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# Prioritizing Reform, Innovation, and Opportunities for Reaching Indonesia's Teachers, Administrators, and Students (USAID PRIORITAS)



## Annual Report: May–September 2012

### October 2012

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# Prioritizing Reform, Innovation, and Opportunities for Reaching Indonesia's Teachers, Administrators, and Students (USAID PRIORITAS)

Annual Report, May–September 2012

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Prepared by

RTI International

3040 Cornwallis Road

Post Office Box 12194

Research Triangle Park, NC 27709-2194

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## List of Acronyms, Abbreviations, and Terms

APBD	District Budget
AusAID	Australian Agency for International Development
BAPPEDA	Badan Perencanaan Pembangunan Daerah (Regional Development Planning Board)
BEC-TF	Basic Education Capacity Trust Fund (World Bank-funded program)
BERMUTU	Better Education Through Reform Management and Universal Teacher Upgrading Project
BOS	Government-allocated School Operational Assistance Funds
BPTKPU	Balai Pendidik dan Tenaga Kependidikan Pendidikan Umum (the Provincial Teacher In-Service Training Center)
DBE	Decentralized Basic Education (project or district)
DBE3	Sultan Maulana Hasanuddin University in Banten
DBEI	State University of Lampung
DIKTI	Directorate General of Higher Education
DIY	Daerah Istimewa Yogyakarta (Yogyakarta Special Area)
EDC	Education Development Center
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
FIP	Fakultas Ilmu Pendidikan
FKIP	Fakultas Keguruan dan Ilmu Pendidikan (Education Faculty)
FY	Fiscal Year
GOI	Government of Indonesia
HDI	Human Development Index
HELM	Higher Education Leadership and Management (project)
HKBP	Huria Kristen Batak Protestan
HR	Human Resources
IAIC	Institut Agama Islam Cipasung (the Islamic Institute Cipasung)
IAIN	State Islamic Institute
ICT	Information and Communication Technology
ICT4E	Information and Communication Technology for Education
IKIP	Institut Keguruan dan Ilmu Pendidikan
IR	Intermediate Result
IRI	Improved Quality Education
IRR	Inter-Rater Test
IT	Information Technology
JSS	Junior Secondary School
Kabupaten	District or Regency
KKG	Kelompok Kerja Guru (Teacher Working Group-secular primary schools)
KOPERTIS	Konsortium Perguruan Tinggi Swasta (Private University Consortium)
Kota	City or Municipality
LPMP	Lembaga Penjaminan Mutu Pendidikan (Provincial Quality Assurance Institute)
M&E	Monitoring and Evaluation
Madrasah	Islamic School
Menko Kesra	Coordinating Ministry for People's Welfare
MGP-BE	Mainstreaming Good Practices in Basic Education (project)
MGMP	Local Association of Secondary Teachers (grouped by subject matter)
MI	Madrasah Ibtidaiyah (Primary Islamic School)

MIN	Madrasah Ibtidaiyah Negeri (the Islamic Elementary School District)
MOEC	Ministry of Education and Culture
MONE	Ministry of National Education
MORA	Ministry of Religious Affairs
NGO	Nongovernmental Organization
OVC	Opportunities for Vulnerable Children
P4TK IPA	Teacher and Education Staff Development and Empowerment Center
PC	Provincial Coordinator (project position)
PDMS	Project Data Management System
PGMI	Pendidikan Guru Madrasah Ibtidaiyah (the Indonesian Education Organization)
PGRI	Persatuan Guru Republik Indonesia
PGSD	Primary School Teacher Education Department
PLPG	In-Service Teacher Education and Training Program (teacher upgrading unit)
PMP	Performance Management Plan
PRIORITAS USAID	Prioritizing Reform, Innovation, and Opportunities for Reaching Indonesia's Teachers, Administrators, and Students Project
PSE	Effective Schools Center
PTA	Parent-Teacher Association
Puspendik	Pusat Pendidikan (National Education Testing Center)
RTI	RTI International (trade name for Research Triangle Institute)
SD	Sekolah Dasar (Primary School)
SDN	Sekolah Dasar Negeri
SMH	Sultan Maulana Hasanudin
SMP	Sekolah Menengah Pertama (Junior Secondary School)
STAI	Sekolah Tinggi Agama Islam (the Islamic High School)
STR	Student–teacher ratio
T/L	Teaching and Learning
TBD	To be determined
TK	Taman Kanak-kanak (kindergarten)
TTI	Teacher Training Institute
TTO	Teacher Training Officer
UHN	Universitas HKBP Nomensen
UIN	Universitas HKBP Nomensen
UKSW	Univeritas Kristen Satya Wacana
UM	Universitas Negeri Malang
UMN	Universitas Muslim Nusantara
UMS	Universitas Muhammadiyah Surakarta
UMSU	Universitas Muhammadiyah Sumatera Utara
UNESA	Universitas Negeri Surabaya
UNICEF	United Nations Children's Fund
UNIMED	Pendidikan Bahasa Indonesia, Universitas Negeri Medan (State University of Medan)
UNIS	Universitas Syech Yusuf
Unismuh Makassar	Universitas Muhammadiyah Makassar
UNM	Universitas Negeri Makassar
UNNES	Universitas Negeri Semarang
Unpas	Universitas Pasundan
UNS	Universitas Negeri Sebelas Maret
UNTIRTA	Universitas Sultan Ageng Tirtayasa

UNY	The State University of Yogyakarta
UPI	Universitas Pendidikan Indonesia
US	United States
USAID	United States Agency for International Development
USD	United States dollars
USG	United States Government
WE	World Education
WSD	Whole School Development (program)

## EXECUTIVE SUMMARY

The United States Agency for International Development–Prioritizing Reform, Innovation, and Opportunities for Reaching Indonesia’s Teachers, Administrators, and Students (USAID PRIORITAS) project began in May 2012 with the aim of achieving expanded access to quality basic education (IR1). The intermediate results (IRs) that the project aims to achieve are as follows:

- strengthened instruction in schools in targeted districts (IR 1.1)
- improved education management and governance in targeted schools (IR 1.2)
- strengthened coordination between all levels of the Government of Indonesia (GOI) and education institutions (IR 1.3).

This report covers the first five months of the project performance from May to September 2012. Key accomplishments are included below.

### Key Accomplishments in Year I

PRIORITAS achieved the following results during Year I of the project:

- Successfully complied with the schedule of deliverables set out in the project contract
- Completed all key project documents, including a grant manual and the work, procurement, implementation, and monitoring and evaluation (M&E) plans
- Started implementing project technical activities, especially the Early Grade Reading Assessment (EGRA)
- Established temporary project offices in Jakarta and in four provinces; established permanent project offices in three provinces
- Successfully recruited and mobilized all five key staffing positions, including the Chief of Party and Deputy Chief of Party
- Recruited and mobilized 110 project staff
- Identified and hired 13 short-term technical consultants to provide specific expertise on the design of key project components, including EGRA and the In-Service Teacher Training Program
- Held a planning meeting with all project staff to familiarize them with the project work plan and to plan out the schedule for three months of activities
- Held productive consultations with seven different directorates in the three main partner national ministries
- Involved 10 national and regional government staff in project technical activities
- Conducted discussions in all seven provinces with key regional stakeholders, including the Governor’s Office
- Held discussions with all key education stakeholders in Decentralized Basic Education (DBE) Project and new PRIORITAS districts; received commitments for participating in project activities
- Selected all main project partners, including 16 Teacher Training Institutes (TTIs) and 69 districts for Year I of project implementation
- Completed a rapid assessment of existing modules; used the assessment to successfully design and develop the project’s foundational modules for the Whole School Development (WSD) program

- Held focus group discussions and interviews with stakeholders in 19 PRIORITAS districts and seven provinces to assist them with assessing their own capacity development needs
- Disseminated DBE programs and approaches by providing technical assistance to 17 participants in two districts of Central Java
- Completed the EGRA protocol and survey design to be used during the project
- Trained 116 enumerators to administer the EGRA, including 25 project staff, 23 lecturers, and 45 student teachers
- Successfully designed and field tested project data collection instruments, including student performance assessments, and completed the framework for the Project Data Management System (PDMS).

## **Project Planning and Preparation**

Activities in the first part of Year 1 focused on mobilization and project planning and preparation.

## **Project Management**

A revised work plan was prepared and submitted to USAID on August 10, 2012, and received approval on September 12. Other key project documents included a grant manual and project procurement and implementation plans.

## **Administrative Start-up**

From May to September 2012 of PRIORITAS, there were two main administrative accomplishments. First, PRIORITAS set up temporary project offices in all locations and three permanent provincial project offices in Banten, Central Java, and Aceh. Second, PRIORITAS recruited and mobilized 110 project staff and hired 13 short-term technical consultants who provided specific expertise for the design of particular components of the project, including the EGRA.

## **Technical Start-up**

During the first five months of the project, PRIORITAS engaged in consultations with a wide variety of national and regional stakeholders. The meetings were held with seven different strategic departments at the three key national ministries to introduce the project and senior project and United States Agency for International Development (USAID) staff. The meetings were also held to explore ways in which the project work would be relevant to that of the Ministries. Strong relations were established at both senior official and technical staff levels.

At the regional level, provincial project staff held consultations with stakeholders to introduce the project, seek input into the selection of district partners, and discuss working agreements. Key stakeholders met in each province; these included the Governor and Vice Governor, the Head of the provincial Department of Education and the Department of Religious Affairs, the Head of the Bureau for International Cooperation and the Head of the Bureau for Planning.

The selection of partner districts and TTIs was concluded by September. A total of 69 districts were chosen to partner with the project and 16 TTIs. Of the 69 partner districts, 46 are former DBE districts, and the remaining 23 are new PRIORITAS districts. A total of 33 additional TTIs were identified as provincial consortium partners.

To ensure a shared understanding of the project objectives and approaches and the coordinated and efficient implementation of project activities, PRIORITAS held a planning meeting with all project staff from July 31 to August 2, 2012, in Yogyakarta. Meeting sessions included descriptions of the

project, the work conducted, M&E, communications, and project administrative and financial rules and regulations.

Following the completion of a rapid assessment of existing modules and approaches on improving teaching and learning and school-based management in June, PRIORITAS held a Module Repackaging and Development Workshop at the Hotel Atlet Century Park in Jakarta from September 10 to 13, 2012. The purpose of this workshop was to develop two foundation module packages suitable for school managers and teachers and to assist facilitators in preparing and presenting training in the field. Participants included project technical staff, short-term consultants, and representatives from the school sector and from the Ministry of National Education (MONE) and the Ministry of Religious Affairs (MORA). By the end of September, drafts of the modules were submitted for review and editing.

USAID PRIORITAS also started work on two assessments designed to provide broad direction for project planning. The first study included an assessment of the provincial government's role. This assessment was designed to better understand the policy framework for the provinces' role in the management of education and the extent to which they are currently able to fulfill this role. The second study is a collaborative assessment of the PRIORITAS Cohort I districts and provinces to assist district and province personnel in assessing their own capacity development needs. Both assessments involved focus group discussions and interviews with stakeholders, including government officials from the District and Provincial Education Offices, Religious Affairs Offices, Subdistrict offices, school supervisors, teachers, principals, community members, and education councils.

### **Strengthened Instruction in Schools**

PRIORITAS continued to promote and support dissemination of the USAID programs in the former DBE districts to strengthen instruction in schools. Project staff in Central Java supported the dissemination of DBE programs for 173 participants in two districts. The costs of the training were covered by funds from the World Bank (Basic Education Capacity-Trust Fund [BEC-TF]). In other provinces, dissemination with technical support from PRIORITAS did not take place, although it has been reported that DBE programs were disseminated without PRIORITAS support in East Java and that several districts in West Java have developed dissemination plans for October and December 2012.

### **Early Grade Reading**

USAID PRIORITAS has a specific focus on improving the teaching and assessment of reading, especially in the early grades, and has designed a comprehensive program to support children in project areas to acquire basic literacy skills. By September 2012, PRIORITAS completed the design of the project's EGRA, an instrument designed to assess foundational reading skills that a child must have to read fluently and with comprehension. Between September 3 and 17, 2012, a small team of reading and early grade experts from PRIORITAS staff and short-term technical consultants designed the PRIORITAS EGRA survey and developed a draft protocol for use during the project. A workshop involving 24 reading and early grade experts from different institutions across the country was conducted from September 17 to 21, 2012, to review, adapt, and test the draft EGRA instrument. The field test indicated that the instrument was valid and reliable, and the final EGRA instrument was completed by the end of the workshop. With the EGRA adaptation workshop, field test, and final instrument revision complete, PRIORITAS conducted a workshop to train and select 116 enumerators to carry out the main EGRA survey.

## **Reporting and Communication**

Routine reporting systems were established during Quarter 2 to ensure timely and comprehensive technical and narrative reports. Project activities were summarized in two documents: the Quarter 1 report was submitted on July 15, 2012, and Quarter 2 on October 15, 2012. Quarterly financial reports were also submitted.

PRIORITAS also developed and used a variety of media to provide information about the project and promote and encourage the dissemination of good practices, including a project fact sheet, a national newsletter, and a website.

## **Monitoring and Evaluation**

By September 2012, the project had developed and received approval for performance metrics and measurable indicators. These indicators, including targets for Years 1 and 2, were submitted to USAID on September 23 and received approval on September 25. Data collection instruments were developed and pre-tested in Central Java between September 17 and 21. These instruments included a new science test designed to assess the performance of students in grade 8 in junior secondary schools. The framework for the PDMS was also completed.

## **Challenges and Constraints**

Despite a rapid and successful start-up, the implementation of project activities suffered some delays regarding the approved work plan because of a number of constraints and challenges, some of which were difficult or impossible to control. The main challenges included delays in recruiting and mobilizing project staffing; locating, renting, and equipping suitable project office space; and setting up the necessary financial systems to enable the provincial offices to independently implement activities. The size and complexity of the project also remain a challenge.

## **Activities for the Next Year**

From the beginning of October 2012, PRIORITAS will move from the period of start-up and mobilization to a period of intense implementation. During the next 12 months of PRIORITAS, the national and provincial project launch will occur, baseline project data will be collected, initial EGRA results will be analyzed and training activities in schools, districts, and TTIs will begin.

# I INTRODUCTION

This document is the Year 1 Annual Report for the USAID PRIORITAS project. This report covers a period of five months (May through September) because the project only started in May 2012.

The report is divided into five main sections as follows.

**Section 1** provides an overview of the project, including aims and objectives, inputs, scope, and beneficiaries.

**Section 2** presents the main project activities and achievements during the initial five months of the project. Because this project is so new, these achievements essentially describe the project's start-up, planning, and preparation activities.

**Section 3** discusses the project's challenges and constraints during the period under review.

**Section 4** describes the plans for the next 12 months of project implementation.

**Section 5** includes 10 annexes, which provide more detailed information on project activities, such as the participants in project activities.

## 2 PROJECT OVERVIEW

### 2.1 Aims and Objectives

The USAID PRIORITAS project started in May 2012, with the aim of supporting the overall USAID goal of expanded access to quality basic education and improved quality and relevance of higher (teacher) education (IR1). The IRs of the project are as follows:

#### IR 1.1 Strengthened Instruction in Schools (Component 1)

- 1.1.1 More Effective Pre-Service (Teacher Education) Programs
- 1.1.2 More Effective In-Service (Teacher Education) Programs

#### IR 1.2 Improved Education Management and Governance (Component 2)

- 1.2.1 Strengthened Capacity at the School Level
- 1.2.2 More Effective District-based Management

#### IR 1.3 Strengthened Coordination Between All Levels of GOI and Key Education Institutions (Component 3)

- 1.3.1 Greater Capacity to Inform National Policy
- 1.3.2 Greater Capacity to Build Linkages
- 1.3.3 Greater Capacity for Staff Development
- 1.3.4 Greater Capacity to Advocate for Education (Funding).

The development hypothesis, which is implicit in the project design, correlates directly with this results framework. Expanded access to quality basic education will be achieved by: (1) strengthening pre and in service teacher training programs so that more and better trained teachers are working in more classrooms and so more schools are offering a higher quality of instruction; (2) improving education management and governance of schools and districts will mean teachers are receiving more and improved support to assist them to teach better; and (3) strengthening coordination at all

levels of GOI agencies and education institutions to will improve communication, information-based planning and policy making, feedback, and better use of financial and human resources within a decentralized system.

## 2.2 Project Inputs

The project is working with a wide range of local partners and implementing an extensive program of interventions and activities to achieve the IRs and subresults. For instance, the project is:

- Building the capacity of TTIs to provide better quality training programs for both teachers in training and serving teachers by developing the knowledge and skills of teacher educators to use student-centered and innovative training methodologies and by increasing their access to and use of quality training curricula, resources, and facilities.
- Working with the TTIs to design and implement an in-service training program to improve school management, leadership, teaching, and learning, especially in early grades reading (EGR) and in mathematics and science to expose them to models of good practices, which can be adopted and used in their in- and pre-service programs
- Increasing opportunities for new and serving teachers and school managers, so they can learn from good practices by creating a network of good practice schools linked to the TTIs
- Supporting a more systemized approach for the provision of in-service teacher training opportunities by improving human resource planning and budgetary allocations at the district and provincial level with the Lembaga Penjaminan Mutu Pendidikan (LPMPs; Provincial Quality Assurance Institute)
- Improving the ability of school leaders to better support quality teaching and learning in schools in a decentralized system by improving the capacity of school principals and supervisors as instructional leaders and school managers
- Developing the capacities of schools and districts to use good data and information for better planning, budgeting, and policy development, focusing on improved teaching and learning and increasing the role of civil society in governing education
- Supporting the capacity of provincial-level Education Offices to coordinate policy implementation and synchronize the implementation of education programs
- Strengthening the coordination and horizontal and vertical linkages between all education stakeholders by involving them all in project planning, implementation, and evaluation activities.

Throughout all interventions, PRIORITAS is working closely with local service providers, especially TTIs, to build their capacities to continue to use and disseminate good practices.

All of project interventions ultimately aim to expand access to IRI, which will result in better learning outcomes for more children.

## 2.3 Geographic Scope

Throughout the life of the project, PRIORITAS will work in 10 provinces, with approximately 106 districts: 46 of these will be former DBE districts, and the remaining 60 will be new PRIORITAS districts.

These districts will be phased into the project in cohorts over the first three years as shown in Figure 1.

**Figure 1. Five-Year Implementation Plan**

Year 1		Year 2		Year 3		Year 4		Year 5	
2012	2013	2014	2015	2016	2017				
	46 DBE districts								
	Cohort 1 PRIORITAS districts (23)								
	Cohort 2 PRIORITAS districts (27), including 4 in Papua								
	Cohort 3 PRIORITAS districts (10 in new provinces)								

In this first year of the project, PRIORITAS is providing support to 46 former DBE districts to encourage dissemination of good practices and to leverage the capacity built within these districts to support implementation in the new PRIORITAS districts. Also during Year 1, an initial cohort of 23 new districts was selected for the project in parallel with the former DBE districts. The locations of all of the partner districts are presented in Annex I.

## 2.4 Direct Beneficiaries

During Year 1, the project is targeting up to 552 schools, including 368 primary and 184 junior secondary schools. Although at the time of writing this annual report, PRIORITAS has not yet selected the partner schools or collected baseline data, it is anticipated that the project will reach more than 5,000 teachers and 100,000 students in these schools during Year 1.

