USAID | INDONESIA
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DBE 2
DECENTRALIZED BASIC EDUCATION
Teaching and Learning

Final Report

DBE 2 Project 2005-2011

Indonesia Decentralized Basic Education Project
Component 2, Improved Quality of Teaching and Training Program
USAID Contract No. 497-M-00-05-00030-00, Education Development Center, Inc.

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DISCLAIMER: The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

Acronyms and Abbreviations

ALFA	Active Learning Facilitators Association
ALFHE	DBE 2‘s Active Learning for Higher Education Training Package
ALIHE	Active Learning in Higher Education (an ALFHE module)
ALIS	Active Learning in Schools (an ALFHE module)
APBD	District Budgets
APM	Low-cost Learning Materials
Bappeda	Agency for Regional Development
BAPPENAS	Ministry of Planning
BEP	Basic Education Program (AusAID)
BIPA	Bahasa Indonesia untuk Penutur Asing (Indonesian Language for Foreigners
BOS	Bantuan Operasional Sekolah (School Operational Support – block grant)
BP	Beyond Petroleum
BPMTV	Balai Pengembangan Media Televisi (Pustekkom)
BPS	School Support Visits (Bantuan Profesional di Sekolah)
BRR	Aceh and Nias Rehabilitation and Reconstruction Agency
BSNP	National Body for Education Standardization
BTS PKN Barat	Consortium of Western Indonesian Universities
CIUP	Consortium of Indonesian Universities Pittsburgh
CLCC	Creating Learning Communities for Children
CMS	Content Management System
CRC	Cluster Resource Center
CRP	Classroom Reading Program
DALI	Developing Active Learning with ICT
DBE 2	Decentralized Basic Education, Program Component 2
DE	Distance Education
DEPAG	Department of Religious Affairs (same as MORA)
DIKTI	Directorate General for Higher Education
DINAS	District Education Office
DLC	District Learning Coordinator
ECE	Early Childhood Education
EDC	Education Development Center, Inc.
EMIS	Education Management Information Systems

ESP	Environmental Services Program (USAID)
ETLO	Ed-Tech Leaders Online
FAR	Federal Acquisition Regulation
FKIP	Teacher Training Faculty
FST	Field Staff Training
FSU	Florida State University
FY	Fiscal Year
GDA	Global Development Alliance
GOI	Government of Indonesia
HEM	Higher education management
IAI	Interactive Audio Instruction
IAIN	Institut Agama Islam Negeri
IAIN-SU	Institut Agama Islam Negeri Sumatra Utara
IPB	Institut Pertanian Bogor
ICT	Information Communication Technology
IDR	Indonesian Rupiah
IGRA	Ikatan Guru Taman Kanak-Kanak/Muslim Kindergarten Teachers Association
IGTKI	Ikatan Guru Taman Kanak-Kanak/Kindergarten Teachers Association
IKIP	Institut Keguran dan Ilmu Pendidikan/Institute of education sciences
INGO	International Non-Governmental Organization
IR	Intermediate Result
ITT	Initial Teacher Training
KAK	Letter of Agreement
KBK	Competency-Based Curriculum
KCD	Kepala Cabang Dinas/Head of Sub-District Education Office
KEMKO KESRA	Kementerian Koordinator bidang Kesejahteraan rakyat/The Coordinating Ministry for the People‘s Welfare
KKKS	Principals‘ Working Group
KKG	Teachers‘ Working Group
KOPERTIS	Coordinator of Private Universities
KPTIP	Consortium of Indonesia-Pittsburgh Universities
KPTN KTI	Consortium of State Universities in Eastern Indonesia
KTSP	School-level Curriculum
Kokesra	Coordinating Ministry for People‘s Welfare
LGSP	Local Governance Support Program (USAID)
LMS	Learning Management System
LPMP	Education Quality Assurance Council

