Cohort 2 grants will commence early in Q1 FY10.</p> <p>FY10 Q1: Awarding of Cohort 2 small grants started and will conclude next quarter.</p>
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	<p>Complete: FY06 Q4</p> <p>FY07 Q3: FKIP Program Coordinator tendered his resignation. Recruit for replacement underway.</p> <p>FY07 Q4: New FKIP Program Coordinator identified and hired.</p>
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

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
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	<p>FY06 Q4: Memo submitted notifying USAID of revised timetable for deliverable, pending finalization of facility design</p> <p>FY07 Q3: Verbal notification received from CTO indicating facility construction will move forward</p> <p>FY07 Q4: Notification received from USAID indicating construction of new facility to take place in June 08</p> <p>FY08 Q1: Based on guidance from USAID Aceh, DBE 2 sent emails and made phone calls to USAID CTO charged with construction of new facility in order to coordinate finalization of procurement plan and timeline. As of the end of the quarter, DBE 2 was still awaiting a response.</p> <p>FY08 Q2: DBE 2 met with USAID and design build firm contracted by USAID. It was agreed that DBE 2 FKIP team will meet regularly with design consultant to ensure procurement list matches building specifications.</p> <p>FY08 Q3: DBE 2 Unsyiah prepared furniture and equipment requirements for new facility. These lists are being shared with the design consultant and updated as necessary.</p> <p>FY09 Q1: DBE 2 still awaits the bill of quantity from the USAID-contracted construction firm. <u>DBE 2 cannot finalize the procurement plan until it receives the bill of quantity.</u></p> <p>FY09 Q2: DBE 2 still awaits the bill of quantity from the USAID-contracted construction firm.</p> <p>FY09 Q3: Based upon receipt of the bill of quantity and construction schedule from USAID this quarter, the procurement plan has been finalized and will be submitted to USAID in Q4.</p> <p>FY09 Q4: Procurement plan submitted to EDC home office for review. Will be submitted to USAID early in Q1.</p> <p>FY10 Q1: FKIP procurement plan submitted to USAID and approved.</p>

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
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 FY07 Q3: Verbal notification received from CTO indicating facility construction will move forward FY07 Q4: Notification received from USAID indicating construction of new facility to take place in June 08. FY08 Q2: Notification received from USAID indicating construction of new facility to begin by September 08. Management and operational plan development underway. FY08 Q3: Draft standard operating procedures for new facility prepared. FY09 Q2: Human resource management plan developed, standard operating procedures revised and expanded. FY09 Q3: HR management plan and standard operating procedures submitted to Unsyiah administration for feedback and approval. FY09 Q4: HR management plan and standard operating procedures finalized.
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 FY07 Q4: Draft workplan submitted to DBE 2 Jakarta for review FY08 Q1: Workplan finalized, submitted to USAID for approval FY09 Q1: Draft workplan prepared. DBE 2 awaits USAID approval of revised scope of work and budget in order to finalize workplan. FY09 Q2: DBE 2 awaits USAID approval of revised scope of work and budget in order to finalize workplan. FY09 Q3: DBE 2 awaits USAID approval of revised scope of work and budget in order to finalize workplan. FY10 Q1: Workplan drafted.