PRIORITAS will also work directly with 16 partner TTIs (two to three per province) and an additional 35 through consortia, reaching approximately 1,100 educators (lecturers) from these institutions.

A breakdown of the estimated direct project beneficiaries for Year 1 is shown in Table I.

**Table I. Anticipated Direct Beneficiaries**

Direct Beneficiaries	Number
Districts	69
Primary schools	368
Junior secondary schools	184
Teachers	5,500
Learners	100,000
Teacher Training Institutes	16
Higher education lecturers	1,100

Many more beneficiaries are expected to be reached indirectly by the project through support to partner or government-funded dissemination programs.

## **3 SUMMARY OF PROJECT ACTIVITIES**

### **3.1 Project Planning and Preparation**

Activities between May and September 2012 focused on project mobilization and planning and preparation. The main accomplishments during this time period included the completion of the project work plan and other key project documents, establishment of project offices, and recruitment and mobilization of staff. More accomplishments included consultations with national and regional stakeholders, the selection of partner districts and TTIs, and the development of formal working agreements with provinces, districts, and TTIs.

### **3.2 Project Management**

An annual work plan was submitted on June 15, 2012, for review. Following input from USAID, a revised work plan was prepared and presented to USAID on August 10, 2012, and received approval on September 12. The revised work plan describes the activities for Year 1 of the project (May 2012 to September 2013) and presents indicative activities over the life of the project (May 2012 to April 2017).

PRIORITAS also completed and submitted a number of other key project documents between May and September 2012. These documents included a grant manual and project procurement and implementation plans

A set of project monitoring indicators was submitted at the end of June 2012 and revised in September. USAID approved the M&E plan on September 25, 2012.

### **3.3 Administrative Preparation**

Between May and September 2012, PRIORITAS set up the systems and operations related to the operations and management of the project.

#### **3.3.1 Project Offices**

A temporary national office was set up in Sampoerna Strategic Square in June 2012, and the national team continued to work from this office until the end of September. A permanent national office was identified, and national project staff will move into this office in early November 2012.

Temporary offices were also set up in each of the project provinces in May 2012. PRIORITAS established permanent offices in three provinces in August and September. Offices were identified in all of the other provinces, and the process for procuring the office space has begun. Table 2 shows the status of each of the project offices at the end of September 2012.

**Table 2. Status of PRIORITAS National and Provincial Offices**

Office	Location	Status	Completion or Estimation Date
National	Jakarta	Currently being equipped	November 15
Aceh	Banda Aceh	Office established	August 13
Banten	Serang	Office established	September 1
Central Java	Semarang	Office established	September 10
East Java	Surabaya	In process	Estimated October 12
North Sumatra	Medan	In process	Estimated October 31
South Sulawesi	Makassar	In process	Estimated October 1
West Java	Bandung	In process	Estimated October 31

### 3.3.2 Project Staffing

During the period under review, PRIORITAS recruited and mobilized a large number of staff, both for the national and provincial teams. By the end of September 2012, all key positions were filled and 110 local staff were hired. The details of all staff joining the project between May and September 2012 are provided in Annex 2. The organizational structure at national and provincial levels is presented in Annex 3.

### 3.3.3 Short-Term Technical Assistance

PRIORITAS hired a number of local and international short-term technical consultants to provide specific expertise to support the design of the project as shown in Table 3.

**Table 3. Short-Term Technical Assistance**

Name	Position	Origin
Jiyono	Policy and Stakeholder Consultant	Local
Jahja Umar	Policy and Stakeholder Consultant (EGRA)	Local
Supriono Subakir	Policy and Stakeholder Consultant (Technical)	Local
Angie Siti	Early Grade Consultant	Local
Moh Najid	Language Consultant (EGRA)	Local
Furaidah	Language Consultant (EGRA)	Local
Maria Ulfah	Early Grade Reading Consultant (EGRA)	Local
Wiwit	Early Grade Reading Consultant (EGRA)	Local
Hadi Suwono	Science Consultant	Local
Ferdy S.R.	Science Consultant	Local
Toto Purwanto	M&E Consultant	Local
Yanti Kusumawardhani	Interpreter (EGRA)	Local
Margaret Dubeck	RTI International EGRA Expert	International

### 3.4 Technical Start-up

Between May and September 2012, PRIORITAS was fully engaged in the technical start-up of the project. Main activities included initial discussions at national, regional, and district levels. These consultations were held to introduce the project, assess the relevance and impacts of recent policy developments, and gain input into project planning and specifically the selection of project partners.

The early planning activities for PRIORITAS were to work with USAID and the bridging team, which was appointed by USAID to assist with coordination in the period immediately following the completion of DBE and prior to the start-up of PRIORITAS. Following these early meetings, a three-day planning meeting was held in May with provincial coordinators (PCs) and the USAID bridging team; another two-day session was held on June 12 and 13, 2012. As a result of these meetings, work planning was well informed, and the PCs could confidently move ahead with the administrative and technical start-up activities.

#### 3.4.1 Consultations at the National Level

The project and USAID are committed to cooperating closely with GOI at the central, provincial, and district levels. Several meetings occurred between project staff, USAID staff, and senior government officials based at the Coordinating Ministry for People's Welfare (Menko Kesra), the Ministry of Education and Culture (MOEC) and MORA. The meetings held in August are shown in Table 4.

**Table 4. Meetings with National GOI**

Date	Government Ministry and Department	Senior GOI Officials Present
August 13	Menko Kesra	R. Agus Sartono, Deputy for Education and Religion
August 14	Research and Development Center, MOEC	Hendarman, Secretary of the Center
August 14	Directorate General of Basic Education, MOEC	Suyanto, Director General; Didik Suhardi, Director of Junior Secondary Education
August 14	Directorate General of Islamic Education, MORA	Nur Sam, Director General; Dedi Djubaedi, Director of Madrasah Education
August 15	Directorate General of Higher Education, MOEC	Djoko Santoso, Director General; Supriadi Rustad, Director for Human Resources
August 30	Board for Development of Educational Human Resources, MOEC	Syawal Gultom, Head; Abi Sujak, Secretary

The purpose of each of these meetings was to:

- Introduce the project, USAID, and senior project staff to the senior officials of the institution
- Explore ways in which the project work would be relevant to the institution's work
- Introduce relevant technical staff of the institution with whom the project intends to work
- Invite staff to participate in the project launching
- Invite the head of the institution to participate in a study tour of the United States (US) to build ties and understanding between the US and the GOI.

Separate meetings took place between project staff and consultants and GOI staff with Haris Iskandar, the Secretary of the Directorate General of Higher Education, and Hari Setiadi, the Director of the Education Assessment Center of MOEC. The latter meeting was to discuss the EGRA.

Relations with the various departments of the MOEC and with MORA were established quite well at both senior official and technical staff levels. There was a ready acceptance of the PRIORITAS project and a willingness to work cooperatively on project activities. Ten staff of MOEC and MORA have already participated in central-level technical activities, including the “Training Module Revision” workshop (see section 3.6.2) and the “Adaptation of EGRA and the Training of EGRA Enumerators” workshop (see section 5.3). The project will continue to regularly engage MOEC and MORA staff about project activities.

### **3.4.2 Consultations at the Provincial Level**

Consultations were also conducted with stakeholders at the provincial level. The purposes of these consultations were to:

- Introduce the project, USAID, and senior provincial project staff to the senior officials of the provincial institutions
- Seek input into the selection of districts to become partners of the project
- Discuss collaboration and the project working agreements.

A full list of these meetings and brief descriptions of their purposes can be found in Annex 4 of this PRIORITAS annual report.

### **3.4.3 Consultations at the District Level**

Consultations also took place at the district level. During the first five months of PRIORITAS, these meetings were conducted mostly in former DBE districts to introduce the new USAID program and determine the interest and commitment of these districts in participating in the project. In all cases, the districts strongly welcomed PRIORITAS, confirmed that they were interested in becoming partners, and were willing to allocate funds to support dissemination of the project.

## **3.5 Partner Selection**

By September 2012, PRIORITAS completed the selection process of the main project partners for Year I of project implementation. The process resulted in a list of partners, consisting of 69 districts (including 46 former DBE districts) and 16 TTIs. The process of selecting the project partners is described in section 3.5.1.

### **3.5.1 Teacher Training Institutes (TTIs)**

PRIORITAS is working with 16 TTIs (two or three in each of the seven project provinces) in Year I of the project. The project is expanding its impact to other TTIs through engaging consortia consisting of between five and seven TTIs in each province for which the partner TTIs will serve as the mentors.

The partner TTIs selected by the project were chosen according to the following USAID–approved criteria in June 2012:

- Has teacher training as their main activity
- Has prior successful experience in working with the DBE project
- Is considered to be a key institution within its province by the provincial and central GOI
- Is a partner of the USAID-funded Higher Education Leadership and Management (HELM) project
- Has stated enthusiasm and commitment from TTI's leadership to participate in the project
- Is willing to serve as a mentor to other TTIs and to disseminate best practices
- Is accredited by the MOEC to conduct the teacher certification program (PLPG).

In addition, the project took into account TTIs that were members of the Pittsburgh University Consortium, formed under DBE. The project also ensured that a mixture of state and private, general and Islamic TTIs were chosen.

In many cases, the choice of key institutions was quite obvious. Some are prominent TTIs and were strong partners of DBE. In other cases, further consultation and analysis were required before reaching a decision about whether the TTIs should be included.

The project team prepared long lists of possible TTI partners in July 2012 and indicated, on the basis of the approved criteria, which institutes should be included in the short list of core partners and which should be included in the longer list of local consortia.

Informal discussions with short-listed institutions took place in July and August 2012 to assess their readiness and commitment to participate as partners in PRIORITAS. Discussions with provincial counterparts helped to confirm the current role of TTIs and the relationships with provincial and district governments.

In August 2012, the national project team consulted with MOEC's Directorate General of Higher Education (DIKTI), over two meetings with the Director General, the Secretary, and the Director for Personnel Development. The project team also met with the Director General of Basic Education and the Director General of Islamic Education and his staff at MORA. At these meetings, the short list was discussed and, in general terms, agreed upon. Following this meeting, the project decided to include two other TTIs: Universitas Negeri Yogyakarta (UNY; The State University of Yogyakarta) and the State Islamic Institute (IAIN) Sunan Ampel, Surabaya was chosen because it is one of a group of major teacher training universities. Most of the other major teacher training universities are already taking part in the project. UNY's catchment area covers a large part of the project-assisted province of Central Java. IAIN Sunan Ampel was chosen because it was deemed advisable to include an Islamic institution in East Java, an area with a strong Islamic education tradition.

A complete list of selected TTIs and proposed consortia members is included in Annex 5. In generating this final list of partners, it should be noted that:

- It was not possible to include many of the partner universities of the HELM project because most are either not TTIs or are not in PRIORITAS provinces.
- All but two of the Pittsburgh Consortium members are included: Cendrawasih University in Papua, which will likely be included when the project expands to Papua Province, and the Open University.
- All but four DBE partner TTIs are included: Cendrawasih University, the Open University, the Sultan Maulana Hasanuddin University in Banten (DBE3), and the State University of Lampung (DBE1).

### 3.5.2 Former DBE Districts

Of the 49 former DBE districts, 46 were selected to become partners of the project. The former DBE districts were invited by letter to express interest in and demonstrate commitment to participating in USAID PRIORITAS. The process was based on the following USAID–approved criteria for the reselection of DBE districts:

- Demonstrated commitment by describing how they have continued the good practices developed under DBE and proven in the school- and cluster-level practices
- Stated budget provision to support ongoing dissemination and support for good practices
- Stated commitment to provide personnel, both for within-district dissemination programs and to support the introduction of the program in new PRIORITAS districts.

In June 2012, the USAID bridging team, PRIORITAS provincial coordinators, and provincial government counterparts, reviewed the performance of all former DBE districts, both during the previous project and the extent of the dissemination of good practices following the project closedown. The project then sent a letter to these districts inviting them to apply to take part in PRIORITAS and demonstrate their commitment to sustaining and disseminating DBE innovations. Responses to the invitation letters were reviewed. A selection was then made based on the advice of the bridging team, provincial government counterparts, the reviews of district performance, and the application letters from the districts. Annex 6 provides a list of the former DBE districts that will be involved in the project for the first two years.

### 3.5.3 Cohort I PRIORITAS Districts

As listed in Annex 6, a total of 23 districts were selected in Year I for Cohort I<sup>1</sup>. These districts were selected in cooperation with the provincial governments and according to the criteria approved by USAID and discussed with the provincial counterparts. These criteria are as follows:

- Demonstrated commitment through participation in the DBE dissemination process
- Stated an intention to participate in the PRIORITAS project and clearly declared (1) financial and (2) human resource commitments
- Accessibility to the selected TTIs to ensure efficient implementation of pre-service activities
- Proximity to DBE districts to enable peer learning opportunities
- Other factors, including poverty, capacity, the presence of other donor activities, and provincial considerations (e.g., newly expanded or subdivided districts), may also play a role in the selection process.

In some cases, provinces added their own selection criteria. As described in section 3.5, PRIORITAS provincial teams met with key counterparts in each province to select the districts. Although the process varied somewhat, in all provinces it included the following steps:

- Preparing a long list based on agreed-upon selection criteria, including local considerations. Some analyses occurred at this point, depending on local priorities (e.g., comparing districts on Human Development Index [HDI] scores, such as average school retention years).
- Preparing a short list from within the long list, based again on the ranking against the agreed selection criteria as a result of discussions with government counterparts.

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<sup>1</sup> One extra district is proposed for North Sumatra in Cohort I to meet the requirement for one district to be near a TTI.

- Visiting districts; in some cases, districts were visited for informal discussions to determine the level of interest and commitment to improving education.

Bogor District was initially selected for PRIORITAS. However, this district demonstrated a lack of interest and commitment in the program; therefore, on September 24, 2012, the Provincial Government of West Java and USAID agreed to replace the Bogor District with Kota Cimahi.

### **3.5.4 Working Agreements**

During Quarter 2, a standard working agreement was drafted by the project for work with each of the project partners (province, district, and TTIs). These working agreements explain the roles and responsibilities of each of the parties. The documents have been reviewed and approved by USAID and RTI and are currently under review by the project partners.

## **3.6 Project Modules and Materials**

PRIORITAS will develop and implement a comprehensive in-service training program to use in partner schools and districts. This program will adopt a whole school approach aimed at developing the school, in all of its aspects as an organization, so that it forms a context that supports and encourages the provision of quality and innovative education. The ultimate goal of this program is to see significant improvements in the quality of teaching and learning, which lead to visible increases in student achievement, particularly in mathematics, science, and reading.

Between May and September 2012, PRIORITAS made significant progress in developing the approach and materials for the whole school training program.

### **3.6.1 Rapid Assessment**

In June 2012, PRIORITAS conducted a rapid assessment of training modules and tools from DBE and others by other donors and projects, including the United Nations Children's Fund (UNICEF) and the Australian Agency for International Development (AusAID). The purpose of this assessment was to examine and analyze their relative acceptance by GOI institutions, the extent of their geographical acceptance, and their future utilization under PRIORITAS. The PRIORITAS Rapid Assessment Report was submitted to USAID at the end of June. Key findings were as follows:

- Regarding the modules, in general, they were assessed as feasible for use by PRIORITAS. There are many more modules and materials than are needed for the core training envisaged. Further work will focus on repackaging these existing materials for use in PRIORITAS training. For this, the assessment recommended using materials from UNICEF's Mainstreaming Good Practices in Basic Education (MGP-BE) project as a basis for training in schools, in addition to drawing on DBE and other materials. Materials updating, modification, and repackaging will be an ongoing process. Although the rapid assessment was comprehensive, it was not exhaustive. It is likely that more modules may become available for consideration during the course of USAID PRIORITAS implementation.
- Regarding the training delivery approach, the assessment recommended that the approach taken by the DBE, similar to that taken by other projects, should be adopted by PRIORITAS. That is, district facilitators are selected from the ranks of school supervisors and practitioners and trained to facilitate the training and mentoring of teachers and schools. PRIORITAS will add a stronger focus in preparing, supporting, and using TTIs, including universities, the LPMP, and similar province-level agencies, as higher-level trainers and facilitators. It is envisaged that, over time and through PRIORITAS, the TTIs will develop

greater familiarity with the realities of schools and classrooms and with good practices in teaching, management, and governance to increasingly take on the role of providing in-service training for district facilitators and clusters of schools.

The PRIORITAS Rapid Assessment Report submitted to USAID in June 2012 identified existing training materials developed by a number of agencies that had previously been used with success and could be adapted and repackaged for use by PRIORITAS.

### **3.6.2 Module Repackaging and Development Workshop**

Following the recommendations made in the rapid assessment, PRIORITAS started to repackage and create new materials for use in the first round of training for the WSD program.

A module repackaging and development workshop was held at the Hotel Atlet Century Park in Jakarta from September 10 through 13, 2012. The objectives of this workshop were to:

- Review existing modules and materials as identified in the PRIORITAS Rapid Assessment Report
- Ensure the selected materials were updated for relevance, recent changes in policy and practices, and were focused on project priorities and cross cutting issues
- Develop two foundational module packages suitable for school managers and teachers and specific material to assist facilitators<sup>2</sup> in preparing and presenting training in the field.

Participants included project technical staff, short-term consultants, representatives from the school sector, and representatives from MONE and MORA (see Annex 7).

The first activity of the workshop was a plenary session, which established the guidelines for development of the modules and consisted of a joint review of the materials as a whole group to ensure shared understandings of the tasks. One of the key issues addressed during this session was the integration of school-based management and teaching and learning to provide a more WSD focus. PRIORITAS aims to strengthen the focus of school administrators and managers to provide management and leadership that is directly related to improvements in teaching and learning.

Several other issues were discussed including revising and updating government policies, regulations, and practices mentioned in previous documents and reviewing activities in the light of these changes, and strengthening the sections related to the support and operation of teacher and head teacher support groups. Other issues focused on the inclusion of cross-cutting issues such as gender and health and the introduction of an increased emphasis on developing a culture of reading in the school, for both teachers and school administrators. An increased use of video throughout the training packages will be included to provide quality illustrations and examples of teaching, learning, and mentoring processes for discussion. Using video will help overcome the difficulties experienced by new facilitators when required to model exemplary practices at this early stage of training.

During the remaining days of the workshop, participants worked in groups to complete the detailed changes and additions; these included a review of existing video material and plans for filming additional material when required.

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<sup>2</sup> To implement the training in partner districts and schools and establish a nucleus of effective in-service trainers at the district level, PRIORITAS will select, train, and support a number of national and district facilitators. To assist the facilitators in developing the specific skills for their tasks of training and mentoring TTI staff, teachers, school managers, and administrators, PRIORITAS will develop specific materials to use with the facilitators.

The training packages that present the information in two separate folders for two separate groups will now be included in a comprehensive module for both primary and junior secondary schools. Each package will contain both school-based management and teaching and learning sessions, adapted slightly when required for the two audiences. All stakeholders will be aware of the linkages between good management and good teaching and learning in a more unified way through the presentation and implementation of these packages.

By the end of September 2012, working groups submitted drafts for review, editing, and initial publishing.