LRC	Learning Resource Center (Unsyiah FKIP)
M&E	Monitoring and Evaluation
MAPENDA	General School Madrasah and Religious Education Office
MAT	Module Adaptation Team
MBE	Managing Basic Education (USAID)
MDC	Madrasah Development Center
MDT	Module Development Team
MI	Islamic Elementary School
MIN	State Islamic Elementary School
MIT	Module Implementation Team
MONE	Ministry of National Education
MORA	Ministry of Religious Affairs (same as DEPAG)
MOU	Memorandum of Understanding
MPD	Regional Education Board (in Aceh)
MT	Islamic Junior High School
MT	Master Teacher (Intel Teach)
MTT	Master Teacher Trainer
NGO	Non-Governmental Organization
OCCA	One Computer Classroom Activities
OCD	Online Course Design
OPDD	Online Professional Development and Delivery
P4TK	Center for Teacher and Education Personnel Development and Empowerment
P4TK TK & PLB	Center for Teacher and Education Personnel Development and Empowerment, Kindergarten and Special Education
PAI	Program Audio Interactif (Interactive Audio Instruction)
PAKEM	Active, Creative, Joyful, and Effective Learning
PAUD	Early Childhood Education
PBS	Subject Matter Specialists
PC	Provincial Coordinator
PGPAUD	Early Childhood Education Teacher Development Program
PGRI	Teacher Association of the Republic of Indonesia
PGSD	Primary School Teacher Development Program
PGTK	Kindergarten Teacher Development Program
Pitt	University of Pittsburgh
PKBM	Community Learning Center
PKG	Pusat Kegiatan Guru (Teachers Activity Center)
PKn	Civic Education

PKS	General University Task Order
PLF	Principal Leadership Forum (Intel Teach)
PMPTK	Directorate General for Teacher and Education Personnel Quality Improvement, MONE
PPA	Public-Private Alliance
PPPG	Technical Education Development Center
PPPPTK	Center for Language Educator Professional Development
PPTK	Section for Professional Development of Educators
PR	Vice Rector (Pembantu Rektor)
PSE	Center for Effective Schools (UNM)
PSBG	Pusat Sumber Belajar Gugus (Cluster Resource Center)
PSP	Primary School Programs
PT	Participant Teachers (Intel Teach)
PUKSI	Unsyiah Data Center
PUSKUR	Curriculum Center (MONE)
RENSTRA	Education Sector Strategy
RPS/RKS	School Planning Workshops
RRI	Radio Republik Indonesia
RTI	Research Triangle Institute
SDN	State Primary School
SDI	Islamic State Primary School
SIKIB	Solidaritas Istri Kabinet Indonesia Bersatu
SKS	University Credits (Sistem Kredit Semester)
SLB	Special school for children with special needs (Sekolah Luar Biasa)
SMP	Junior High School
SOW	Scope of work (double-check)
SRC	School Report Card
SSR	Silent Sustained Reading
ST	Senior Trainer (Intel Teach)
STAIN	State College of Islamic Studies
STAIS	Private College of Islamic Studies
STW	School Team Workshop
TK	Kindergarten
TAPSU	Training and Practicum Support Unit
TOT	Training of Trainers
UA	University Adviser
UC	University Consortium

UCP	University Contact Person
UCM	University Consortium Meeting
UCP	University Contact Person
UI	Universitas Indonesia
UIN	State Islamic University
UISU	Universitas Islam Sumatera Utara
UKI	Universitas Kristen Indonesia
UKSW	Universitas Kristen Satya Wacana
UM	Universitas Negeri Malang
UMass	University of Massachusetts
UNCEN	Universitas Cenderawasih
UNESA	Universitas Nasional Surabaya
Unmuha	Univeristas Muhammadiyah
UNIMED	Universitas Negeri Medan
UNNES	Universitas Nasional Semarang
UNM	Universitas Negeri Makassar
UNIMAL	University of Malikul Saleh
Unismuh	Universitas Muhammadiyah Makassar
UNJ	Universitas Negeri Jakarta
UNPAD	Universitas Padjajaran
UNPAS	Universitas Pasundan
UNS	Universitas Sebelas Maret
UNSIQ	University of Quran Science
UNSYIAH	Syiah Kuala University
UNTIRTA	Universitas Sultan Ageng Tirtayasa
UPI	Universitas Pendidikan Indonesia
UPTD	Unit Pelaksana Teknis Daerah (Regional Technical Implementation Unit)
USAID	United States Agency for International Development
USD	United States Dollars
USINDO	United States-Indonesia Society
UT	Universitas Terbuka/Open University
UWG	University Working Group
WIAL	DBE 2 ―What is Active Learning?” workshops

Executive Summary

From 2005-2011, USAID‘s Decentralized Basic Education Program, Component 2: Teaching and Learning (DBE 2) undertook an ambitious effort to improve the quality of teaching and learning in Indonesia‘s primary schools, using a variety of innovative approaches to strengthen teacher training and improve the school learning environment.