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
Modification 10				
1	Prepare new work plans for the remainder of the program period that incorporate revised program activities based upon Midterm Review and GOI program priorities.	During the third year of the project implementation and requests for annual work plan submissions in subsequent years remains the same as in the original DBE2 contract signed between USAID and EDC in May 2005.	FY10	FY10 Q1: After receiving contract mod, DBE 2 prepared draft workplan to be submitted to USAID early next quarter.
2	In coordination with USAID CTO, modify staff scope of work and estimated person/month to meet the needs as outlined by Midterm Review and GOI program priorities.	During the fifth year of the project implementation.	FY10	FY10 Q1: Complete. In some cases, project awaiting CO approval for contract extensions.
3	Update Performance Monitoring Plan and a Results Framework specifying indicators, baseline data and targets – to measure progress at both activity and Project Objective level based upon Midterm Evaluation findings. Data will be used as inputs to USAID's Annual Report to AID/W	Annual report submitted to USAID.	FY10	FY10 Q1: To be included in M&E Annual Report, final version of which will be submitted to USAID next quarter.
4	Conduct a selection of new sub-districts and schools in collaboration with local government. Where practical, the selection of new sub-districts and schools would be coordinated with other DBE partners. USAID will provide concurrence on the selection criteria and total number selected. Selection of new districts in Aceh will use the same approach, after the completion of the assessment.	During the fifth year of the project implementation.	FY10	FY10 Q1: Selection of new districts in Aceh completed and approved. Deliverable complete.
5	In coordination with USAID CTO, modify scope of work (SOW) of District Learning Coordinators (DLCs) and Master Teacher Trainers (MTTs) to meet local government and project's priorities in the remaining period of the project.	During the fifth year of the project implementation.	FY10	FY10 Q1: MTT and DLC workplans updated to incorporate new activities addressed in Mod 10.

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
6	In coordination with USAID CTO, develop a pilot distance education program that supports distance education priorities and programs of University Consortium partners, including HYLITE members and Open University.	During the fifth year of the project implementation.	FY10	FY10 Q1: DE Pilot developed and DE Pilot Concept Paper submitted to USAID this quarter. Associated activities will commence next quarter.
7	In coordination with USAID COTR, modify scope of work (SOW) of District Coordinators DLCs and Master Teacher Trainers (MTT) to provide teachers with increased informational resources on how to transfer DBE2 workshop credits and how to earn credits toward an S1 degree through distance learning programs.	At mid-term and end-of-program external evaluations.	FY10	
8	In coordination with USAID CTO, modify work plans of the pilot kindergarten program to support IAI program replication within transition clusters as well as expand the pilot kindergarten program in Aceh.	During the fifth year of the project implementation.	FY10	FY10 Q1: Aceh kindergarten expansion plan completed and approved by USAID. IAI dissemination manual and kits developed and distributed in all project clusters with associated training. Deliverable complete.
9	In coordination with USAID CTO, modify work plans to incorporate a dual role for CRCs selected to participate in the pilot distance learning program. In addition, Internet access will be achieved in other CRCs in each province, the number of which will be determined by an Internet feasibility study.	During the fifth year of the project implementation.	FY10	FY10 Q1: Internet connectivity plans developed for schools and CRCs selected to participate in DE pilot based on results of Internet readiness assessment conducted by DBE 2.
10	In coordination with USAID CTO, modify work plans to meet local government and project's priorities in the remaining period to target cluster school teachers and students are introduced to simple mathematics and science instructional materials and that materials are made locally and/or provided through in-kind assistance.	During the fifth year of the project implementation	FY10	FY10 Q1: DBE 2 continues to incorporate the use of low cost math and science instructional materials into CRC, mentoring, kindergarten, and training package roll-out activities

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
11	In coordination with USAID COTR, modify work plans to meet local government and project's priorities in the remaining period and establish exemplary reading programs by provide training to Master Teacher/ Trainers on how to administer and use the library resource and training to clusters for teachers to use non-textbook reading materials to establish a reading culture.	During the fifth year of the project implementation.	FY10	FY10 Q1: FY10 draft workplan details MTT involvement in classroom reading program roll-out. Associated MTT training will commence next quarter.
12	Update procurement plan to meet revised projects priorities as indicated in modified Scope of Work for the remaining period of the project 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.	During the fifth year of the project implementation.	FY10	FY10 Q1: DBE 2 was never required to produce a "project procurement plan," rather individual project components that include procurement have individual plans. These plans continue to be developed and updated to match project priorities. Current plans include all new activities detailed in Mod 10. Deliverable complete.
13	Update agreement with the DBE1 and DBE3 on a joint arrangement for exchange of information on best practices and implementation experience of mutual interest that will meet local government and project's priorities in the remaining period of the project.	During the fifth year of the project implementation.	FY10	
14	Monitor and report on-going ICT-based small grants. Following the Mid-Term Review, new education hotspots and associated small grants will not be initiated, without prior USAID approval.	Continue on a regular basis.	FY10	FY10 Q1: An Aceh small grants summary is included in the Additional Programmatic Updates section of this report. DBE 2's interpretation of this deliverable is that it only pertains to Aceh small grants. The project is not conducting a "small grants" activity in any other province.
15	Continue to update Public Private Alliance (PPA) and submit reports to USAID for each PPA describing in summary form, the contributions of the parties, including the amount of leverage brought by the Contractor; a description of private resources and level of innovations; and a summary of how the interests and objectives of each partner converge. PPA initiatives in the remaining period of the program will be managed by the USAID/Office of Education.	On a semi annual basis		FY10 Q1: PPA Summary included in PPA Update section of this report.