### **3.7 Planning and Review Meetings**

To ensure a shared understanding of the project objectives and approaches and the coordinated and efficient implementation of project activities, PRIORITAS plans to engage in regular project planning and preparation meetings with staff and local government at the district and provincial levels. During Quarter 2 (July to September 2012), the project conducted the first project planning meeting.

#### **3.7.1 Project Planning Meeting**

The project planning meeting was held from July 31 to August 2, 2012, in the Grand Aston hotel in Yogyakarta. Meeting participants included the following:

- All project staff from Jakarta and the provincial offices who are involved in project management, administration, and implementation
- One project consultant
- Staff who were expected to be appointed in the near future (but had not yet received contracts).

The purpose of this meeting was to:

- Familiarize project staff with the PRIORITAS project and proposed work plan
- Discuss and resolve implementation issues
- Start the development of provincial implementation plans
- Introduce staff to Human Resources (HR), travel, Information Technology (IT), and other project policies and rules.

Following a description of the project and a lengthy explanation and discussion of the first year of work, the participants discussed issues arising from the discussion of the work plan in their technical groups. These discussions were reported to a plenary session. Sessions also occurred to discuss M&E, communications, and project administrative and financial rules and regulations. The meeting concluded with provincial planning sessions to outline their provincial programs for the first few months of the project.

### **3.8 Studies**

During Quarter 2, USAID PRIORITAS started work on a number of major studies designed to provide broad direction for project planning. These studies are detailed in sections 3.8.1 through 3.8.3 of this annual report.

### **3.8.1 An Assessment of the Role of Provincial Government**

Since the public service reforms and decentralization, the role of the provincial government in the governance and management of education has steadily evolved. Although the provinces were largely bypassed in the early decentralization process, they are now reclaiming a role in the coordination of education development. In August 2012, USAID PRIORITAS started work on a study to assess the current policy framework for the provinces' roles in the management and governance of education and the extent to which they can currently fulfill these roles. Key research questions are as follows:

- What is the stated role of the provincial government relative to the central and district governments?
- How far does provincial government carry out this role; what do they actually do? Especially, how do they use their funding?
- How does provincial government relate to other agencies at province level such as the provincial MORA, LPMP, and TTIs?
- What are the problems and issues the provincial governments face?
- What are the implications for PRIORITAS?

The methodology involved a mix of desk work, a review of the current policy framework, and field work, which includes focus group discussions, interviews, and document analysis to determine the actual role of the province and the expectations of stakeholders.

The initial policy analysis and field work was completed in early September 2012. Work has begun on analyzing the data and preparing the final report. Preliminary findings indicate that the primary role of the province, according to the current regulatory framework, is that of coordination. While the national government is responsible for national education policy and the districts are responsible for the delivery of education through the school system, the provinces are charged with coordinating programs across districts and supporting the development of education through targeted programs to improve teacher quality and district management capacity. Education budgets at province level are substantial. With few routine expenses to cover, most of these funds are available to support development.

The reality, based on this brief assessment, is that provinces are not yet effectively coordinating the planning of educational development across their districts. Vertical and horizontal coordination are weak. Programs are either designed at the national level and implemented by the provinces or are designed by the provinces in a top-down manner with inadequate district consultation. Opportunities are strong for PRIORITAS to support the provinces in developing their role. The initial response to participating in the study and working with PRIORITAS has been encouraging.

The final assessment report, which will be submitted in October 2012, will summarize the current and anticipated role of the provinces and make recommendations on how the USAID PRIORITAS program can best support the changing role of provincial governments in improving access to and quality of basic education and, in particular, on improving teaching and learning in schools.

### **3.8.2 An Assessment of District Governments' Capacity for Management and Governance**

To develop collaborative plans for target provinces and districts, USAID PRIORITAS is conducting an assessment to better understand the capacity development needs of partner districts and provinces in the governance and management of basic education.

During the period under review, provincial teams, supported by national specialists, conducted a collaborative assessment in each of the newly selected PRIORITAS Cohort I districts and provinces. The purpose of this process was so project staff could assist district and province personnel in assessing their own capacity development needs.

The assessments involved focus group discussions and interviews with stakeholders, including government officials from the District and Provincial Education Offices, district planning agencies, the Regional Personnel Bodies, Religious Affairs Offices, subdistrict offices, school supervisors, teachers, principals, community members, and education councils.

Following the completion of the data collection, initial findings were presented to key stakeholders and partners at the provincial and district levels. These assessments will form the basis for the agreements for projects strategic actions, resulting in a basic project implementation plan for each PRIORITAS district and province.

The preliminary findings confirm that the basic focus of PRIORITAS is correct. Although results vary across the provinces and districts, and at the time of writing not all are complete, some of the most common needs identified by the districts for PRIORITAS support involve the following:

- Improving the approaches to teacher quality improvement
- Assisting with mapping and redistribution of teachers
- Improving school supervision and mentoring
- Supporting accreditation of Madrasahs
- Improving data management to support better informed policy, planning, budgeting, and programming
- Increasing coordination between government departments and institutions and between provinces and districts
- Improving the implementation of new policies regarding the inclusion of students with special needs.

Detailed data analysis is now being conducted at the national level. The report for this assessment will be submitted at the end of October 2012.

To prepare for both of the provincial and district studies, a workshop was held in Jakarta with provincial specialists, provincial coordinators, and the national project staff from August 27 to 29, 2012. The provincial teams then spent an average of two days in each district collecting data through focus group discussions and interviews as illustrated in the schedule in Table 4. In most provinces and districts, with the exception of East Java and Central Java, presentations of the preliminary findings were given to key stakeholders and partners. The approach taken in Central Java was slightly different. In this province, formal presentations were not given; instead, findings were discussed with key counterparts during informal meetings in each district and at province level. The activities in East Java were delayed due to the close involvement of the provincial administration in district selection. Data collection for the remaining districts in East Java will be completed early in October along with Cimahi, a newly selected district in West Java.

The process of conducting these assessments was very positively received. This was the first PRIORITAS activity conducted jointly with districts and provinces, and a large number of officials commented informally that they very much appreciated this level of consultation before the start of formal project activities. Furthermore, several officials also observed that the assessment brought together different stakeholders at the province and district levels to discuss current roles and capacity development needs and that this in itself was a very valuable exercise. In some cases, provincial- and district-level stakeholders have also been brought together, and this was observed as a useful exercise.

**Table 5. Schedule of Provincial and District Assessments and Presentations**

Province	District	Data Collection	Presentations
Aceh	Province	September 6 and 7	September 20
	Aceh Jaya	September 11 and 12	September 13
	Bener Meriah	September 11 and 12	September 13
Banten	Province	September 4 and 5	September 6
	Pandeglang	September 18 and 19	September 20
	Serang	September 14 and 15	September 17
Central Java	Banjarnegara	September 6 and 10	
	Purbalingga	September 13 and 14	
	Batang	September 11 and 12	
	Semarang	September 20 and 21	
	Sragen	September 18 and 19	
East Java	Province	September 7, 11, 17, and 18	
	Mojokerto	September 19 and 20	September 21
North Sumatra	Province	September 11 and 12	September 20
	Labuhan Batu	September 17, 18, and 19	September 20
	Nias Selatan	September 17, 18, and 19	September 20
	Kota Medan	September 7 and 10	September 11
South Sulawesi	Province	September 11 and 12	September 12
	Wajo	September 18 and 19	September 20
	Maros	September 13 and 14	September 15
	Bantaeng	September 18 and 19	September 15
West Java	Province	September 11 and 12	September 25
	Bandung Barat	September 13 and 14	September 26
	Ciamis	September 18 and 19	September 28

### **3.8.3 Gender Analysis Study**

PRIORITAS technical staff are conducting a gender analysis study, which began in August 2012. This assessment is primarily a desk study to review and consider findings and lessons learned from previous projects. A draft report was submitted on September 28, 2012, and will be reviewed by PRIORITAS management before being shared with USAID in November 2012. Based on results of the study, PRIORITAS will develop and implement a broad strategy for inclusion and equity, including gender.

## **4 STRENGTHENED INSTRUCTION IN SCHOOLS**

Under Component I, (Strengthened Instruction in Schools), PRIORITAS is working to improve the quality of instruction in schools by developing more effective pre- and in-service training programs. The expectation is that by improving teacher education programs more and better trained teachers will be in the classroom and quality of teaching and learning in schools will be improved.

As part of component I, the project is working to create an in service training program and to create the conditions for districts to be able to independently plan, manage and allocate funds to deliver the in-service training program in order to strengthen instruction in schools.

### **4.1 Dissemination of DBE Programs**

Many DBE project districts continued to use programs introduced by the DBE after project closedown and developed plans for dissemination into 2012, which are still being implemented. For the first two years of the project, PRIORITAS will continue to promote and support dissemination of the USAID programs in the former DBE districts. If districts already have plans, PRIORITAS will provide only assistance to implement them in November 2012. This assistance will consist of PRIORITAS technical staff attending the training as resource persons.

Between May and September 2012, PRIORITAS staff in Central Java supported the dissemination of the DBE program on the Calculation of Standard Education Cost and Accessibility in Demak and Kebumen. The 173 participants who attended the training were from the District Education Office, primary and junior secondary schools, and local nongovernmental organizations (NGOs). The costs of the training were covered by funds from the World Bank (BEC-TF).

In other provinces, dissemination with technical support from PRIORITAS did not occur during the period under review. However, it has been reported that DBE programs have continued to be disseminated without PRIORITAS support in East Java and that the districts of Bogor, Sukabumi, Karawang, and Indramayu in West Java have developed plans for disseminating DBE programs between October and December 2012.

## **5 EARLY GRADES READING**

Reading is a fundamental skill for all children. It is also a foundational skill upon which acquisition of other critical skills and knowledge depends. Therefore, USAID PRIORITAS has a specific focus on improving the teaching and assessment of reading, especially in the early grades, and has designed a comprehensive program to support children in project areas to acquire basic literacy skills.

## 5.1 Early Grades Reading Assessment

In August 2012, PRIORITAS started the design and implementation of the projects' EGRA. This assessment is an instrument designed to assess the foundational reading skills that a child must have to read fluently and with comprehension. This assessment is composed of a number of subtasks that are based on research regarding a comprehensive approach to reading acquisition across languages. PRIORITAS will use EGRA to:

- Obtain a picture of students' reading abilities in project regions
- Identify areas where there may currently be gaps or weaknesses in policy, curriculum, or teacher training programs in children's literacy development
- Determine project interventions for training programs for early grade teachers
- Evaluate the impact of project interventions
- Raise awareness of the importance of reading and reading challenges and motivate local policy makers, ministry staff, donors, schools and civil society to take action.

Between August 3 and 7, 2012, the RTI EGRA expert, Margaret Dubeck, worked with the PRIORITAS team and USAID to familiarize key staff with EGRA and to discuss how it could be used by the project and more widely in Indonesia.

## 5.2 EGRA Protocol

Although EGRA has already been used successfully in many countries, this assessment has not yet been implemented in Indonesia. Therefore, from September 3 to 10, a small team of reading and early grades experts from PRIORITAS staff and selected short-term technical consultants started designing the PRIORITAS EGRA survey and develop an assessment instrument and protocol for use in Indonesia. The team members included the following:

- Angie Anggari                      Project Consultant: Early Grades
- Mohammed Najid                  Teacher Training Officer: Junior Secondary: East Java
- Furiadah                              Project Consultant: Language
- Mariaulfah                            Project Consultant: Early Grades
- Purwi Nuryantini                  Project Consultant: Early Grades
- Lorna Power                         Deputy Chief of Party: USAID PRIORITAS

The PRIORITAS EGRA survey has been designed as shown in Table 6.

**Table 6. EGRA Survey Design**

Language	Bahasa Indonesia
Grade level	Grade 3
Geographic areas	All Cohort I PRIORITAS districts
Institution type	All types of primary schools (secular and religious, public and private) with a representational sample of each type
Sample	4 project schools and 4 nonproject schools per district
Membership	24 students per school (if available), with 12 females and 12 males
Sampling plan	Representational sample of schools and random selection of students chosen from a school roster

The team concluded that the Indonesian EGRA instrument would include six subtasks to assess early reading skills as presented in Table 7.

**Table 7. Subtasks Included in the Indonesian EGRA Instruments**

No.	Subtask	Early Reading Skill	Students' ability to...
1	Letter—Name Knowledge	Recognize letters of the alphabet	Provide the name of uppercase and lowercase letters presented in random order
2	Initial Sound Discrimination	Phonemic awareness	Identify a word which starts with a different sound in a group of words
3	Familiar Word Reading	Automatic word reading	Read simple and common words
4	Unfamiliar Word Reading	Alphabetic principle	Use knowledge of letter–sound correspondence to read non-words (also known as nonsense words)
5 a 5 b	Oral Reading Fluency with Comprehension	Oral reading fluency and comprehension	Read a narrative or informational text with accuracy, little effort, and at a sufficient rate of speed, and then respond to literal and inferential questions about the text the student has read
6	Listening Comprehension	Comprehension	Respond correctly to literal and inferential questions about text read to the student

By September 13, 2012, the team had successfully prepared a draft EGRA protocol and student workbook.

### 5.3 Adaptation Workshop

From September 17 to 21, 2012, USAID PRIORITAS conducted a workshop with 24 reading and early grades experts from different institutions across the country to review, adapt, and test the draft EGRA instrument. The workshop, led by the RTI EGRA expert Margaret Dubeck, was held at the Hotel Akmani in Jakarta and was facilitated by members of the project EGRA team previously listed. As shown in Table 8, the majority of participants were lecturers from universities.

**Table 8. Participants in the EGRA Adaptation Workshop**

Teachers	School Principals	School Supervisors	GOI Officials	Lecturers	Student Teachers	Others
0	0	0	7	17	0	0

A list of participants in the EGRA adaptation workshop is presented in Annex 8.

During the workshop, the participants reviewed each subtask on the draft instrument carefully for language and suitability for early grades reading and made a number of key modifications. The adaptation workshop also included a limited field test of the EGRA instrument at SD Tara Salvia, where all 36 children in grade 3 were assessed. The field test indicated that the instrument was valid and reliable, and the final EGRA instrument was completed by the end of the workshop.

## 5.4 EGRA Enumerators Training

With the EGRA adaptation workshop, field test, and final instrument revision complete, PRIORITAS conducted a workshop to train and select enumerators to carry out the main EGRA survey planned for November 2012.

Prior to the workshop, project staff in each province identified a number of internal staff and external candidates to be trained as enumerators. Because all trainees may not be able to perform to the project standard, each province selected more than the number of people needed against, and according to the key criteria, the most important of which was the ability to work with children. A total of 116 participants, including 25 project staff, attended the workshop. Almost 50% of the nonproject staff were lecturers or student teachers from partner TTIs, as illustrated in Table 9.

**Table 9. Participants in the EGRA Enumerators Training Workshop**

Teachers	School Principals	School Supervisors	GOI Officials	Lecturers	Student Teachers	Others
11	4	2	3	23	45	3

The training, facilitated by the PRIORITAS EGRA team, took place from September 24 through 28, 2012 at the Sultan Hotel complex in Jakarta. The training covered the importance of reading and early grades education, what EGRA is and how it will be used in PRIORITAS, and an introduction to each of the subtasks. The participants had multiple opportunities to practice administering each subtask and to receive feedback on their performance. To ensure a standardized assessment and reliable data, the workshop also included three inter-rater tests (IRR). During the IRR, all participants assessed the same student, and his or her results were compared against an established “gold” standard to see how well each participant was performing.

The participants received training on how to conduct the assessment using both paper and pencil and utilizing electronic data collection software called Tangerine™. This software is designed for use on mobile computers, including netbooks, tablet computers and smartphones to enable recording of students’ responses in EGRA.

After three days of training and workshop-based practice, all students practiced administering the EGRA instrument in five schools in Cilegon. A total of 161 children in grade 3 completed the assessment. The results from this pilot test are currently being analyzed. The results, which will be available at the end of October 2012, will be used to determine the technical adequacy of the instrument.

At the end of the training, participants were assigned roles to carry out in the EGRA survey. These roles are shown in Table 10.

**Table 10. Roles and Responsibilities for EGRA Enumerators**

<b>Role</b>	<b>Responsibilities</b>
Enumerator	Administers the EGRA instruments to students objectively and in a technically correct manner Ensures that all information in all completed EGRA instruments is clear, complete, and consistent
Supervisor	Introduces the EGRA team and explain the purpose to school authorities Guarantees that proper sampling procedures are carried out in schools Supervises the work of the enumerators and ensure quality control
Field coordinators	Oversees the EGRA in the province Provides additional training and support as needed Oversees, plans, and organizes EGRA data collection in the field, including solving problems and troubleshooting

In all provinces, project staff have assumed the roles of supervisors and field work coordinators. A list of EGRA enumerators trained by the project and their roles is included in Annex 9 of this annual report. At the end of the training, 12 participants had not yet met the necessary standards of an enumerator, and these are indicated by an asterisk (\*) in the list. If these candidates are still not performing to the required standard following the refresher training to be held at the end of October 2012, they will not be supporting the project to collect the EGRA baseline data on this occasion.

## **6 REPORTING AND COMMUNICATION**

During the first few months of Year 1, routine reporting systems were established to ensure timely and comprehensive technical and narrative reports.

### **6.1 Routine Reports**

On July 15, 2012, USAID PRIORITAS submitted a report to USAID that covered Quarter 1 of the project. This report focused on the project accomplishments from May through June and highlighted the issues and constraints. PRIORITAS submitted a report for Quarter 2 in October 2012.

### **6.2 Media**

To share information and support the dissemination of good practices, PRIORITAS is developing and publishing a range of media products. Between May and September 2012, PRIORITAS started to develop many media to introduce the project to counterparts and stakeholders. These communications media included the following:

- A project fact sheet
- A work plan lite (summary work plan)
- A draft National Project Newsletter titled *PRIORITAS Pendidikan*
- Project videos.

The project also started to design a project website, which will be used to share information about the project and make all project materials available to the public. This website will also include an interactive practitioners' site on good practices.

## **7 MONITORING AND EVALUATION**

### **7.1 Performance Management Plan (PMP)**

The project developed and submitted performance metrics and measurable indicators during the period under review. The indicators, including targets for Years 1 and 2, were submitted to USAID for review on September 23, 2012, and were approved on September 25. A list of these M&E project custom indicators and appropriate USAID standard and customs indicators that will be used to measure the performance of the project are presented in Annex 10.

These indicators were designed to help the project to measure the dissemination of materials and training at the district level and aggregate it at the provincial level. These indicators also measure improvements in teaching performance, organizational and institutional capacity, increases communication and cooperation, increases in information-based decision making, and, most importantly, improved teaching and student learning in early grades reading, science, and mathematics. The indicators also include a number that will be used to measure PRIORITAS' contribution toward meeting USAID strategic EGR targets.

All indicators will be gender disaggregated. Many indicators will also be disaggregated by cohort location, education level, target organization or institution, or other dimensions, as necessary, to illustrate how different groups participate in and benefit from the project.

Project M&E staff and consultants in Demak and Semarang in Central Java developed data collection instruments, and then pre-tested them from September 17 through 21, 2012. Some instruments were modified subsequent to the pre-test. PRIORITAS will conduct training for staff on M&E in late October 2012.