The USAID DBE 2 project was led by Education Development Center, Inc. (EDC) as prime contractor. Principal subcontractors were the Academy for Educational Development (AED), the Research Triangle Institute (RTI), Florida State University, the University of Massachusetts and the University of Pittsburgh. DBE 2 worked closely with USAID/Indonesia, the Ministries of National Education (MONE) and Religious Affairs (MORA), the Coordinating Ministry for the People‘s Welfare (MENKO KESRA), and other public and private sector partners to improve Indonesia‘s teacher professional development system and strengthen the capacity of educators and administrators to initiate, facilitate and promote school improvement across the archipelago. DBE 2 included several project components: decentralized, university-accredited teacher training; instructional leadership and management; interactive audio instruction (IAI) for kindergarten teachers and students; school cluster resource centers; partnerships with Indonesian and US universities; information and communication technologies as teaching and learning tools; distance education; a classroom-based reading program, an Active Learning for Higher Education (ALFHE) training program for university lecturers, a school report card initiative, and alliances with the private sector to expand project impact.

DBE 2 established a presence in seven provinces: Central, West, and East Java, Banten, South Sulawesi, North Sumatra, and Aceh. The project directly worked with 1,203 schools, 131 kindergartens, and over 16,000 teachers, serving approximately 263,000 students.

The ALFHE training package was used to train more than 2,500 lecturers from 117 universities across the country, empowering them to apply active learning at the university level and to integrate ICT into the teaching and learning process on campus.

DBE 2 practices and materials have been replicated by various local government agencies, universities and donor agencies, which greatly expanded the project‘s impact. By project end, 8,193 additional primary schools and 2,069 kindergartens were replicating DBE 2 best practices – almost seven times the project‘s footprint.

Through educator professional development and support as well as enhanced resources to the school environment, DBE 2‘s primary objective was to improve the quality of teaching and learning in participating schools. Project interventions were designed to achieve the following results:

1. In-service educator professional development systems strengthened, in place and functioning
    - Decentralized, in-service educator training system created and operating (SIR 1.1)
    - Educator support systems developed (SIR 1.2)
    - University capacity to support and deliver in-service training strengthened (SIR 1.3)
2. School learning environment improved (IR 2)
    - Local (school-based) capacity to support school quality strengthened (SIR 2.1)
    - Student learning needs addressed by schools (SIR 2.2)
    - Learning environment better resourced (SIR 2.3)
3. Public-private alliances to support education (in targeted areas) developed (Supporting IR 3)

4. Primary student basic skills assessment improved (Supporting IR 4)
    - Student basic skills competency test and instruments developed (SIR 4.1)
5. Best practices, knowledge and experience shared (Supporting IR 5)
6. Strengthened capacity of Unsyiah FKIP to deliver improved training of primary and secondary teachers (Supporting IR 6 – applies to DBE 2's Aceh Component 2 project at Unsyiah FKIP)

Outcomes of DBE 2 interventions were measured in four major areas: student performance, teacher performance, principal performance, and school performance. The ultimate outcome was improved student achievement. DBE 2 conducted assessments of student achievement in Math, Science and Language (Bahasa Indonesia) longitudinally over the life of the project. The project used authentic testing instruments in Language and Math for Class 3 and Language, Science and Math for Class 6. It measured student achievement in not only project schools, but also in control schools that were selected to match the characteristics of DBE 2 schools.

The analysis of final monitoring and evaluation (M&E) data showed that overall, both DBE 2 and control students performed well in Grade 3 Language. However, students in schools participating in DBE 2 Language training achieved consistently higher scores in Language (90%-95% correct, on average), than control students in provinces where no Language training was conducted (79%-85% correct, on average). In Grade 3 Math, performance for both DBE 2 and control students was considerably lower than that seen in Language. Still, DBE 2 students in schools receiving Math training obtained an average 39% correct on Math exams in 2009 and 2010, as compared to the 12% correct achieved, on average, by control students in provinces receiving no Math training. In Grade 6, average Language performance remained relatively high for both DBE 2 and control students. DBE 2 students in schools receiving Language training maintained consistently higher scores on Grade 6 Language exams, on average, than control students in provinces where DBE 2 Language training was not received. Math performance in both DBE 2 and control schools remained relatively weak from Grade 3 to Grade 6. While average scores achieved by students in DBE 2 schools participating in Math training were observed to steadily increase up to 50% in 2010, the average percent correct obtained by control students in provinces receiving no Math training never rose above 24%.