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
16	Prepare 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 COTR.	FY10	
17	Update materials for teacher training of classroom best practices dissemination initiated by educational personnel to improve communication and coordination with all stakeholders.	During the fifth year of project implementation.	FY10	FY10 Q1: DBE 2 Digital Library to facilitate dissemination of best practices and teacher training materials under development.
18	Prepare an assessment of the status of Distance Education programs in Indonesia and provide specific recommendations on how DBE2 can create a pilot Distance Education program using the Cluster Resource Centers, DBE2 teacher training modules, the current work experience of teachers, available technical supports, and supported by the GOI, Open University, and HYLITE consortium.	During the fifth year of project implementation.	FY10	FY10 Q1: Deliverable complete. (DBE 2 submitted its DE Assessment Report, <i>Upgrading Indonesian Primary School Teachers through Distance Education: Towards Systemic Improvement</i> , to USAID during FY09 Q4)
19	Provide recommendations to USAID as to how DBE2 core activities can be expanded in Aceh and implemented effectively and incorporating contributions (personnel or funding) from the Aceh provincial government. Any expansion into Aceh districts, sub-districts, and schools will need approval by USAID.	During the fifth year of the project implementation.	FY10	FY10 Q1: Deliverable complete
20	The contractor will provide a report on Public Private Alliance activities through the fourth year. This report shall include a list of all active or pending alliance activities and a description of their financial status and programmatic results as of September 30, 2009. The financial status shall include the total amount of funding for the activity itemized by source of funding, leveraged amounts or cost-sharing being applied towards goals in the original contract. The contractor shall also account for how much of the line item for Public Private Alliances in their approved budget has been expended as of September 30, 2009, and the amount budgeted for completion of current activities.	During the fifth year of project implementation.	FY10	FY10 Q1: PPA Activities through Year Four included in PPA Update section of this report. DBE 2 will continue to update PPA status for USAID on a quarterly basis.

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
21	<p>The contractor will develop a program for how local governments and foundations can replicate quality teaching and learning activities to schools and sites not receiving USG assistance.</p> <p>A. Planning for replication. Designate contact persons within the project for replication. Develop key planning materials for interested districts and foundations, such as estimated costs, types of staffing and skills needed, timeline for implementation, overall schematic diagram, and description of expected results. To the extent possible, incorporate planning materials with those of other DBE implementers, especially DBE1 (training on school governance and management) and DBE3 (active learning and civic education for junior secondary level).</p> <p>B. Implementation of replication. Provide technical assistance to local governments and foundations to help them strategically target areas for replicating or expanding quality teaching and learning to other schools/areas. Determine what technical inputs can be provided that will complement the local government or foundation's efforts for successful implementation and will increase the chances for systematic reform to last beyond the period of USAID assistance (usually technical concurrence for these activities can be provided through the annual work plan process). The contractor must have USAID concurrence on the selection criteria and the total number of schools and sub-districts to be selected. Where practical, the selection of new sub-districts and schools for replication will be coordinated with other DBE partners.</p>	During fifth year of project implementation	FY10	