### **7.2 Project Data Management System**

During Quarter 2, PRIORITAS completed the framework for the PDMS, which has been designed to serve the following two purposes:

1. To share general data on project partners and beneficiaries, which will be available to the public through the project website
2. To include the most current data on the progress being made towards project goals and targets. (These data will only be available for those given specific access.)

The PDMS will be available after partner and baseline data have been collected in October 2012.

### **7.3 Assessment of Student Learning**

The ultimate goal of PRIORITAS is to improve the delivery of education at the classroom level. It is essential that the delivery of education leads to measurable improvements in student learning. To track these improvements, in addition to the EGRA, the project will monitor student performance in the focus subject areas of early grades reading, Bahasa Indonesian (literacy), mathematics, and science by implementing project-specific student assessments.

Tests will be given for grade 8 junior secondary school students in mathematics, science and Bahasa Indonesia. The mathematics and Bahasa Indonesia tests are based on those that were already used during previous projects. Two short-term technical assistants were hired in August 2012 to design and test a student science assessment for junior secondary level. The technical assistants developed the assessment in August and piloted it in Salatiga and Malang in September 2012. Further piloting of the tests will take place in October 2012 before it is used in project schools.

## 7.4 Project Monitoring Survey Design

During Quarter 2, PRIORITAS finalized the sample design for project baseline monitoring. The overall design is summarized in Table 11.

**Table 11. Project Monitoring Baseline Survey Design**

Geographic areas	All Cohort I PRIORITAS districts All provinces
Institutions	4 project and 4 nonproject primary schools per district = 184 3 project and 3 nonproject junior secondary schools per district = 138 All partner TTIs = 16 All district and provincial GOI = 23 districts and 7 provinces
Sample	Representational sample of each type of school (public, private, secular, religious)
School principals	1 per school = 322
Teachers	5 per primary school (i.e., 2x EGR, 1x Bahasa Indonesia language, 1x science, and 1x mathematics) = 920 3 per junior secondary schools (i.e., 1x mathematics, 1x science, and 1x Bahasa Indonesia language) = 414
Early grades teachers	2 per primary school = 368
Students (performance)	8,280 in primary schools and 6,210 in junior secondary schools = 14,490
Lecturers	10 lecturers per TTI (i.e., 5 in the Primary School Teacher Education Department and 5 in secondary training) = 160
Student teachers	10 student teachers in final semester per TTI = 160

PRIORITAS will select the nonproject schools that are proximate to the project schools. The main criteria will be the distance from the main district city and the national examination results.

## 7.5 Project Performance

Table 12 shows data against project custom and USAID performance indicators that PRIORITAS is able to report by the end of September 2012.

**Table 12. Performance Against Project Indicators Between  
May and September 2012**

Detailed Indicator	Male	Female	Total
Number of Administrators and Officials Trained	7	5	12
Number of teachers, educators, or teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with United States Government (USG) support	26	74	100
Number of individuals trained as a result of USG investments involving higher education institutions	32	53	85
<b>Total</b>	<b>65</b>	<b>132</b>	<b>197</b>

## 8 OTHER EVENTS

### 8.1 Meeting with “Room to Read”

The project met with “Room to Read,” an organization based in California. Room to Read is hoping to partner with an Indonesia NGO to encourage the development of reading in Indonesian primary schools and is planning to implement a program in South Sulawesi. Planned activities include the following:

- Working with publishers to develop graded reading materials
- Distributing these materials to selected primary schools
- Working with these schools to develop strategies to encourage the development of students’ reading.

Because there is a considerable overlap in the activities of Room to Read and USAID PRIORITAS, both expressed an interest in working together in the future.

### 8.2 Visit to Sekolah Dasar Negeri Sempur Kaler

On September 12, 2012, the project facilitated a visit by Adam Schumacher, the USAID Deputy Director for the Office of East Asian Affairs, to Sekolah Dasar Negeri (SDN) Sempur Kaler in Kota Bogor. The purpose of this visit was to understand more about the extent to which the good practices introduced through the DBE project had been sustained. The visitors observed the teaching and learning processes, visited the cluster resource center, and met with members of the community. Findings at the school were mixed. Although some teachers demonstrated elements of good practices in the classroom, others did not. Although the center contained many varieties of resources (e.g., laptops, a projector, TV, teaching and learning videos, teaching equipment [produced both commercially and by teachers], lesson plans, children’s and reference books), it was not clear how often they were used. Furthermore, most members of the community believed that their participation in school activities was not maximized.

### **8.3 Visit to Science Education Development Center**

Project staff was invited to visit the Science Education Development Center in Bandung. The Chief of Party and Teacher Training Specialist for Junior Secondary School met with Dr. Abdullah Sediono, the head of the center and his staff in Bandung on August 29, 2012. Staff at the center expressed a keen interest in being involved in the project. Areas that were identified for possible collaboration included the following:

- Development of training materials for science education
- Development of books, videos, and a website to share good practices in science teaching
- Delivery of training for science teachers.

### **8.4 Participation in a Higher Education Seminar**

PRIORITAS was invited to give a presentation on teacher education at a seminar organized by the DIKTI on September 27, 2012. The presentation, which focused on effective and alternative teacher training methods and approaches, was based on experience gained in DBE and other development projects.

## **9 CHALLENGES AND CONSTRAINTS**

PRIORITAS has so far been able to comply with the schedule of deliverables outlined in the project contract and has been able to make a rapid start in implementing the project's technical activities.

However, implementation of these activities has suffered some delays in relation to the approved Year I project work plan because of many constraints and challenges, some of which were difficult or impossible to control. Sections 9.1 through 9.5 of this annual report describe some of these constraints and challenges, which include the gap between projects, staffing, office facilities, finance, and project management.

### **9.1 Gap Between Projects**

The USAID-appointed bridging team assisted with project start-up. This team was able to maintain relationships with the DBE provinces and districts during the period between the end of the DBE and the start of PRIORITAS. This team also helped the project establish relationships with the provinces and districts at the start of the project; however, the gap between the projects meant that activities in some districts had faded since the end of the DBE project. This could cause some future delays in picking up DBE activities in these districts.

### **9.2 Staffing**

There was a long time gap between the submission of the proposal and the awarding of the contract, so during that time, many of the proposed project staff made other commitments. This led to delays in appointing some staff because they had to comply with the terms of these commitments.

A number of proposed staff declined to join the project because they preferred to stay with other assignments to which they were committed. In some of these cases, staff made this decision because of the contractor's inability to offer salaries competitive with that of the staff members' other assignments.

Therefore, the staffing organization presented in the proposal was adjusted to match the project's needs, as identified by the PRIORITAS implementation staff. This has, in particular, resulted in requests for USAID approval of a number of additional administrative positions (e.g., office managers) in the Jakarta and provincial offices. Although the approval was fairly rapid, the process for appointing these staff has been quite slow due in part to the lack of support staff and facilities in the provinces.

The Education Development Center (EDC) has found it especially challenging to appoint staff because it needed to first establish a presence in the country.

### **9.3 Office Facilities**

Locating and renting suitable office facilities have also been particularly challenging tasks because of the following factors:

- There was limited staffing at both the Jakarta and province levels to handle the procurement process.
- The initial budget allocation for the offices was too low, so it had to be increased in most locations to match actual costs.
- Many of the owners of the facilities were private rather than business persons, resulting in problems in agreeing to rental contracts that would be satisfactory to the owners and to RTI.
- Procurement of office furniture for the provincial offices was delayed because of the lack of trained procurement staff and delays in establishing project bank accounts.

### **9.4 Finance**

Both RTI and EDC experienced problems in establishing bank accounts due partly to delays in obtaining fixed project addresses and bureaucratic issues endemic in the Indonesian system. Because of these problems, the project needed to limit the number of activities, as all payments must pass through the RTI Indonesia office, which has limited capacity to support the project.

### **9.5 Project Management**

The complexity of the project, as set out in the proposal, was apparent from the start, and it has been a concern to project staff, USAID Indonesia, and the team hired by USAID to evaluate the DBE project. A considerable amount of time was spent by the project staff in trying to rationalize and simplify the program to make it more manageable and potentially more effective.

## **10 PLANS FOR NEXT YEAR**

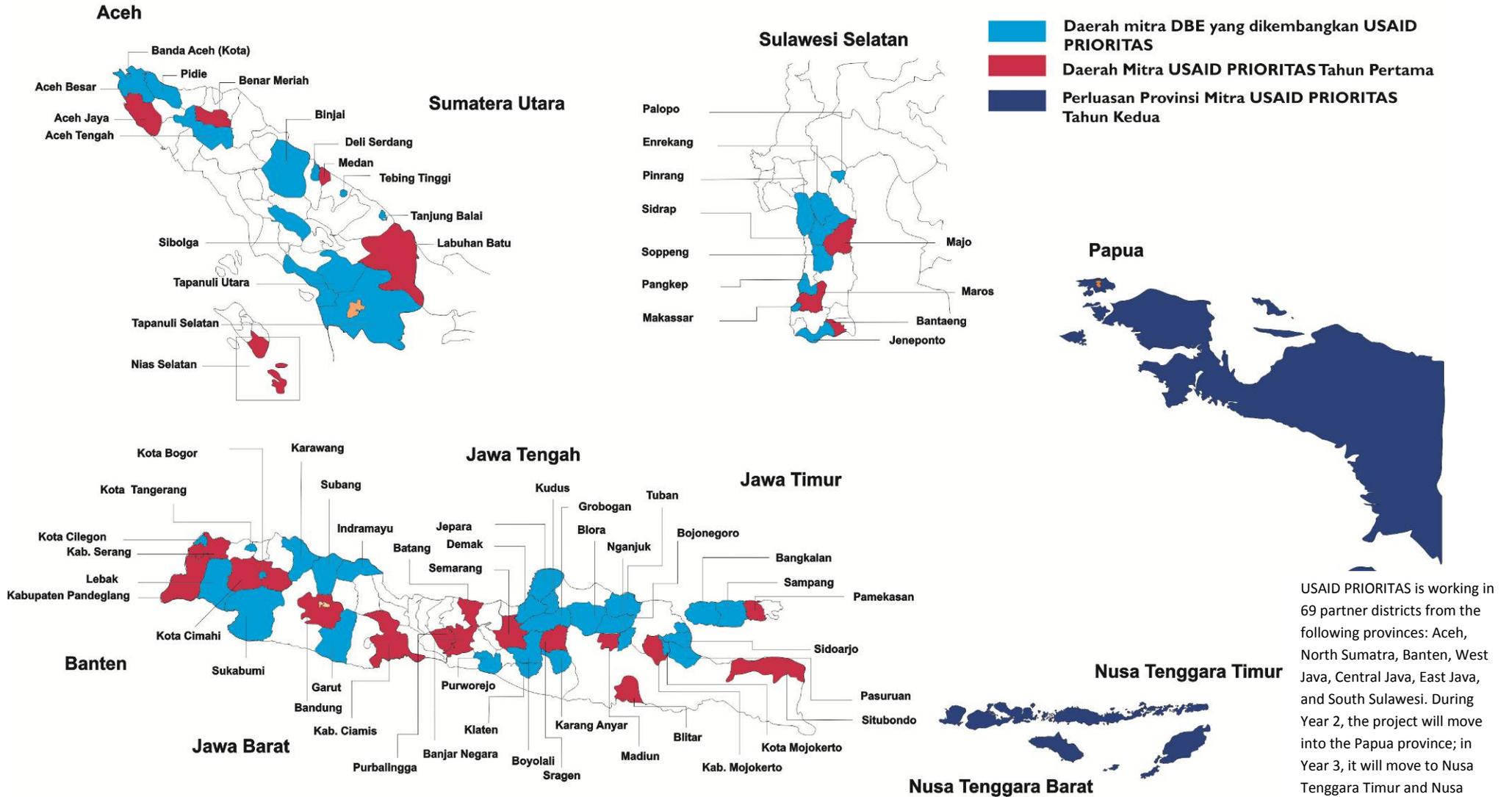
In the beginning of October 2012, PRIORITAS will move from the period of start-up and mobilization and into a period of intense implementation. During the next 12-month period, PRIORITAS will launch the national and provincial project, collect baseline project data and EGRA results, and begin training activities in the schools, districts, and TTIs. The main project activities by month are shown in Table 13 (NOTE: These activities may change as the project progresses).

**Table 13. Main Project Activities Between October 2012 and September 2013**

<b>Month</b>	<b>Activity</b>
October	National Project Launch School selection in PRIORITAS districts School Training Foundation Module finalization Introductory meetings and program socialization in TTIs Monitoring training for provincial staff EGRA Enumerator training 2 Recruitment and mobilization of district coordinators
November	Provincial launch EGRA and monitoring baseline data collection Selection of district facilitators Program socialization in PRIORITAS districts Updating school profile tool Project management plan
December	Training of national facilitators for the school training program Assessment of EGR and EGM pedagogy Strategy paper on good practices schools Baseline monitoring report Project management plan PDMS available Combined study visits Initial workshop for school leaders
January	Training of district facilitators for the whole school training program Project planning meeting Support for district-level interventions in DBE districts (ongoing until September 2013)
February	School-level training Mentoring (ongoing until September 2013) District planning and review meetings (dissemination) DBE districts
March	School-level training Mentoring Provincial planning and review meeting
April	School-level training Mentoring
May	Training lecturers from TTIs and consortia on the school training program
June	Training of provincial specialists, TTIs, and LPMP on teacher personnel management and teacher training needs assessment tools

<b>Month</b>	<b>Activity</b>
July	Roll out of teacher personnel management and teacher training needs assessment tools
August	Selection of good practices schools Multi-stakeholder forums in all districts
September	Selection of Cohort 2 PRIORITAS district National TTI review meeting

# ANNEX I: PARTNER DISTRICTS FOR USAID PRIORITAS



USAID PRIORITAS is working in 69 partner districts from the following provinces: Aceh, North Sumatra, Banten, West Java, Central Java, East Java, and South Sulawesi. During Year 2, the project will move into the Papua province; in Year 3, it will move to Nusa Tenggara Timur and Nusa Tenggara Barat.

## ANNEX 2: YEAR I STAFFING RECRUITMENT AND MOBILIZATION

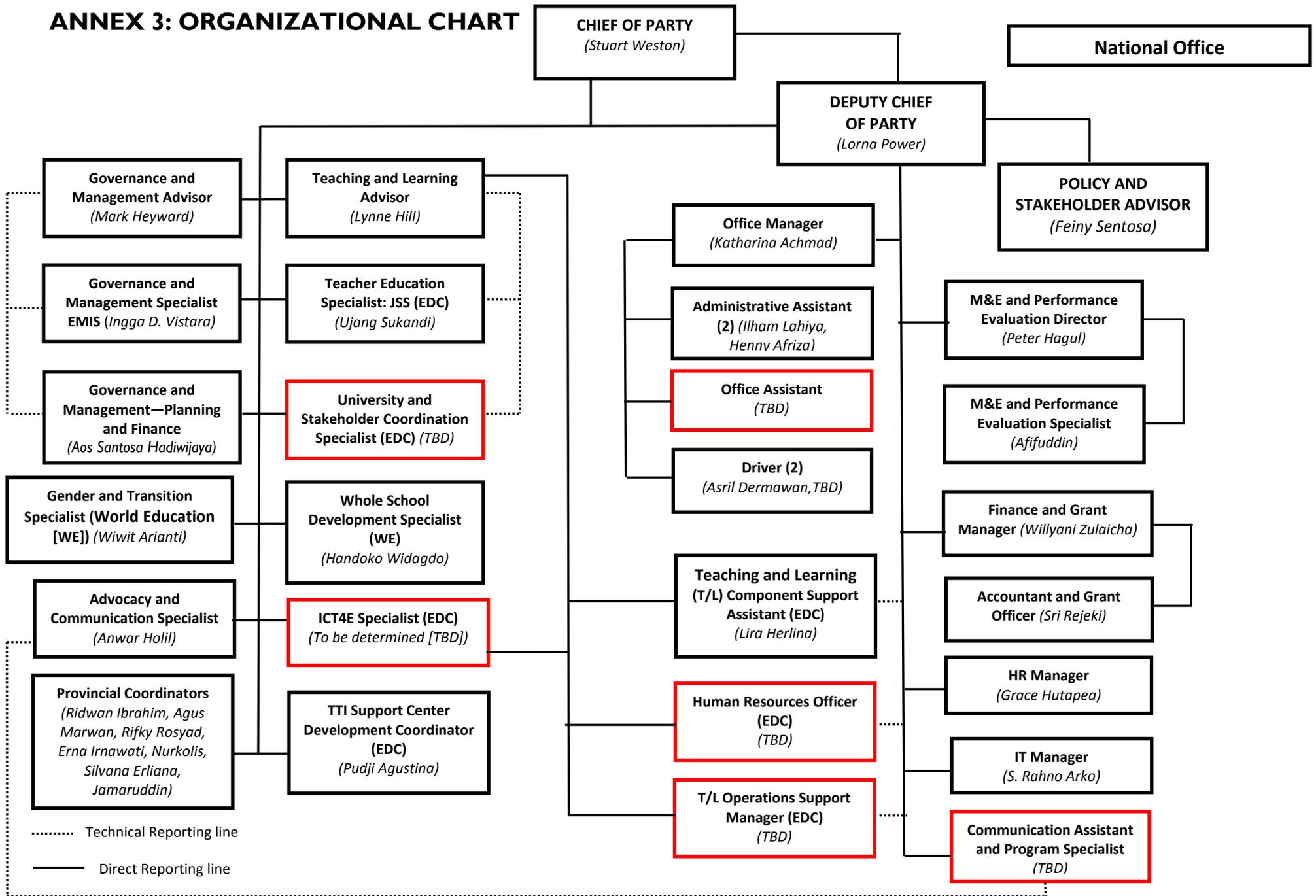
NO	NAME	POSITION	LOCATION	START DATE
1	Abdul Rahman Patta	IT Specialist	South Sulawesi	July 16, 2012
2	Afifuddin	M&E Specialist	Jakarta	September 3, 2012
3	Agus Marwan	Project Coordinator for North Sumatera	North Sumatera	May 21, 2012
4	Anang Roziqin	Provincial Communication Specialist	East Java	August 1, 2012
5	Anton Wahyu Gerhana T	IT Specialist	East Java	July 2, 2012
6	Anwar Kholil	Advocacy and Communication Specialist	Jakarta	June 4, 2012
7	Aos Santosa Hadiwijaya	Governance and Management Specialist (Planning and Finance)	Jakarta	September 2, 2012
8	Asril Latif	Driver	Jakarta	May 28, 2012
9	Bonfilius Anki Bramantyo	IT Specialist	Central Java	June 20, 2012
10	Budi Setiawan	M&E and Performance Evaluation Specialist	East Java	August 8, 2012
11	Danang Tri Mulyatno	IT Specialist	West Java	May 30, 2012
12	Deby Riyatno	Driver	West Java	June 8, 2012
13	Dewi Rosana Siagian	Administrative Assistant	North Sumatera	June 4, 2012
14	Dian Kusuma Dewi	Communication Specialist	East Java	July 30, 2012
15	Dindin Solahudin	Communication Specialist	West Java	July 25, 2012
16	Eddy Setiawan Malaha	IT Specialist	South Sulawesi	June 4, 2012
17	Eka Rosmitalia	Accountant	Central Java	May 30, 2012
18	Erix Sumarlond Hutasoit	Communication Specialist	North Sumatera	June 11, 2012
19	Erna Irnawati	Provincial Coordinator	West Java	May 21, 2012
20	Fachriza	IT Specialist	Banten	June 18, 2012
21	Feiny Sentosa	Policy and Stakeholder Coordination Advisor	Jakarta	June 19, 2012
22	Grace H.L. Hutapea	HR Manager	Jakarta	June 11, 2012
23	Hamsah	Communication Specialist	South Sulawesi	July 16, 2012
24	Hari Riyadi	Governance and Management Specialist	Central Java	June 6, 2012
25	Hariyadi	M&E and Performance Evaluation Specialist	North Sumatera	June 5, 2012
26	Henny Afriza	National Administrative Assistant	Jakarta	June 19, 2012
27	Ika Prasari Cessnarsi	Administrative Assistant	West Java	May 30, 2012
28	Ilham Lahiya	Administrative Assistant	Jakarta	July 9, 2012
29	Indra Gunawan	Provincial M&E Specialist	West Java	July 2, 2012