M&E data also provides a picture of teacher and principal performance. The percentage of DBE 2 teachers meeting or exceeding competency across all evaluated skill areas was notably higher than that of control teachers, with 91% of Cohort 1 and 87% of Cohort 2 DBE 2 teachers meeting or exceeding competency, compared with 77% of their Control school peers in Cohort 1 and 68% in Cohort 2. In both Cohorts 1 and 2, a consistently greater percentage of DBE 2 teachers than control teachers were seen to use interactive learning methods in their classrooms, create their own learning materials, and most notably, were able to present a prepared lesson plan at the time of observation. These differences, recorded across several years of classroom visits, and across two teacher cohorts, indicate real and sustained changes in key areas of teacher practice as a result of DBE 2 participation.

While the percentage of control principals meeting with their teachers to discuss their individual performance (at least once per semester), exceeded that of DBE 2 principals in initial years of observation, by 2009/10, the percentage of DBE 2 principals meeting this criteria surpassed that of Control principals by 11 percentage points in Cohort 1, and by 6 points in Cohort 2. By 2009/10, DBE 2 principals were also more likely than their control colleagues to hold staff meetings with their teachers at least once per month, with 71% of DBE 2 principals meeting this criteria in Cohort 1 (as compared with 63% of Control principals), and 67% meeting this criteria in Cohort 2 (as compared with 60% of Control principals).

The percentage of DBE 2 classrooms meeting 12 or more of 15 learning-conducive criteria exceeded that of control classrooms in each year observed, and this advantage increased by 13% from 2006/07 (where DBE 2 classrooms held a 21 percentage point lead) to 2009/10 (where DBE 2 classrooms had a 24 percentage point lead).

Results based on analysis of data collected by project M&E activities are described in each of the technical and provincial components of this final report. DBE 2's Annual M&E reports provide a thorough discussion of all project data.

The DBE 2 Midterm Review

A critical decision, with far reaching implications for the DBE program as a whole, was to conduct a midterm review and not an evaluation. The purpose of the review was to assist DBE program management make necessary adjustments in overall strategies, planning and activities to better reach the defined goals and objectives. For all DBE components, and DBE 2 in particular, this significantly impacted the course of project activity for the second half of the period of performance.

The Midterm Review made several recommendations that changed the course of DBE 2 for the remainder of the project. These included the following:

- **Transition** – The Midterm Review agreed with the DBE proposal to drop Cohort 3, and in exchange, allocate the resources previously targeted toward these activities toward promoting sustainability and the replication of DBE best practices using funding from sources other than the program. For DBE 2, the strategy focused on transitioning activities from the project offices to partner agencies such as local education offices and universities. The project provided these agencies with technical assistance so that they could implement project activity successfully, maintaining DBE 2 quality standards.

  The decision to exchange a third cohort of schools for a focus on promoting sustainability and replication of project best practice enabled DBE 2 to reach a much larger number of beneficiaries (roughly seven times the number reached in the first two cohorts) spread across a wider geographic area and empower local agencies to continue implementing project best practice beyond the lifespan of DBE 2.

- **Aceh Expansion** – A recommendation was made that DBE expand its footprint to all districts in Aceh Province using existing program resources. DBE 2‘s strategy for this additional outreach was to seek support and leadership from experienced Acehnese DBE 2 partners, particularly the institutions of higher education. This approach helped to keep costs within the project budget and supported the transition strategy for increasing the sustainability of DBE 2 best practices.

- **Active Learning for Higher Education** – ALFHE was a program initiated by DBE 2 university partners in Aceh (through DBE 2 Aceh Project Component 2 with Syiah Kuala University) that took active learning from elementary schools to university campuses. DBE 2 and its higher education partners in Aceh drafted the first ALFHE training modules, which were later updated and expanded on in collaboration with all 14 of DBE 2‘s university partners. ALFHE was then implemented by the original fourteen partner universities, and further disseminated by them to more than 100 additional institutions of higher education throughout the country.

- **Distance Education** – The Midterm Review identified distance education as one possible approach to meeting the ambitious government of Indonesia (GOI) agenda for upgrading some 1.7 million primary school teachers by 2015. DBE 2 was asked to study the distance education activities underway in Indonesia, and make recommendations on how to strengthen these efforts in order to assist the GOI with meeting its teacher upgrading obligations. In addition, DBE 2 was requested to conduct several pilot activities designed to strengthen the quality of distance education activities and improve higher education involvement in distance education programs.

- **Classroom Reading Program** – While DBE 2 had a contractual responsibility to implement a small, ancillary reading program, the Midterm Review emphasized the importance of reading and recommended a greater project focus on reading activities. The results of DBE 2's Classroom Reading Program, designed with input from the Midterm Review in mind, proved to be a success beyond all expectations, and set the standard for continuing GOI implementation and expansion of these pilot efforts. The program was enormously popular with schools and district education offices alike, many of which sought ways to replicate the approach using local resources.

Individual chapters discussing each of these activities are found in Volumes 1 and 2 of this report.

Report Structure

This document consists of a series of final project reports prepared by DBE 2 activity managers and provincial coordinators. Each report provides a summary of activities and participants, discusses objectives and implementation strategy, explores accomplishments, challenges and solutions and lessons learned, and concludes with recommendations meant to inform the implementation of future projects in Indonesia funded by USAID and other donor agencies.

The DBE 2 Best Practices Guidelines (Contract Deliverable 21) serves as a "how to" guide to replicate recognized project best practices. This Final Report, paired with these Best Practices Guidelines, presents an in-depth picture of why and how DBE 2 initiatives should be replicated, and in many instances, how approaches could be improved in order to strengthen impact.

This final project report is organized into three volumes. Volume I contains a summary of lessons learned and recommendations, followed by a series of activity reports prepared by DBE 2 Jakarta's team of program managers. These reports discuss in detail each of the technical components that comprised DBE 2's program of teacher professional development. Volume II includes provincial final reports prepared by the DBE 2 provincial coordinators. These reports clearly reflect the decentralized nature of the project, with each provincial coordinator choosing to emphasize difference aspects of the project - reflecting the unique nature of implementation in each of the seven target provinces. Volume Three annexes a series of key reference materials, including the DBE 2 deliverables tracker, Cohort 1 and Cohort 2 primary school and kindergarten lists, and contact details for project staff and consultants.

Note: In tables throughout the document where figures occur in Indonesian Rupiah (IDR), a US Dollar (USD) conversion has been provided, using an average of IDR 9,000 to 1 USD.

Lessons Learned Final Report

Since 2005, DBE 2 has developed a variety of materials and implemented numerous types of programs in schools and universities throughout seven provinces in Indonesia. These experiences have led to an extensive list of lessons learned. Rather than providing activity specific lessons learned here (for example, a lesson that would apply specifically to the management of a Cluster Resource Center), we have focused on developing a set of lessons that spans the implementation of the overall DBE 2 program. These lessons have led to our recommendations, which are outlined in the section that follows.

1. Change takes time. While scale is important, before expanding the pool of beneficiaries, it is important to allow enough time for an intervention to be tested and refined. Changing stakeholders‘ mindset and entrenched teaching traditions is not impossible but it takes time. At the higher education level, the belief that senior university lecturers cannot change was disproved, but junior lecturers do appear to accept change faster.

2. Do not underestimate the school community and its ability to support a program that it determines to be of high quality and relevance. A great deal of the replication of DBE 2 best practices was supported with bottom-up funding that came from school sources such as operational funds provided to schools (known as *Dana BOS),* or even teachers themselves.

3. There are three M‘s needed to make sustainability work: Method, Manpower and Money. The districts that succeeded in promoting sustainability and replicating DBE 2 best practices at large scale had all three. Any one of these three elements on its own was typically not enough to ensure that sustainability and the replication of best practice will take place. Provision of training materials that describe the methods used by the project are not by themselves enough if local facilitators and mentors are not also available. And the presence of these two assets without a sustainable means to fund replication is also not enough to ensure efforts to promote sustainability will succeed. This was also true at the university level for the ALFHE intervention; those universities that did not free up requisite manpower (in this case ALFHE facilitators) or provide funding, did not achieve the intended results with on-campus rollout.