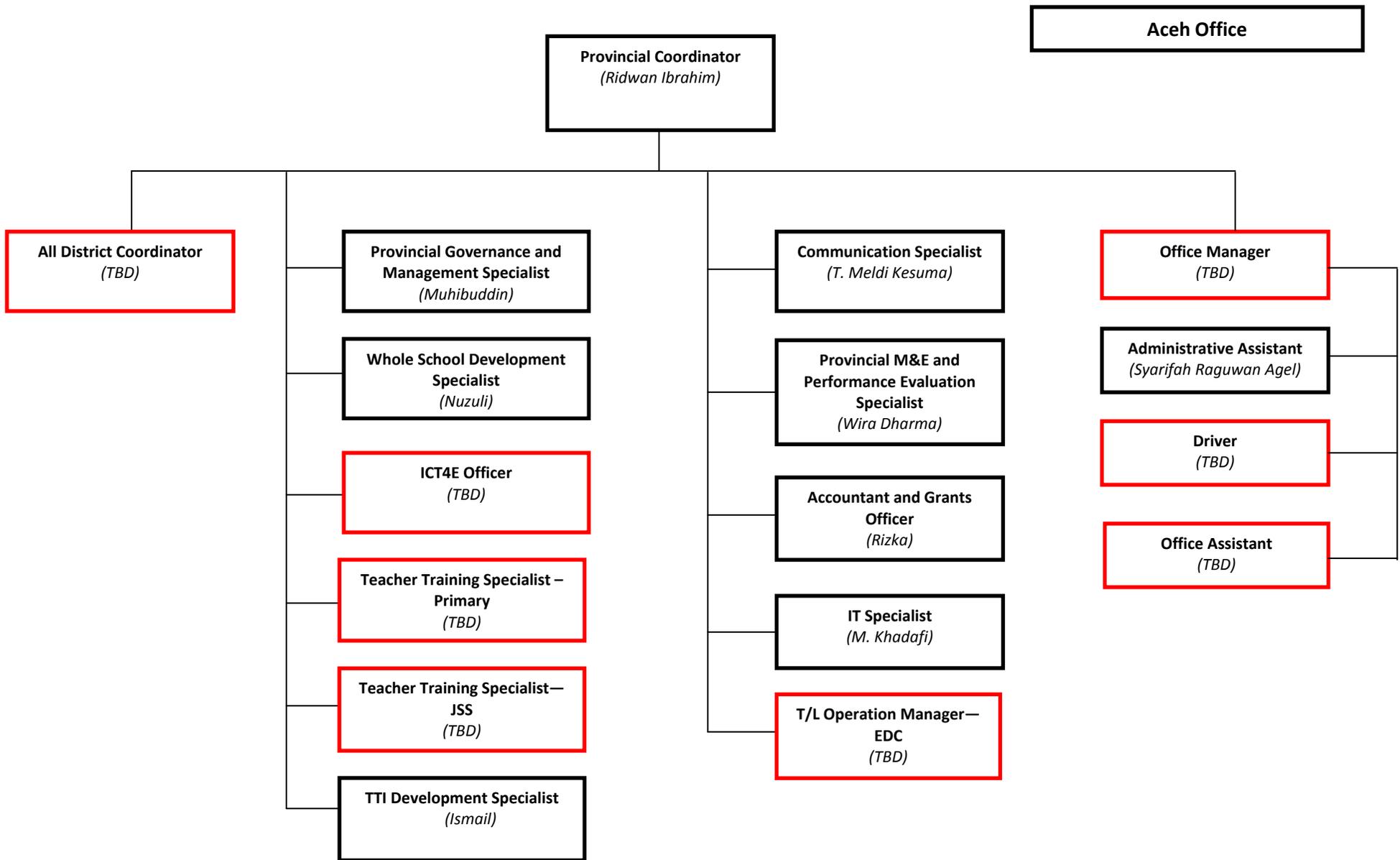
NO	NAME	POSITION	LOCATION	START DATE
30	Ingga Danta Vistara	Governance and Management Specialist (Education Management Information System [EMIS])	Jakarta	June 19, 2012
31	Jamaruddin	Provincial Coordinator	South Sulawesi	May 21, 2012
32	Kartika Priharsari	Administrative Assistant	East Java	June 25, 2012
33	Katherina Achmad	National Office Manager	Jakarta	September 29, 2012
34	La Malihu	M&E and Performance Evaluation Specialist	South Sulawesi	July 16, 2012
35	Lorna Power	Deputy Chief of Party	Jakarta	June 11, 2012
36	Luki Krismawan	Driver	Central Java	June 14, 2012
37	M. Khadafi	IT Specialist	Aceh	June 4, 2012
38	M. Ridwan Tikollah	Provincial Governance and Management Specialist	South Sulawesi	July 16, 2012
39	Mark Heyward	Education Governance and Management Advisor	Jakarta	May 7, 2012
40	Merry Shinta Natalia	Provincial Accountant and Grants Officer	North Sumatera	July 25, 2012
41	Mikael Adri Budi Sulisty	Governance and Management Specialist	East Java	June 18, 2012
42	Monita Primastiwi	Administrative Assistant	Central Java	June 11, 2012
43	Muhibuddin	Governance and Management Specialist	Aceh	July 17, 2012
44	Nurkolis	Provincial Coordinator	Central Java	May 21, 2012
45	Octavianus M. Badaso	Accountant	South Sulawesi	July 16, 2012
46	Peter Hagul	M&E and Performance Evaluation Director	Jakarta	June 4, 2012
47	Raden Ageng Wahyudi	Accountant and Grants Officer	Central Java	June 6, 2012
48	Renov Saputra	Accounts and Grants Officer	East Java	May 21, 2012
49	Ridwan Ibrahim	Provincial Coordinator	Aceh	May 21, 2012
50	Rifki Rosyad	Provincial Coordinator	Banten	May 21, 2012
51	Riza Olivia	Administrative Assistant	Banten	June 18, 2012
52	Rizka	Accountant	Aceh	June 4, 2012
53	Rudi Sopiana Ependi	Provincial Governance and Management Specialist	West Java	June 18, 2012
54	S. Rahno Arko	IT Manager	Jakarta	June 11, 2012
55	Silvana Erlina	Provincial Coordinator	East Java	May 21, 2012
56	Sri Rejeki	National Accountant and Grants Officer	Jakarta	August 13, 2012
57	Stuart Weston	Chief of Party	Jakarta	May 7, 2012
58	Suhariyanto	Driver	East Java	June 4, 2012
59	Syarifah Raguwan Agel	Provincial Administrative Assistant	Aceh	June 4, 2012
60	T. Meldi Kesuma	Provincial M&E and Performance Evaluation Specialist	Aceh	July 17, 2012

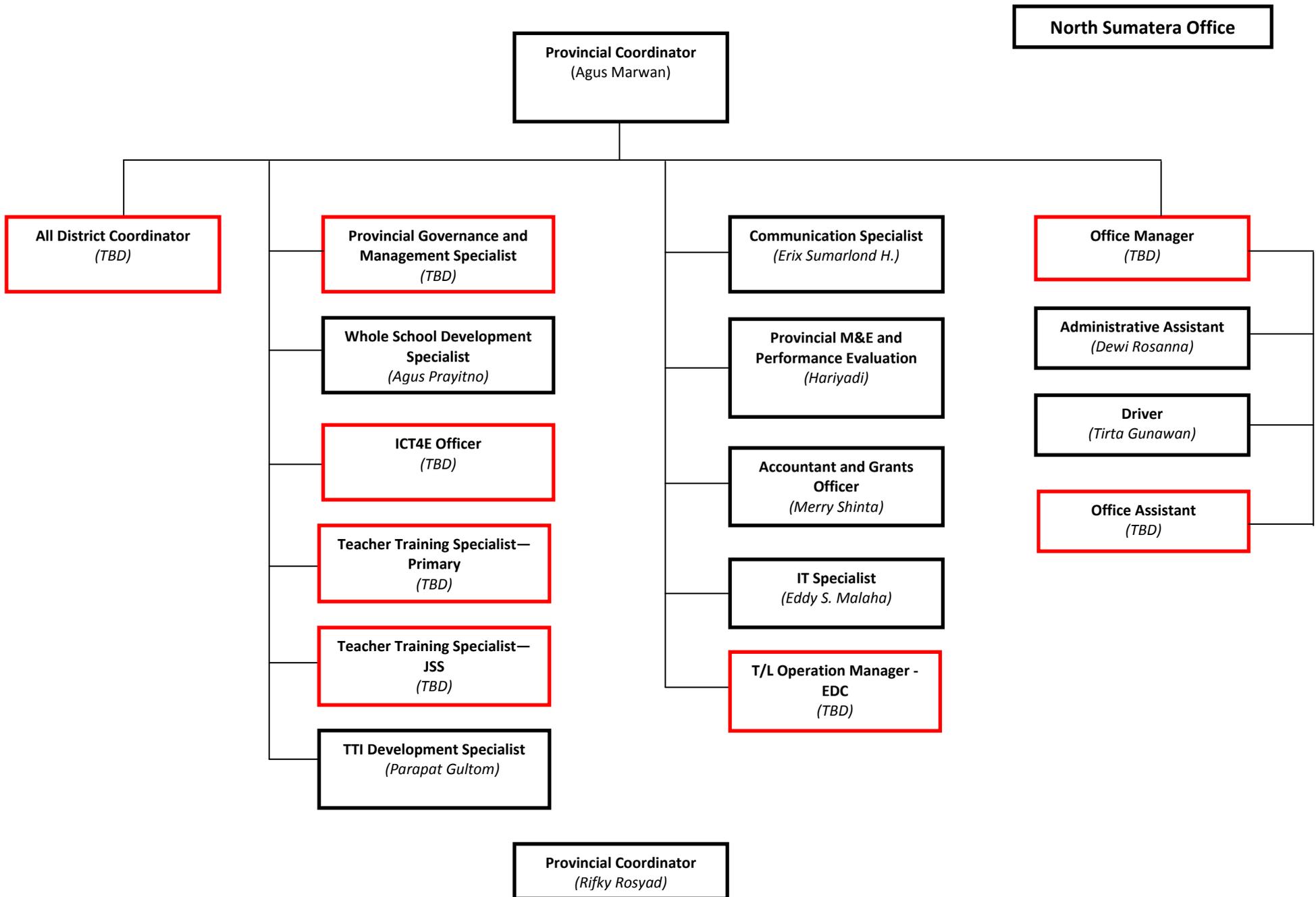
NO	NAME	POSITION	LOCATION	START DATE
61	Tirta Gunawan	Driver	North Sumatera	June 15, 2012
62	Wahyu Daryono	M&E and Performance Evaluation Specialist	Central Java	June 18, 2012
63	Willyani Zulaicha Dj	Finance and Grants Manager	Jakarta	May 4, 2012
64	Wira Dharma	Provincial M&E and Performance Evaluation Specialist	Aceh	July 17, 2012
65	Wiyono Adi Nugroho	Accountant and Grants Officer	Banten	July 9, 2012
66	Yuliharti Darmakarini	Administrative Assistant	South Sulawesi	July 16, 2012
67	Ujang Sukandi	Teacher Education Specialist—Junior Secondary School (JSS)	Jakarta	May 22, 2012
68	Pudji Agustine	TTI Support Center Development Coordinator	Jakarta	August 13, 2012
69	Lira Herlina	Teaching and Learning Component Support Assistant	Jakarta	August 6, 2012
70	Ismail	TTI Development Specialist	Aceh	August 7, 2012
71	Jarnawi	Teacher Training Officer—Primary School	Aceh	September 4, 2012
72	Parapat Gultom	TTI Development Specialist	North Sumatera	August 6, 2012
73	Ely Djulia	Teacher Training Officer—Primary School	North Sumatera	September 4, 2012
74	Syihabuddin	Teacher Training Officer—JSS and Primary School	Banten	August 6, 2012
75	Chaerul Rochman	TTI Development Specialist	West Java	September 4, 2012
76	Yeti Heryati	Teacher Training Officer—JSS	West Java	September 4, 2012
77	Sukiman	Teacher Training Officer—Primary School	West Java	September 4, 2012
78	Ajar Budi Kuncoro	TTI Development Specialist	Central Java	August 6, 2012
79	R. Ahmad Sarjita	Teacher Training Officer—JSS	Central Java	September 4, 2012
80	Saiful Huda Shodiq	Teacher Training Officer—Primary School	Central Java	September 4, 2012
81	Abdur Rahman As'ari	TTI Development Specialist	East Java	August 6, 2012
82	Juprianto	Teacher Training Officer—Primary School	East Java	September 4, 2012
83	Saiful Jihad	Teacher Training Officer—JSS	South Sulawesi	September 4, 2012
84	Amir Mallarangan	Teacher Training Officer—Primary School	South Sulawesi	September 4, 2012
85	Agus Prihantoro	Information and Communication Technology for Education (ICT4E) Officer—Banten and West Java	West Java	September 10, 2012
87	Handoko Widagdo	Whole School Development (WSD) Specialist	Jakarta	May 3, 2012
88	Wiwit Sri Arianti	Inclusion and Equity Specialist	Jakarta	June 4, 2012
89	Nuzuli	Whole School Development Specialist	Aceh	June 18, 2012
90	Agus Prayitno	Whole School Development Specialist	North Sumatera	June 18, 2012
91	Ahmad Mardiyanto Prasetyo	Whole School Development Specialist	Banten	June 18, 2012
92	Makin	Whole School Development Specialist	West Java	June 18, 2012

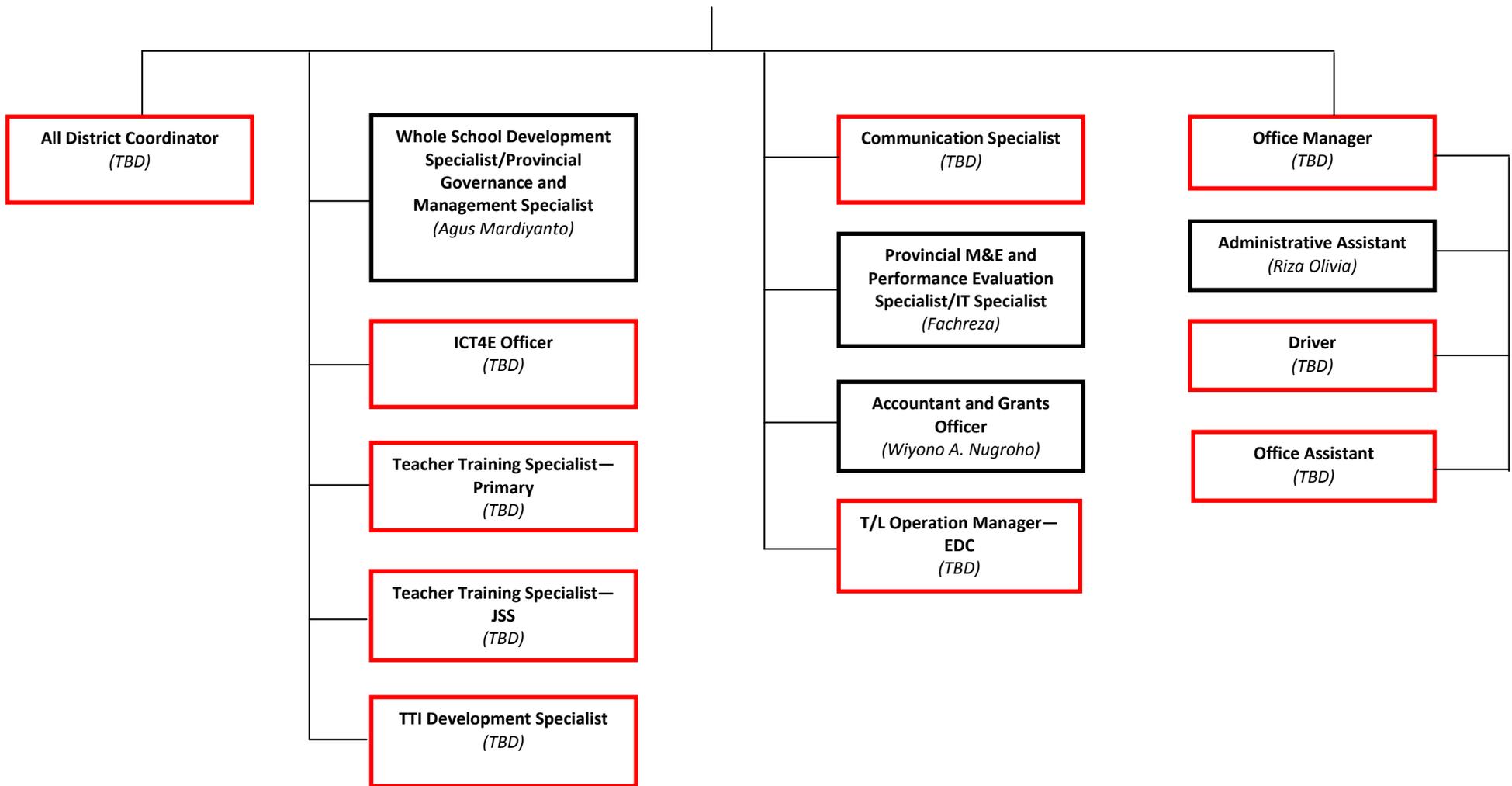
<b>NO</b>	<b>NAME</b>	<b>POSITION</b>	<b>LOCATION</b>	<b>START DATE</b>
93	Fadiyah Mahmud	Whole School Development Specialist	South Sulawesi	July 16, 2012
94	Dyah Karyati	Whole School Development Specialist	Central Java	August 7, 2012
95	Usman Hidayat	Administrative Assistant	Banten	October 12, 2012
96	Juni Antariksawan	Driver	Banten	October 12, 2012
97	Nurman	Office Assistant	Banten	October 12, 2012
98	Ika Prasari Cessnarsi	Office Manager (promoted from Administrative Assistant)	West Java	October 12, 2012
99	T. Medi Nugraha	Administrative Assistant	West Java	October 12, 2012
100	Ajiwaluyo	Driver	West Java	November 12, 2012
101	Yanto	Office Assistant	West Java	November 12, 2012
102	Oktin	District Coordinator—Batang	Central Java	October 12, 2012
103	Sarwa Eka	District Coordinator—Blora and Grobogan	Central Java	October 12, 2012
104	Luthfi	District Coordinator—Demak, Kudus, and Jepara	Central Java	October 12, 2012
105	Ardi W.K.	District Coordinator—Semarang and Boyolali	Central Java	October 12, 2012
106	Nur Jannah	District Coordinator—Purworejo and Bajanegara	Central Java	October 12, 2012
107	De Laila	District Coordinator—Purbalingga	Central Java	October 12, 2012
108	Dewjani	District Coordinator—Sragen	Central Java	October 12, 2012
109	Yoseph S.	Driver	Central Java	November 12, 2012
110	Basri	Office Assistant	Central Java	October 12, 2012