4. Project goals and activities must meet stakeholder needs and be in line with local priorities, structures and activity schedules. The involvement of stakeholders starting from beginning of project activity—in design, development and implementation—helps project best practices and products to be adopted by beneficiaries later down the road. As an example, working through existing cluster level structures such as the Teachers' Working Group (KKG) and Principals' Working Group (KKKS) was prudent; where the project modified these structures by adding neighboring schools from adjacent clusters to achieve target numbers of schools or to add madrasahs, difficulties arose. Another example is that problems are likely to arise if project activity schedules do not match the school calendar; the project can encounter numerous problems if it schedules professional development activities during the test preparation period (which is fixed on the school calendar). Project activity calendars must adapt to match local schedules and priorities instead of creating conflicting schedules and thus friction between the project and schools. Another example is the approval process required for large scale procurement often delayed the rollout of activities, such as the Classroom Reading Program for example; donors and implementing partners that collaborate closely with stakeholders to anticipate possible bottlenecks and work through these will be better enable timely implementation of activities.

5. Stakeholder commitment needs to be obtained early on so that the program can run smoothly. Written commitment from the top leaders in the institution/organization is vital but this alone is not enough.

Strong support and commitment also needs to come from the technical staff who will implement whatever is agreed to by the top leadership. Clear, regular communication is critical with all levels of stakeholder organizations to maintain commitment and ensure that support remains constant. This was true at both district level and in Universities.

6. The provision of ICT equipment by itself does not ensure that it will be used or used appropriately. Conversely, training on how to use ICT is not of use unless there is access to the equipment necessary to practice what has been learned in training. Both the methods and the materials must be made available. Training teachers on how to use ICT to support the teaching learning process before providing them with the relevant equipment helps to ensure the successful use of technology once it is in place.

7. Maintenance of ICT equipment is challenging, particularly at the school level. Ideally, only equipment that can be repaired at a local (provincial) service center should be purchased. Providing school/resource center staff with basic maintenance and troubleshooting skills is also vital. Instructional videos and simple guidebooks on basic ICT troubleshooting skills could be used as resources or reference materials during times when other staff are not available.

8. Regular, school-based support is critical to ensuring smooth program implementation and quality control. Teachers value school-based mentoring as a form of professional development and appreciate it when provided. Without direct support following a training workshop, many teachers cannot successfully apply new innovations in their classrooms – this proved to be especially true when innovations included the use of ICT.

9. Creating a professional development system that encourages teachers to apply new innovations in their classroom shortly following a training workshop with the guidance and support of mentors and coaches increased the impact of program interventions. If teacher professional development is to be sustainable, well trained mentors or coaches must be readily available; however, it was often difficult to ensure that designated mentors and coaches had enough time to devote to related activities. Mentors and coaches need training and support too.

10. Based on lessons learned from the DBE 2 distance education pilots, a pure online model of distance education was less effective for teachers and lecturers in Indonesia than one that combines some degree of face-to-face interaction.

11. Putting teacher training universities and school practitioners into a combined team to design, develop and implement in-service teacher training programs brings positive and significant impact not only to the improvement of educators capacity and school‘s quality, but also to university and lecturers who involve in the program. This strategy also fills the gap between teacher training universities and the schools – the users of their products.

12. Well organized Cluster Resource Centers can empower Teacher Activity Centers (Pusat Kegiatan Guru or PKG) to support the continuous professional development of teachers at the cluster level. Providing learning resources (such as ICT equipment) together with technical assistance (in the form of various types of training) rather than only resources alone was a wise move. Secondly, providing both resources and training in phases based on stakeholders‘ performance increased their motivation and promoted program sustainability, more than if resources were provided in a single large, one time donation of equipment.

13. DBE 2 trained all school stakeholders (school teacher, principal, supervisor, and committee) when

training packages were implemented. This _whole school‘ approach accelerated the adoption of interventions and promoted the sustainability of instructional quality improvement observed in DBE 2 schools. Even though some school principals and supervisors were initially resistant to participating in training alongside teachers, over the long term, participants said that it was valuable to have all stakeholders participate in training so that they could be mutually supportive of changes in the school.

14. A well implemented monitoring and evaluation system with comprehensive pre-set indicators not only provides the project and local stakeholders with reliable data and information, it also makes it easier to observe increases in outcomes that arise from the innovations introduced.

Recommendations

The lessons detailed in the preceding section have led to the following series of recommendations. These are intended to be global in focus – DBE 2 best practices and experience can provide a wealth of information and guidance for the startup and implementation of future projects funded by USAID and other donors.