# ANNEX 3: ORGANIZATIONAL CHART

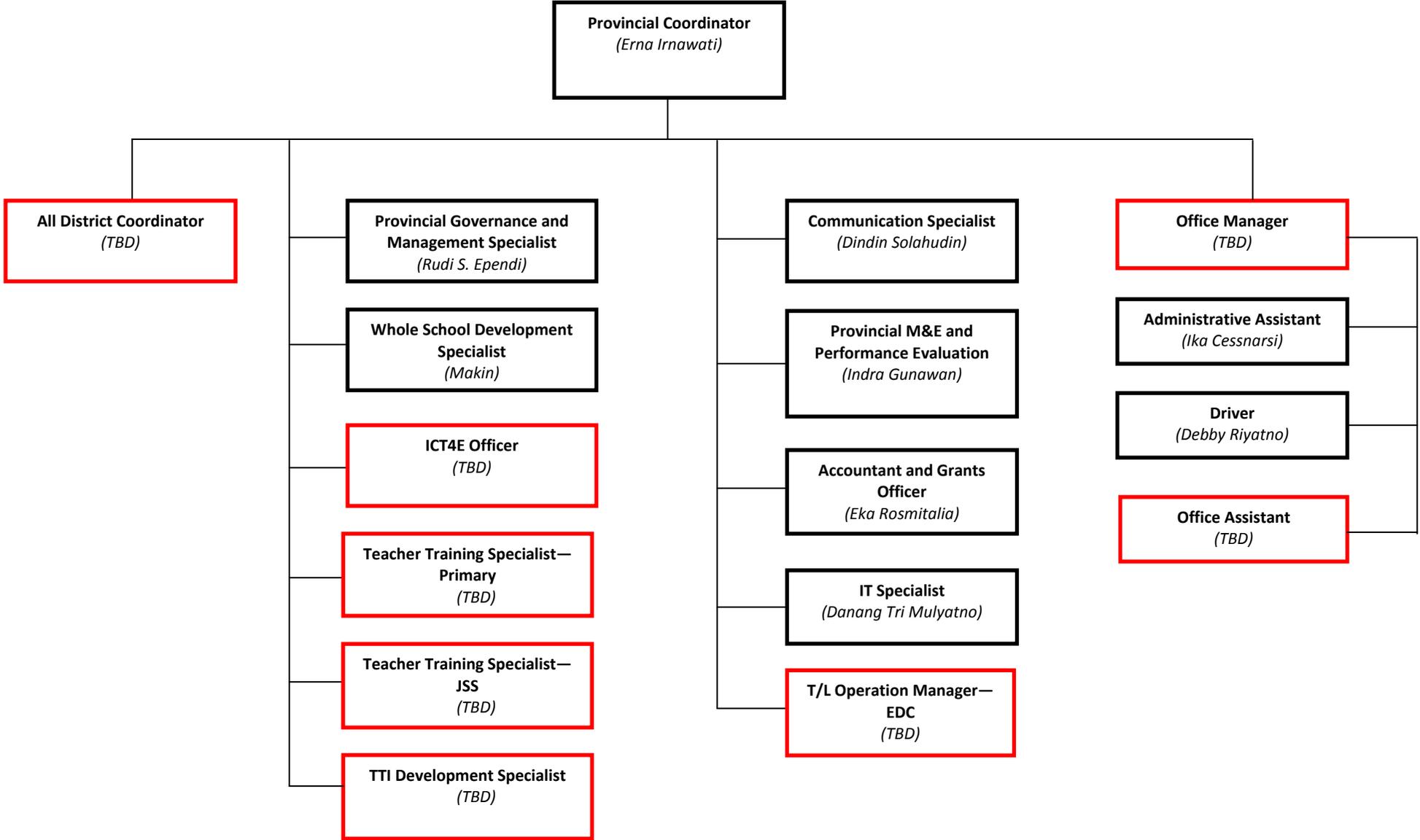




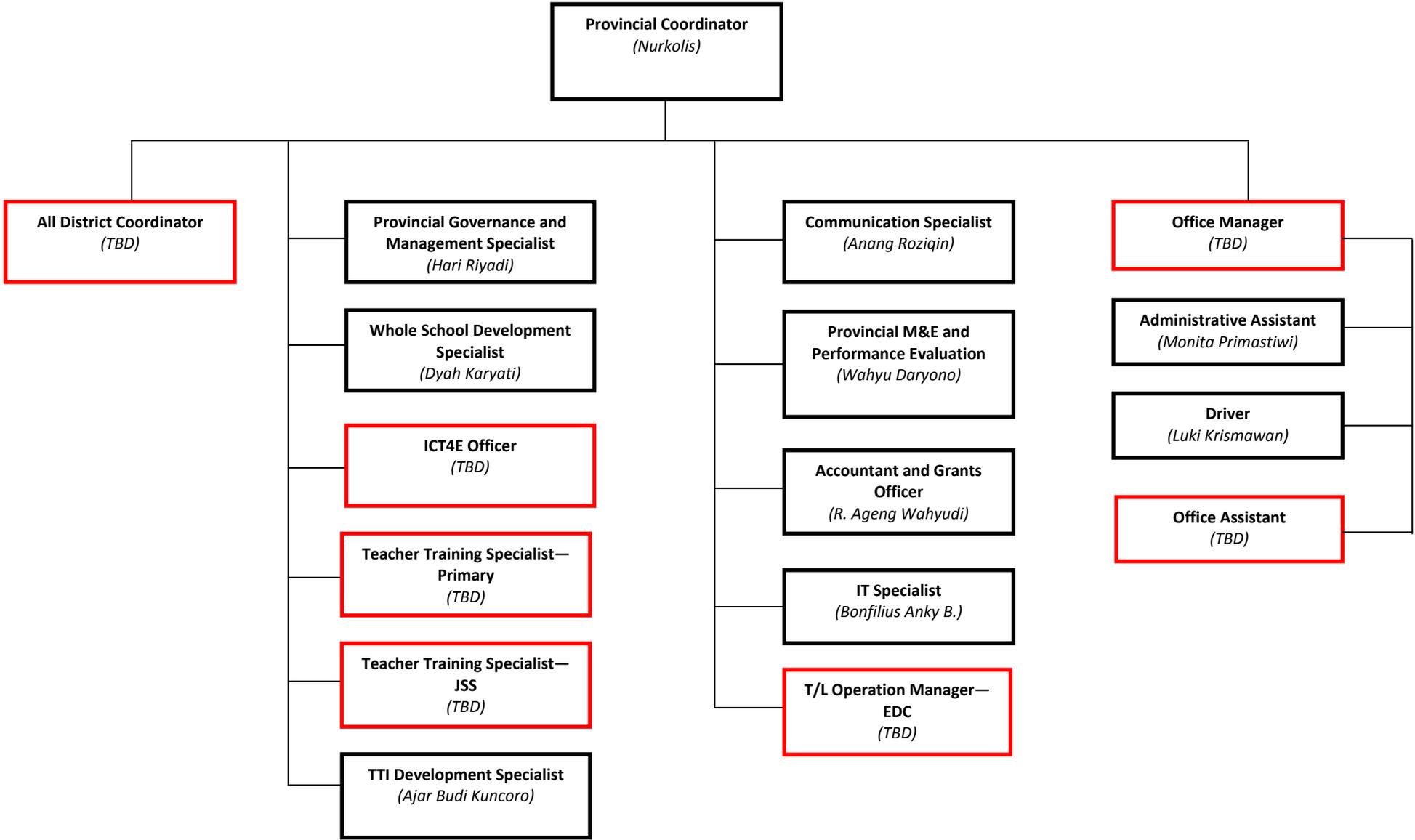


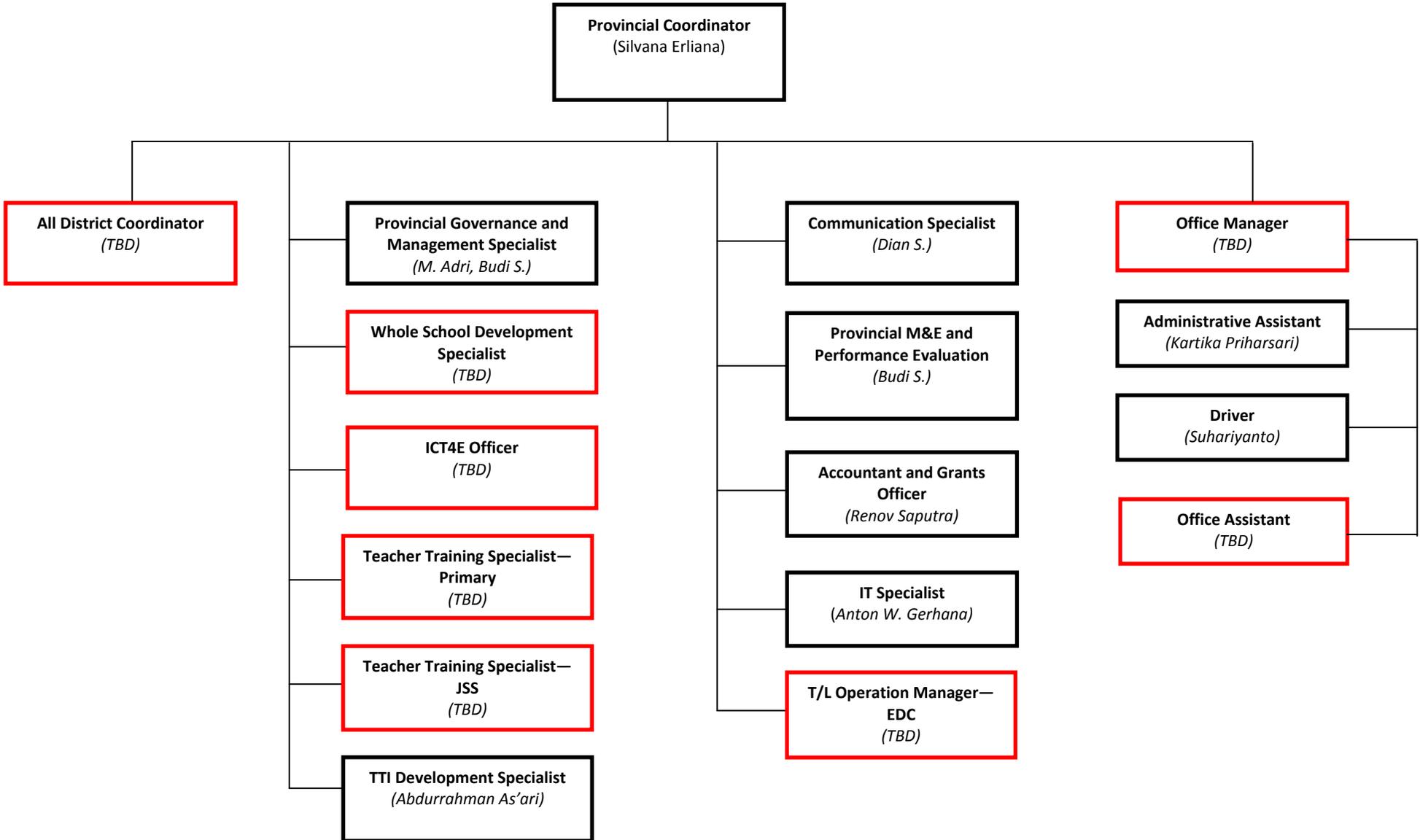


**West Java Office**

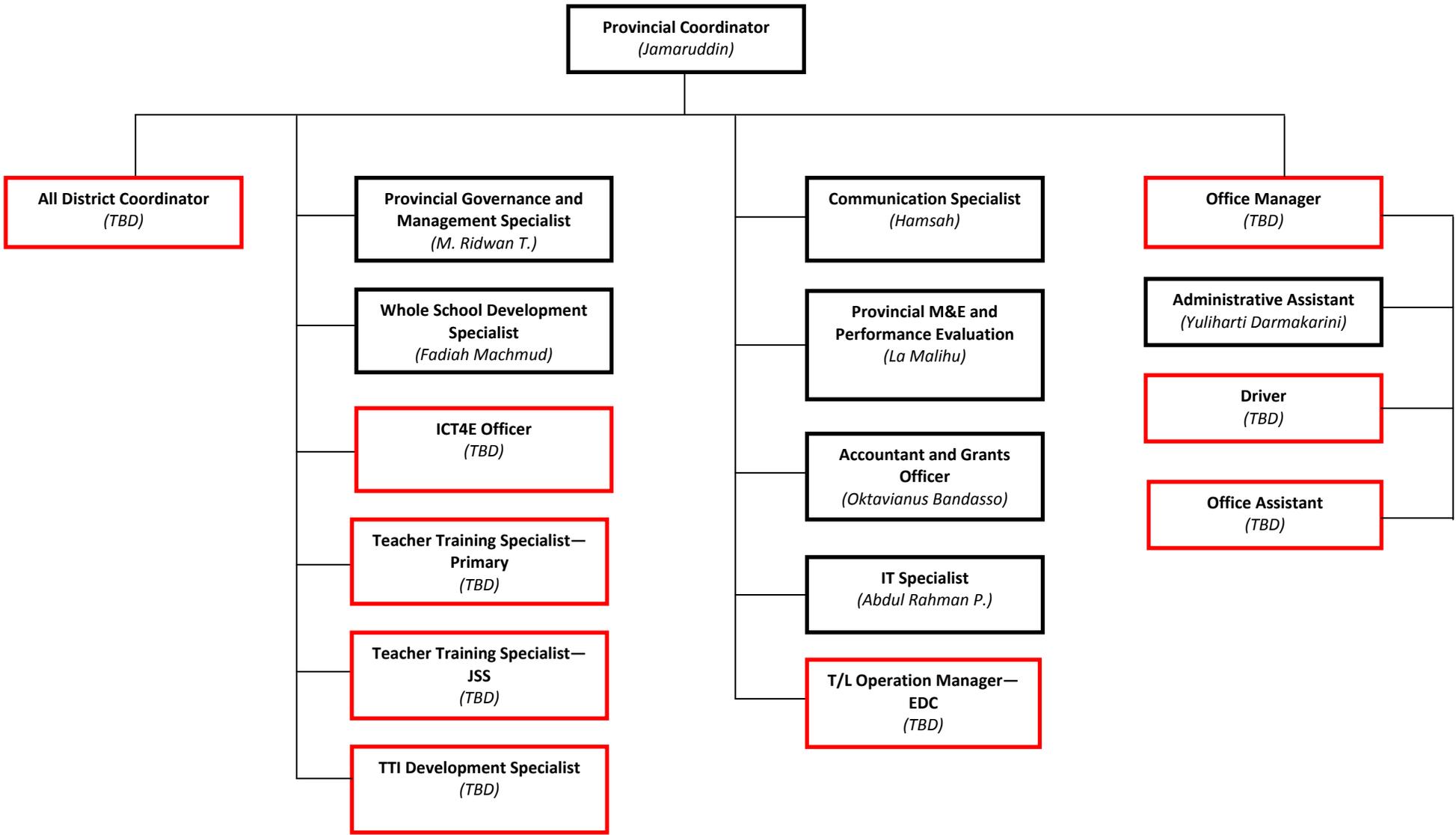


**Central Java Office**





**South Sulawesi Office**



## ANNEX 4: PROVINCIAL MEETINGS WITH GOI

Province	Date	Meeting
Aceh	June 25, 2012	Provincial Education Office, Badan Perencanaan Pembangunan Daerah (BAPPEDA; Regional Development Planning Board), and the MORA Regional Office
	September 6, 2012	Vice Governor of Aceh
	September 18, 2012	Vice Governor of Aceh
Banten	June 26, 2012	LPMP
	July 6, 2012	Governor
	July 18, 2012	Head of Legal Bureau
	August 9, 2012	Head of Bureau for Partnership
	August 14, 2012	Head of Provincial MOEC
	September 11, 2012	Rector Universitas Sultan Ageng Tirtayasa (UNTIRTA), Provincial MORA
	September 13, 2012	Rector IAIN Sultan Maulana Hasanudin (SMH) Banten
	September 13, 2012	Rector IAIN Sultan Maulana Hasanudin (SMH) Banten
Central Java	July 16, 2012	Secretary and Planning Department of Provincial Education Office
	July 18, 2012	Head of Welfare Section of the Provincial Planning Office
	July 20, 2012	Head of Islamic Education, Head of Evaluation Section, Head of Institutions Section
	September 6, 2012	Foreign Cooperation Bureau from Provincial Office
	September 20, 2012	Foreign Cooperation Bureau from Provincial Office
	September 20, 2012	Foreign Cooperation Bureau from Provincial Office
East Java	June 25, 2012	Governor's expert staff
	August 9, 2012	BAPPEDA
North Sumatra	May 31, 2012	Head of Provincial Education Office and the Head of Programs
	June 6, 2012	BAPPEDA
	June 7, 2012	Head of the Provincial MORA Office and the Head of the Mapenda Curriculum section
	June 22, 2012	Quality assurance body (LPMP)
	July 5, 2012	Head of Provincial Education Office, Head of BAPPEDA, Head of Curriculum Department, Head of LPMP
	August 9 to 13, 2012	Head of Provincial Education Office, Head of BAPPEDA, Head of Curriculum Department, Head of LPMP, Regional Office of North Sumatra: MORA
	August 24, 2012	Assistant Social Welfare Office of the Governor
	August 24, 2012	Assistant Social Welfare Office of the Governor
South Sulawesi	August 8, 2012	BAPPEDA
	August 13, 2012	Head and staff of basic education of provincial MOEC
	August 14, 2012	Effective Schools Center (PSE) from Universitas Negeri Makassar (UNM; the implementing agency between UNM and the districts)
	August 15, 2012	LPMP, Head of MORA of South Sulawesi Province
	September 21, 2012	Head of Bureau for International Cooperation in the Governor's Office
	September 24, 2012	Head of the Legal Bureau of the Governor's Office and expert staff of Provincial MOEC
	September 24, 2012	Head of the Legal Bureau of the Governor's Office and expert staff of Provincial MOEC

<b>Province</b>	<b>Date</b>	<b>Meeting</b>
West Java	May 25, 2012	Representatives of the Provincial Education Office, Regional MORA Office, The National Science Teaching Center (P4TK IPA), and Balai Pendidik dan Tenaga Kependidikan Pendidikan Umum (BPTKPU); the Provincial Teacher In-Service Training Center
	June 19, 2012	Head of Social and Cultural Section of BAPPEDA, West Java Province
	June 20, 2012	Regional Office of MORA
	June 21, 2012	Head of the West Java Province LPMP
	June 25, 2012	Lecturers from BPTKPU, West Java Province
	August 14, 2012	Provincial Education Office, BAPPEDA, Provincial Department of Religious Affairs
	September 12, 2012	Head of the Regional Office of Religious Affairs
	September 24, 2012	Bureau of Justice, Bureau of Social Services, Department of Education, BAPPEDA

## ANNEX 5: PARTNER TEACHER TRAINING INSTITUTES

Province	Partner Teacher Training Institute	Potential Consortium Partner
Aceh	Universitas Syiah Kuala IAIN Ar-Raniry	Universitas Almuslim Universitas Muhammadiyah Aceh
Banten	IAIN Banten Universitas Sultan Agung Tirtayasa	Universitas Muhammadiyah Tangerang Universitas Mathlul Anwar Pandeglang Universitas Syech Yusuf (UNIS) Tangerang STKIP Setiabudi Rangkasbitung Lebak
Central Java	Universitas Negeri Semarang (UNNES) IAIN Walisongo Semarang Universitas Negeri Yogyakarta (UNY)	Universitas Negeri Sebelas Maret (UNS) Univeritas Kristen Satya Wacana (UKSW) Universitas Muhammadiyah Surakarta (UMS) Universitas Muhammadiyah Magelang Universitas Tidar Magelang Institut Keguruan dan Ilmu Pendidikan (IKIP) Persatuan Guru Republik Indonesia ( PGRI) Semarang
East Java	Universitas Negeri Malang (UM ) Universitas Negeri Surabaya (UNESA) IAIN Surabaya	Universitas Jember Universitas Trunojoyo UIN Malang Universitas Adi Buana Surabaya IKIP PGRI Madiun
North Sumatra	Universitas Negeri Medan IAIN Sumatra Utara, Medan	Universitas Huria Kristen Batak Protestan (HKBP) Nomensen (UHN) Universitas Muhammadiyah Sumut (UMSU) Universitas Muslim Nusantara (UMN) Universitas Sisingamangaraja XII Tapanuli Utara
South Sulawesi	Universitas Negeri Makassar (UNM)  Universitas Islam Negeri (UIN) Sultan Alauddin	A consortium of Eastern universities known as KOPERTIS WILAYAH IX, which includes approximately 300 institutions Universitas Muhammadiyah Makassar (Unismuh Makassar) Kristen Paulus Toraja

Province	Partner Teacher Training Institute	Potential Consortium Partner
West Java	Universitas Pendidikan Indonesia (UPI)	Branch campuses of UPI Kampus Daerah UPI Tasikmalaya Kampus Daerah UPI Cibiru Kampus Daerah UPI Purwakarta Kampus Daerah UPI Sumedang Kampus Daerah UPI Serang
	Universitas Islam Negeri (UIN) Bandung	Universitas Pasundan (Unpas) Universitas Islam Nusantara IAIN Syaikh Nurjati Cirebon Institut Agama Islam Cipasung (IAIC; the Islamic Institute Cipasung) Cipasung Tasikmalaya Sekolah Tinggi Agama Islam (STAI; the Islamic High School) Al-Musaddadiyah Garut

## ANNEX 6: PARTNER DISTRICTS

Province	Cohort I PRIORITAS Districts	Former DBE Districts
Aceh	Aceh Jaya Bener Meriah	Kota Banda Aceh Aceh Besar Aceh Tengah Pidie
Banten	Pandeglang Serang	Lebak Kota Cilegon Kota Tangerang
West Java	Bandung Barat Ciamis Kota Cimahi	Indramayu Karawang Sukabumi Garut Subang Kota Bogor
Central Java	Banjarnegara Purbalingga Batang Semarang Sragen	Jepara Boyolali Karanganyar Kudus Blora Demak Grobogan Purworejo
East Java	Madiun Blitar Mojokerto Situbondo Pamekasan	Bangkalan Sidoarjo Tuban Kota Mojokerto Kota Surabaya Bojonegoro Nganjuk Pasuruan Sampang
North Sumatra	Labuhan Batu Nias Selatan Kota Medan	Deli Serdang Tapanuli Utara Kota Binjai Kota Sibolga Kota Tebing Tinggi Tapanuli Selatan Kota Tanjung Balai

<b>Province</b>	<b>Cohort I PRIORITAS Districts</b>	<b>Former DBE Districts</b>
South Sulawesi	Wajo Maros Bantaeng	Enrekang Jeneponto Pangkajene Kepulauan Soppeng Kota Palopo Luwu Pinrang Sidenrang Rappang Kota Makassar
	23 districts	46 districts

## ANNEX 7: PARTICIPANTS: MODULE DEVELOPMENT WORKSHOP

NAME	POSITION	INSTITUTION	SEX
Didik Prangbakat	Head of Learning Subdirector—Primary Level	Ministry for Education and Culture	M
Dra. Mujiyem	Head of Learning Subdirector—JSS	Ministry for Education and Culture	F
Prof. Dr. H Dedi Djubaedi	Director of Islamic Education	Department of Religious Affairs	M
Angi Siti Anggari	Short-term Technical Assistance	Early Grades and Primary School	F
Purwi Nuryantini	School Principal	Sekolah Dasar (SD; Primary School) Maronwetan	F
Supriono Subakir	Short-term Technical Assistance	Policy and government	F
Yani Herliani	School Principal	Sekolah Menengah Pertama (SMP; Junior Secondary School) 5 Bogor	F
Silvana Erlina	Provincial Coordinator	USAID PRIORITAS—East Java	M
Moh. Najid	Teacher Training Officer—Secondary	USAID PRIORITAS—East Java	M
Ahmad Sarjita	Teacher Training Officer—Primary	USAID PRIORITAS	M
Yati Heryati	Teacher Training Officer—Secondary	USAID PRIORITAS—West Java	F
Stuart Weston	Chief of Party	USAID PRIORITAS—Jakarta	M
Lynne Hill	Teaching and Learning Adviser	USAID PRIORITAS—Jakarta	F
Feiny Sentosa	Policy and Government Adviser	USAID PRIORITAS—Jakarta	F
Ujang Sukandi	Teacher Training Officer—Secondary	USAID PRIORITAS—Jakarta	M
Mark Heyward	Management and Governance Adviser	USAID PRIORITAS—Jakarta	M
Handoko Widagdo	Whole School Development (WSD) Specialist	USAID PRIORITAS—Jakarta	M
Wiwit	Gender and Transition Specialist	USAID PRIORITAS—Jakarta	F
Anwar Holil	Advocacy and Communication Specialist	USAID PRIORITAS—Jakarta	M

## ANNEX 8: PARTICIPANTS IN THE EGRA ADAPTATION WORKSHOP

NAME	INSTITUTION	POSITION	SEX
Dr. Rajab Bahry, M. Pd.	Fakultas Keguruan dan Ilmu Pendidikan (FKIP; Education Faculty) Universitas Syiah Kuala, Aceh	Lecturer	M
Dra. Sa'adiyah, M. Pd.	FKIP Universitas Syiah Kuala, Aceh	Lecturer	F
Dr. Wisman Hadi, M.Hum.	Pendidikan Bahasa Indonesia, Universitas Negeri Medan (UNIMED; State University of Medan), North Sumatra	Lecturer	M
Dr. Masganti Sit, M.Ag.	Pendidikan Anak Usia Dini, IAIN Sumatera Utara, North Sumatra	Lecturer	F
Dr. Isah Cahyani, M.Pd.	UPI Bandung, West Java	Lecturer	F
Nia Kurniawati, M.Pd.	UIN Sunan Gunung Djati, West Java	Lecturer	F
Ade Husnul Mawadah, M.Hum	UNTIRTA, Banten	Lecturer	M
Uyu Muawanah, S.Pd., M.Pd.	UNTIRTA, Banten	Lecturer	F
Nova Trisanti	UNNES Semarang, Central Java	Lecturer	F
Drs. Sajid Iskandar, M.Pd.	IAIN Walisongo Semarang, Central Java	Lecturer	M
Else Liliani, M.Hum.	Universitas Negeri Yogyakarta	Lecturer	F
Dr Wahyu Sukartiningih, M.Pd.	Primary School Teacher Education Department (PGSD) Fakultas Ilmu Pendidikan (FIP) UNESA Kampus Lidah Wetan Surabaya, East Java	Lecturer	F
Dra. Ratna Trieka Agustina, M.Pd.	PGSD FIP UM, East Java	Lecturer	F
Prof. Dr. Asfah Rahman, M.Ed.	Bahasa Inggris, UNM, South Sulawesi	Lecturer	M
Dr. Johar Amir, M.Hum.	Bahasa Inggris, UNM, South Sulawesi	Lecturer	F
Dr. Tadkiroatun Musfiroh	Jurusan Bahasa Indonesia for Primary FKIP, Universitas Negeri Yogyakarta, Daerah Istimewa Yogyakarta (DIY; Yogyakarta Special Area)	Lecturer	F
Maryam Mursadi, M.Ed.	Sampoerna School of Education, Jakarta	Early Childhood Education	F
Dr. Dewi Utama	Kepala Seksi Penilaian dan Akreditasi SD, MOEC, Jakarta	Civil Servant GOI	F
Purnamaningsih	Direktorat Pembinaan SD, Subdirektorat Pembelajaran, MOEC, Jakarta	Civil Servant GOI	F
Dra. Supratiningsih, M.Ed.	Kepala P4TK Bahasa, Jakarta	Civil Servant GOI	F
Dr. Suprananto	Puspendik, MOEC, Jakarta	Civil Servant GOI	M
Dr. Asriyanti	Puspendik, MORA, Jakarta	Civil Servant GOI	F
Kidup Supriadi, M.Pd.	Kasubdit Kurikulum, Pendidikan Madrasah, Jakarta	Civil Servant GOI	M
Faqih	Kasubdit Kurikulum, Pendidikan Madrasah, Jakarta	Civil Servant GOI	M

## ANNEX 9: PARTICIPANTS IN THE EGRA ENUMERATORS TRAINING

NAME	ROLE	POSITION	INSTITUTION	SEX
<b>ACEH</b>				
Jarnawi	Field Coordinator	Project Staff	Teacher Training Officer (TTO) Primary School: USAID PRIORITAS	M
Ismail	Supervisor	Project Staff	TTI Development Specialist: USAID PRIORITAS	M
Wira Dharma	Supervisor	Project Staff	Monitoring and Evaluation (M&E) Specialist: USAID PRIORITAS	M
Nuzuli	Supervisor	Project Staff	WSD Specialist: USAID PRIORITAS	F
Drs. Adnan, M.Pd.	Assessor	Lecturer	FKIP Universitas Syiah Kuala	M
Qudwatin Nisak, S. Ag., S. Si., M.Pd., M.Ed.*	Assessor	Lecturer	IAIN Ar-Raniry	F
Mirza, S. Psi., M. P.Si	Assessor	GOI Official	Dinas Pendidikan Province Aceh	M
Drs. M. Idris, M.Pd.*	Assessor	GOI Official	Kanwil Kemenag Province Aceh	M
Ummiyani, S. Ag., M.Pd.	Assessor	School Principal	Madrasah Ibtidaiyah Negeri (MIN; the Islamic Elementary School District) Merduati, Banda Aceh	F
Jaya Murni, S.Pd.*	Assessor	School Principal	SDN Perumnas Neuheun, Aceh Besar	F
Sarniati Yusmanita, S.Pd.	Assessor	Teacher	SDN 46 Banda Aceh	F
Sofiana, S.Pd.I	Assessor	Teacher	MIN Rukoh Banda Aceh	F
Nilawati, S.Pd.	Assessor	Teacher	SDN 3 Jantho, Aceh Besar	F
Mujjana, S.Pd.I	Assessor	Teacher	MIN Bukloh, Aceh Besar	F
Anina, S.Pd.I	Assessor	Teacher	MIN Durung, Aceh Besar	F
Yulia Rahmi, A., Ma.Pd.	Assessor	Teacher	SDN 22 Banda Aceh	F
<b>BANTEN</b>				
Syihabudin	Field Coordinator	Project Staff	TTO Primary and Junior Schools	M
John Pahamzah, M.Pd.	Supervisor	Project Staff	TTI Development Specialist	M
Ahmad Mardiyanto	Supervisor	Project Staff	WSD and Governance and Management Specialist	M
Wida Rachmawati	Supervisor	Lecturer	IAIN Sultan Maulana Hasanudin (SMH) Banten	F
Ferny Irawati	Assessor	Student Teacher	UNTIRTA	F

NAME	ROLE	POSITION	INSTITUTION	SEX
Widha Kurnia Sari	Assessor	Student Teacher	UNTIRTA	F
Nurul Hayat	Assessor	Student Teacher	UNTIRTA	F
Evy Septiani*	Assessor	Student Teacher	UNTIRTA	F
Shinta Melya Rahmawati	Assessor	Student Teacher	UNTIRTA	F
Dian Listiani	Assessor	Student Teacher	UNTIRTA	F
Istiqomah	Assessor	Student Teacher	IAIN SMH	F
Hasan Basri	Assessor	Student Teacher	IAIN SMH	M
Yuyun Yopi Eka Saputra	Assessor	Student Teacher	IAIN SMH	M
Deden Mashudi*	Assessor	Student Teacher	IAIN SMH	M
Faizah	Assessor	Student Teacher	IAIN SMH	F
Nur Arlina*	Assessor	Student Teacher	IAIN SMH	F
<b>CENTRAL JAVA</b>				
Ajar Budi Kuncoro	Field Coordinator	Project Staff	TTI Specialist	M
Saiful Huda Shodiq	Supervisor	Project Staff	TTO Junior Secondary School	M
Dyah Karyati	Supervisor	Project Staff	WSD Specialist	F
Ahmad Sarjita	Supervisor	Project Staff	TTO Primary School	M
Trimurtini, S.Pd., M.Pd.	Assessor	Lecturer	PGSD UNNES	F
Desi Wulandari, S.Pd., M.Pd.	Assessor	Lecturer	PGSD UNNES	F
Nugraheti Sismulyasih, Sb., S.Pd., M.Pd.	Assessor	Lecturer	PGSD UNNES	F
Dian Marta Wijayanti	Assessor	Student Teacher	PGSD UNNES	F
Arief Juang Nugraha	Assessor	Student Teacher	PGSD UNNES	M
Andang Setiawan	Assessor	Student Teacher	PGSD UNNES	M
Ismail S.M., M.Ag.	Assessor	Lecturer	Pendidikan Guru Madrasah Ibtidaiyah (PGMI; the Indonesian Education Organization) IAIN Walisongo	M
Ahmad Muthohar, M.Ag.	Assessor	Lecturer	PGMI IAIN Walisongo	M
Saminanto, S.Pd., M.Sc.	Assessor	Lecturer	PGMI IAIN Walisongo	M
Silviana Nur Faizah	Assessor	Student Teacher	PGMI IAIN Walisongo	F
Maftuhatul Hidayah	Assessor	Student Teacher	PGMI IAIN Walisongo	F

NAME	ROLE	POSITION	INSTITUTION	SEX
Dr. Tadkiroatun Musfiroh	Assessor	GOI Official	Jl. Colombo, Karang Malang, Yogyakarta 55281	F
<b>EAST JAVA</b>				
Juprianto	Field Coordinator	Project Staff	TTO—Primary	M
Abdur Rahman As'ari	Supervisor	Project Staff	TTI Development Specialist	M
Budi Setiawan	Supervisor	Project Staff	M&E Specialist	M
Drs. Bambang Udyono, MM	Assessor	School Supervisor	Taman Kanak-kanak (TK; kindergarten)/sekolah dasar (SD; primary school level) Kecamatan Nganjuk Kabupaten Nganjuk	M
Sri Maryuni, S.Pd.	Assessor	Teacher	SDN Pelem I Kecamatan Kertosono Kabupaten Nganjuk	F
Drs. Muri	Assessor	School Principal	SDN Tobo Kecamatan Merakurak Kabupaten Tuban	M
Ari Nur Faiz, S.Pd.	Assessor	Teacher	Madrasah Ibtidaiyah (MI; Islamic elementary school) Salafiyah Mandirejo Kecamatan Merakurak Kabupaten Tuban	F
Dra. Endang Soenarijati, M.Pd.	Assessor	School Principal	SDN Miji 4 Kota Mojokerto	F
Jeny Tri Sulisjayanti, S.Pd, MM	Assessor	School Supervisor	Dinas Pendidikan Kabupaten Sidoarjo	F
Dr. Wahyu Sukartiningsih, MPd.*	Assessor	Lecturer	PGSD FIP UNESA	F
Dra. Ratna Trieka Agustina, M.Pd.	Assessor	Lecturer	PGSD FIP UM Malang	F
Indra Pradana Singgih	Assessor	Student Teacher	PGSD FIP UNESA Surabaya	M
Mardiyanti	Assessor	Student Teacher	PGSD FIP UM Malang	F
Muhammad Ali Dlofir	Assessor	Student Teacher	PGSD FIP UM Malang	M
Jauharoti Alfin	Assessor	Lecturer	IAIN Sunan Ampel Surabaya	F
<b>NORTH SUMATRA</b>				
Elly Djulia	Field Coordinator	Project Staff	TTO Primary School	F
Parapat Gultom	Supervisor	Project Staff	TTI Development Specialist	M
Muhammad Ikhyar	Supervisor	Project Staff	TTO Junior Secondary School	M
Irwan Nasution	Supervisor	Lecturer	IAIN Sumatra Utara	M
Efrida Fitri	Assessor	Student Teacher	UNIMED	F
Yanti Rambe	Assessor	Student Teacher	UNIMED	F
Siti Rahmadani	Assessor	Student Teacher	UNIMED	F

NAME	ROLE	POSITION	INSTITUTION	SEX
Johannes	Assessor	Student Teacher	UNIMED	M
Maston Nainggolan	Assessor	Student Teacher	UNIMED	M
Tiurmaida Situmeang	Assessor	Student Teacher	UNIMED	F
Muhammad Fadhli, S.Pd.I	Assessor	Student Teacher	IAIN Sumatra Utara	M
Ahmad Rozik Harahap	Assessor	Student Teacher	IAIN Sumatra Utara	M
M. Alvin Syahrin	Assessor	Student Teacher	IAIN Sumatra Utara	M
Hairani Sabrina	Assessor	Student Teacher	IAIN Sumatra Utara	F
Hariyani	Assessor	Student Teacher	IAIN Sumatra Utara	F
Nurhayati Harahap	Assessor	Student Teacher	IAIN Sumatra Utara	F
<b>SOUTH SULAWESI</b>				
Amir Mallarangan	Field Coordinator	Project Staff	TTO Primary School	M
Nensilanti	Supervisor	Project Staff	TTI Development Specialist Candidate	F
Syaiful Jihad	Supervisor	Project Staff	TTO Junior Secondary School	M
La Malihu	Supervisor	Project Staff	M&E Specialist	M
Aris Armianto*	Assessor	Student Teacher	PGSD, UNM	M
Ilham Jafar	Assessor	Student Teacher	PGSD, UNM	M
Zimmah HM. Mustadir	Assessor	Student Teacher	PGMI, UIN	F
Hadrawi	Assessor	Student Teacher	PGMI, UIN	M
Sitti Rosdiana Rajab	Assessor	Teacher	Guru SD Inpres Bertingkat Mamajang 3	F
St. Amanah, S.Pd.	Assessor	Teacher	Guru SD Inpres Tamalanrea 6	F
Fitriani, S.Pd.	Assessor	Teacher	Guru MI Yaspi Sambung Jawa	F
Dr. H. Johar Amir, M.Hum.	Assessor	Lecturer	Dosen Bahasa Indonesia, UNM	F
Dr. Mayong Maman, M.Pd.*	Assessor	Lecturer	Dosen Bahasa Indonesia, UNM	M
Dra. Syamsudduha, M.Hum.*	Assessor	Lecturer	Dosen Bahasa Indonesia, UNM	F
Rappe, S.Ag., M.Pd.*	Assessor	Lecturer	Dosen UIN Makassar	M
Ridwan Idris, S.Ag., M.Pd.	Assessor	Lecturer	Dosen UIN Makassar	M
Prof. Dr. Asfah Rahman, M.Ed.	Assessor	Lecturer	Bahasa Inggris UNM	M

NAME	ROLE	POSITION	INSTITUTION	SEX
<b>WEST JAVA</b>				
Sukiman	Field Coordinator	Project Staff	TTO Primary Schools	M
Yeti Heryati	Supervisor	Project Staff	TTO Junior Secondary Schools	F
Chaerul	Supervisor	Project Staff	TTI Development Specialist	M
Indra Gunawan	Supervisor	Project Staff	M&E Specialist	M
Dena Puspita	Assessor	Student Teacher	PGMI UIN Bandung	F
Dini Nuryulianti Kaosar	Assessor	Student Teacher	PGMI UIN Bandung	F
Euis Tutih Rahmawati	Assessor	Student Teacher	PGMI UIN Bandung	F
Dici Rizka Anditia, S.Pd.	Assessor	Lecturer	PGSD UPI	F
lin Setiyaningsih, S.Pd.	Assessor	Lecturer	PGSD UPI	F
Mashudi, S.Pd.	Assessor	Lecturer	PGSD UPI	M
Mariah Ulfah, S.Pd.	Assessor	Lecturer	PGSD UPI	F
Mela Darmayanti, S.Pd.*	Assessor	Student Teacher	PGSD UPI	F
Desi Sukmawati	Assessor	Student Teacher	PGSD UPI	F
Gio Muhamad Johan	Assessor	Student Teacher	PGSD UPI	M
Kamaludin Gumilar	Assessor	Student Teacher	PGSD UPI	M
Rahmat Sutedi	Assessor	Student Teacher	PGSD UPI	M
<b>OTHERS</b>				
Dr Suprananto	Resource Person	GOI Official	Assessment Center: MOEC	M
Telma Margareta Huka, ST.	Resource person	Staff	SIL International Indonesia	F
Rara Ranga	Resource Person	Staff	SIL International Indonesia	F
Veni	Resource Person	Staff	SIL International Indonesia	F

## ANNEX 10: MONITORING AND EVALUATION INDICATORS

Key

- \* Indicator relating to crosscutting issue
- \*\* Indicator relating to early grades reading
- A Denotes activity (or input) indicator)
- R Denotes results (or outcomes) indicator

### PROJECT CUSTOM INDICATORS

#	INDICATOR	DETAILED INDICATOR
<b>Component 1: STRENGTHENED INSTRUCTION IN SCHOOLS</b>		
<b>I.1 More Effective Pre-service Training</b>		
<b>I.2 More Effective In-service Training</b>		
I.R1	Teachers demonstrate good practices in teaching and assessment	<p>% of teachers demonstrating <u>at least six</u> of the following:</p> <ul style="list-style-type: none"> <li>• Use a mix of whole class/group/partner and individual work with students</li> <li>• Ask nonrecall questions and allow students time to answer</li> <li>• Use varied learning approaches (other than lecturing and text book) such as giving open ended tasks</li> <li>• Use low costs learning aids</li> <li>• Move around the room, observing and assisting students to complete their tasks</li> <li>• Organize the classroom to facilitate interactive learning</li> <li>• Display students' work inside and/or outside the classroom to encourage students to learn from each other</li> <li>• Use tools to gather data about student achievement</li> </ul>
I.R2**	Early Grades teachers demonstrate good practice in teaching and assessing reading	<p>% of early grades teachers demonstrating <u>all</u> of the following:</p> <ul style="list-style-type: none"> <li>• Provide specific instruction appropriate to the learner in order to build word knowledge and teach word analysis</li> <li>• Provide opportunities for students to engage in sustained reading activities to practice their reading skills</li> <li>• Create a literacy-rich classroom environment</li> <li>• Check students' comprehension on what they are reading</li> <li>• Read aloud to students/ask students to read aloud using a range of materials to enhance children's print and phonological awareness</li> <li>• Conduct regular and purposeful monitoring of children's progress in reading</li> </ul>

#	INDICATOR	DETAILED INDICATOR
I.R3**	Teachers of all subjects support the development and reinforcement of students' reading skills	<p>% of non-early grades or Bahasa Indonesia language teachers reinforcing students' reading skills through using <u>at least two</u> of the following strategies:</p> <ul style="list-style-type: none"> <li>• Allow time for students to read in the lessons (independently, in pairs, groups, or chorally)</li> <li>• Provide different types of materials for students to read other than the text book</li> <li>• Check students' comprehension as they are reading</li> <li>• Discuss new words and concepts in texts to build word recognition and vocabulary</li> </ul>
I.R4*	Teachers use Information and Communication Technology (ICT) to assist students' progress in learning their subjects	<p>% of non-ICT teachers who provide opportunities for students to use ICT for <u>at least one</u> of the following:</p> <ul style="list-style-type: none"> <li>• Find out information and/or gain new knowledge</li> <li>• Process knowledge</li> <li>• Share knowledge</li> </ul>
I.R5	Students demonstrate positive learning behaviors	<p>% of classrooms where students demonstrate <u>at least four</u> of the following:</p> <ul style="list-style-type: none"> <li>• 80% of the students are engaged in their task (not easily distracted)</li> <li>• They know what they are learning and why</li> <li>• Demonstrating problem solving skills</li> <li>• Their work is the result of their own thinking (e.g., written in their own words)</li> <li>• They are expressing their feelings and opinions during lessons or asking questions</li> <li>• They are participating in cooperative activities such as experiments or discussion</li> </ul>
I.R6**	Early grades reading materials are regularly used	<p>% of early grades classes where there are</p> <ul style="list-style-type: none"> <li>• Regular reading periods</li> <li>• Students take books home to read</li> </ul>
I.R7	Students' performance in district/or national examinations improves	<p>% average improved performance as measured by results in GOI tests by subject</p> <ul style="list-style-type: none"> <li>• PS: Mathematics, science, and social studies</li> <li>• JSS: Mathematics, science, and English</li> </ul>
I.R8	Performance of students in grades 4 and 5 in reading, writing, mathematics, and science improves	<p>% average improved student performance by subject as measured by specially designed tests in reading, writing, mathematics, and science</p>
I.R9	Performance of students in grade 8 in reading, writing, mathematics, and science improves	<p>% average improved student performance by subject as measured by specifically designed tests in reading, writing, mathematics, and science.</p>

#	INDICATOR	DETAILED INDICATOR
I.R10	Lecturers in TTIs model active learning behaviors	<p>% of lecturers in partner TTIs (and LPMP) who demonstrate <u>at least five</u> of the following:</p> <ul style="list-style-type: none"> <li>• Use a mix of whole class/group/ partner and individual work with students</li> <li>• Ask nonrecall questions and expecting and allowing student teachers time to answer</li> <li>• Use varied learning approaches (other than lecturing and text book) such as giving open ended tasks, using the environment, and using learning aids</li> <li>• Move around the room, observing and assisting student teachers to complete their tasks</li> <li>• Allow student teachers to provide feedback and ask questions</li> <li>• Use authentic problems and experiences that link the theory of teaching to the practice of teaching</li> </ul>
I.R11**	TTIs integrate project training materials and programs into pre-service teacher education curricula	# of TTI that integrate new training programs/materials into pre-service teacher education curricula
I.R12	TTIs offer a more practice- oriented practicum	<p>% of student teachers from each partner TTI that (during their teacher training course) did <u>all</u> of the following:</p> <ul style="list-style-type: none"> <li>• Spent at least 30% of their time in schools</li> <li>• Completed their teaching practice in one of the good practice schools</li> <li>• Practiced lesson planning and implementation in school both independently or with peers</li> <li>• Were observed by their in-school mentor (teacher) or lecturer while implementing a lesson at least twice a month</li> <li>• Taught independently during their teaching practice, on average 20 lessons</li> <li>• Taught at least 2 different groups of students during their time in schools</li> <li>• Provided feedback on their teaching experience to the school and TTI</li> </ul>

#	INDICATOR	DETAILED INDICATOR
I.R13	Student teachers demonstrate good practices in teaching and learning	<p>% of student teachers in partner TTI demonstrating <u>at least four</u> of the following good practices:</p> <ul style="list-style-type: none"> <li>• Used a mix of whole class/group/partner and individual work with students</li> <li>• Asking nonrecall questions and allow students time to answer</li> <li>• Using varied learning approaches (other than lecturing and text book) such as giving open-ended tasks, using the environment, and using learning aids</li> <li>• Used tools to gather data about student achievement</li> <li>• Moving around the room, observing and assisting students to complete their tasks</li> <li>• Organized the classroom to facilitate interactive learning</li> </ul>
I.R14	TTI centers function effectively as hubs for continuing professional development	<p>% of assisted TTI support centers, which have conducted or organized <u>at least three</u> of the following activities (in collaboration with districts and/or schools)</p> <ul style="list-style-type: none"> <li>• Training for teachers, school principals, or school supervisors</li> <li>• Mentoring teachers or school principals in the field</li> <li>• Monitoring and evaluation activities</li> <li>• Supported education research activities with student teachers, lecturers or teachers</li> <li>• Prepared demand-based training materials or resources</li> <li>• Networking and public outreach activities such as creating websites; conducting seminars with schools, districts, and universities; publishing articles in newspapers</li> </ul>
I.R15	Good Practice Schools are functioning in each district	<p># of Good Practice Schools which:</p> <ul style="list-style-type: none"> <li>• Are used by the local TTI for teaching practicums</li> <li>• Are visited at least once a month by school principals and/or teachers from other schools</li> </ul>
I.R16	Instructional Leadership in Schools is Improving	<p>% of schools where the school principal or delegated senior staff member does <u>at least four</u> of the following:</p> <ul style="list-style-type: none"> <li>• Holds meetings with teachers to discuss curricular matters at least once a month</li> <li>• Makes regular monitoring visits to class to observe teaching and learning</li> <li>• Mentors and evaluates teachers</li> <li>• Organizes appropriate professional development activities for teachers</li> <li>• Provides the resources for learning to take place</li> </ul>

#	INDICATOR	DETAILED INDICATOR
I.R17	Teacher Working Groups are more effective and quality training is being provided	<p>% assisted Kelompok Kerja Guru (KKG; Teacher Working Group—secular primary schools) and the Local Association of Secondary Teachers (MGMP; grouped by subject matter) in early grades mathematics, science, and Bahasa Indonesia, where effective teacher training is taking place as defined by the following:</p> <ul style="list-style-type: none"> <li>• The KKG or MGMP has regular meetings (at least once a month).</li> <li>• At least 50% of teachers in the cluster/district regularly attend meetings</li> <li>• Activities conducted in the meetings directly relate to improving teaching and learning.</li> </ul>
I.R18	Districts develop and implement a plan for in-service training	<p>% of districts which:</p> <ul style="list-style-type: none"> <li>• Prepare a plan for in-service training (including for dissemination)</li> <li>• Achieve at least 50% of the targets in their plan</li> </ul>
I.R19	Project programs are disseminated in line with quality assurance standards	<p># of schools/other educational institutions where project programs have been disseminated that meet <u>all</u> of the following standards:</p> <p>Complete project training packages are used</p> <ul style="list-style-type: none"> <li>• The Training Package is used in its intended timeframe</li> <li>• Mentoring is included as an integral part of the training</li> <li>• Training and mentoring is implemented by project-trained personnel</li> <li>• Involves a sufficient # of participants from a single school/institution</li> </ul>
I.R20	Non-US Government funds are used to support/ disseminate project programs	<p>Total amount of non-US Government funds (in USD) used to disseminate the project programs. Source of non-USG sources include:</p> <ul style="list-style-type: none"> <li>• District Budgets (APBD)</li> <li>• Ministry of Education (BOS or other special funds)</li> <li>• Ministry of Religious Affairs</li> <li>• Other private funds (schools, foundations, individuals, agencies)</li> </ul>
<b>Component 2: IMPROVED EDUCATION MANAGEMENT AND GOVERNANCE</b>		
<b>2.1 Strengthened Capacity at School Level</b>		
<b>2.2 More Effective District-Based Management</b>		
2.R1*	Schools produce annual budgeted plans in a transparent and participative manner	<p>% of schools which produce a budgeted plan which meets all of the following criteria:</p> <ul style="list-style-type: none"> <li>• Focuses on improving teaching and learning outcomes</li> <li>• Developed with community participation (school committee)</li> <li>• Are publicly displayed/available</li> <li>• Addresses issues such as inclusion, retention and transition, gender, health, education, and ICT4E, which are relevant to the particular school</li> </ul>

#	INDICATOR	DETAILED INDICATOR
2.R2*	Increased parent and community participation in activities which focus on teaching and learning and/or improving the school environment  Note: a and b apply to primary school only	% of schools that involve parents and community in <u>any one</u> of the following activities: <ol style="list-style-type: none"> <li>Assisting teachers in teaching and learning activities in the classroom</li> <li>Assisting teachers in non-teaching activities (making displays, materials, portfolios)</li> <li>Supporting extra-curricular areas such as sports or local curriculum activities (language, dancing)</li> <li>Improving the school environment (e.g., cleaning, maintenance, construction)</li> <li>Assisting with specific initiatives to address relevant issues, e.g., health, hygiene, inclusive education, participation, transition</li> </ol>
2.R3	Schools' managers initiate activities to create a school reading culture	% of schools which plan for and implement initiatives to support reading, including <u>any</u> of the following: <ul style="list-style-type: none"> <li>Include school reading policies in their improvement plans</li> <li>Use funds to purchase age-appropriate reading materials (non-text book)</li> <li>Upgrade school libraries</li> <li>Establish reading corners</li> <li>Set aside specific reading times during school hours</li> <li>Establish reading clubs</li> <li>Involve parents in reading activities</li> <li>Set up systems for home-based reading</li> <li>Any other relevant initiatives</li> </ul>
2.R4	Districts use the personnel management tool for improving the efficiency of the education system	% of districts using the personnel management and planning tool (where the analysis of data demonstrates a need) in which: <ul style="list-style-type: none"> <li>The number of over- and under-sized classes are reduced as measured by a decrease in the student-teacher ratio (STR) outliers</li> <li>Multigrade schools are established</li> <li>Small primary schools are merged</li> </ul>
2.R5	Districts collaborate with provincial in-service training providers to implement their in-service training plan	% of districts that utilize the services of lecturers from TTI and/or LPMP's and # of lecturers from TTI and LPMP who support in-service training in districts
2.R6*	Increased student participation in schooling	# of districts that demonstrate an increase in: <ul style="list-style-type: none"> <li>Student retention rates</li> <li>Transition rates (primary school to junior secondary school)</li> <li>Participation rates of students with special educational needs in mainstream schools.</li> </ul>
2.R7	Districts and provinces have improved EMIS	# of districts meeting MOEC and MORA requirements for data collection and submission

#	INDICATOR	DETAILED INDICATOR
<b>Component 3 STRENGTHENED COORDINATION BETWEEN ALL LEVELS OF GOI AND KEY EDUCATION INSTITUTIONS</b>		
<b>3.1 Greater Capacity to Inform National Policy</b>		
<b>3.2 Greater Capacity to Build Linkages</b>		
<b>3.3 Greater Capacity for Staff Development</b>		
<b>3.4 Greater Capacity to Advocate for Education</b>		
3.R1	Provincial government assesses the implementation of educational policies	# of provinces producing studies, formal policy papers, policy briefs, recommendations or guidelines to improve basic education, including management, funding, governance, and delivery of basic education.
3.R2	Provincial government shares information and recommendations on the implementation of educational policies	# of provinces sharing information on the implementation of education policies/educational issues through: <ul style="list-style-type: none"> <li>• Studies</li> <li>• Websites</li> <li>• Publications</li> <li>• Press</li> <li>• Social Media</li> <li>• Blogs</li> <li>• Forums</li> <li>• Television</li> <li>• Radio</li> </ul>
3.R3	Provincial government coordinates the management and provision of education staff development	# provincial government, LPMP, TTIs, and districts produce coordinated plans for teacher professional development and upgrading
3.R4	Provincial government channels funds for education staff development	# of provinces providing funds to support the implementation of their teacher professional development and upgrading plans and total amount of funds provided by the provinces.
3.R5	Provincial government builds linkages between education stakeholders at the district and provincial level	# of provinces in which mechanisms for coordination among education stakeholders at the district level are systemized
3.A1	Provincial government holds Public Policy Forums to advocate for improvements in education	# of Public Policy Forums held at provincial level
3.R6	Provincial government has effective entities for advocating for educational improvement	# of laws, policies, regulations, or guidelines developed or modified at the national or provincial level to improve basic education, including management, governance, funding, and delivery.

## USAID CUSTOM INDICATORS

#	INDICATOR	DETAILED INDICATOR
1	Higher education institutions reached by the project	# of host country institutions with increased management or institutional capacity as a result of USG investments involving higher education institutions
2	Organizational improvements made in higher education institutions as a result of the project	# of USG-supported organizational improvements that strengthen the institutional capacity of host country higher education institutions
3	Higher education staff trained by the project	# of individuals trained as a result of USG investments involving higher education institutions
4	Teachers/educators trained by the project	# of teachers/educators trained with USG support
5	Schools affected	# of schools receiving USG support
6	Learners reached by the project	# of learners enrolled in USG-supported primary and secondary schools
7	Learners with special needs reached by the project	# of opportunities for vulnerable children (OVC) and special needs children in USG-supported primary and secondary schools
8	TTIs address regional, national, and local development needs	# of USG-assisted higher education institutions' activities that address regional, national, and local development needs
9	GOI and others fund the dissemination of the project	# of institutions which expend own budget to replicate USG education assistance
10	Text books and other materials or equipment provided through the project	# of text books and other teaching and learning materials provided with USAID assistance
11		# of educators participating in USG-sponsored exchange programs
12	Administrators and officials reached by the project	# of administrators and officials trained

## USAID STANDARD INDICATORS

#	INDICATOR	DETAILED INDICATOR
4	School Committees reached by the project	# of PTA or similar “school governance structures” supported
5		Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade-level text
6		The proportion of students who, by the end of the primary cycle are able to read and demonstrate understanding as defined by a country curriculum, standards and national experts
10		# of standardized learning assessments supported by USG
11	Primary school students reached by the project	# of learners receiving reading interventions at the primary level
12	Schools reached by the ICT4E program and shown to be using ICT as a result	# of schools using ICT due to USG support
13	Evaluations conducted to measure change in a particular area as a result of a specific project intervention	# of impact evaluations conducted
14		# of laws, policies, regulations, or guidelines developed or modified to improve primary grade reading programs or increase equitable access
16	Person hours of in-service training for teachers	Total # of person hours of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support
17	Person hours of pre-service training for student teachers	Total # of person hours of teachers/educators/teaching assistants who successfully completed pre-service training or received intensive coaching or mentoring with USG support
18	Person hours of in- and pre-service training for school principals, administrators, and GOI officials	Total # of person hours of administrators and officials successfully trained