1. Programs should be conscious of the fact that the adoption of new practices or new behaviors does not happen overnight. The process and rate of adoption of a new innovation is affected by a number of variables that need to be considered in program planning. One is whether or not the target audience believes that an innovation is relevant to their needs. Another is whether or not the target audience believes that an innovation is in line with their priorities, a third is whether or not the innovation is feasible, simple and uncomplicated and the last is whether or not the innovation is observable. The role of leadership also influences the rate of adoption. Commitment from leadership (the Minister, Dirjen, Kepala Dinas Pendidikan Kabupaten/Kota or university rectors) has an influence on the rate of adoption. At the school level this point underscores the importance of working with school supervisors and principals. Including these persons increases the likelihood of successful adoption and speeds the adoption rate. Failure to include these persons reduces the speed and success of adoption. Schools that have succeeded in putting to practice the innovations they learned from DBE should be maintained and used as reference schools that other educators can visit to observe effective school improvement and consider replication of DBE best practices. Districts can take advantage of these schools to promote the adoption of the program‘s innovations.

2. ICT interventions must include both equipment and training on its appropriate use from the very start. ICT is a chicken and egg scenario: without the capacity to use technology, there is little use for having the equipment; but, without equipment, there is little opportunity to build capacity. The provision of ICT equipment by itself does not ensure that it will be used or used appropriately. Conversely, training on how to use ICT is not of use unless there is access to the equipment necessary to practice what has been learned in training. Future ICT programs should design interventions that include both components in mind from the start. Previous programs that have dropped computers in schools or resource centers but without follow up or training have often met with arguably little effect. An ICT initiative must include immediate teacher training on ICT use in the teaching and learning process as well as a component on capacity building for maintenance and troubleshooting.

3. DBE 2‘s distance education pilot activities led to considerable learning that should be considered by future projects that plan to incorporate distance learning. Though distance education for the professional development of primary teachers and university faculty in Indonesia has much potential, hybrid scenarios–those that combine online with face-to-face activities–should be encouraged as an alternative to purely online models. A second recommendation tied to distance education initiatives is that appropriate infrastructure must be in place for distance education efforts to succeed. Thirdly, distance education facilitators and participants must be confident working in the medium; for this to happen, ongoing support and professional development is key. DBE 2‘s experience with ICTs and distance education has

confirmed that putting activities first rather than technology is a key to success. The DBE 2 ICT initiatives such as DALI, OCCA, DE, CRCs, etc. could be studied further by stakeholders and donors so that they can be used for future ICT/DE initiatives.

4. Several features of the DBE 2 training approach are worth considering for future projects. The notion of in-service professional development and training for teachers was certainly not new at the time DBE 2 began, but there were several features may not have been implemented at scale in the past. The following recommendations may inform future projects:

    - University accredited training is a strategically smart move. By being accredited by universities, in-service professional development can increase teachers‘ capacity, while also addressing the problem of under-qualified teachers.

    - Long term training that combines theory and practice is effective in changing teacher behavior. The DBE 2 training model using an iterative process mixing face-to-face tuition with practice, reflection, and mentoring along with authentic assessment was shown to be highly successful. This model should be adapted for use in other programs.

    - Emphasize follow-up in schools and classes and use peer mentoring as an integrated part of the approach. To make significant and meaningful change in classroom teaching and learning activities—in other words, for teacher professional development to be of lasting impact—training should be followed up by intensive classroom peer mentoring by well-trained mentors or coaches. Mentors and coaches need support too, so commitment from district education offices is critical to ensure that designated mentors and coaches have enough time to provide in-class support.

    - Quality interventions are recognized, appreciated, and preferred by beneficiaries even though additional effort is required. Teachers who participated in DBE 2 training had to attend activities continuously for a whole semester, and pass a portfolio evaluation before they could receive a university certificate. This was a high watermark that exceeded most teachers‘ previous in-service training experiences; it was not easy, but in the end it was respected, and appreciated. Quality should be set as the highest priority for all education improvement programs.

5. Promote sustainability and make this an explicit part of program design. The project shifted its focus following the mid-term evaluation and turned its attention toward promoting sustainability and supporting the replication of project best practice and the institutionalization of materials and approaches. Several recommendations can be made from this experience:

    - Do not focus solely on APBD as a funding source to support replication. A significant amount of the replication of DBE 2 best practices was supported with funding from schools and teachers. Allocation of APBD was frequently subject to political machinations that could cause allocations to disappear at the last minute, whereas Dana BOS was allocated by the schools themselves with the support from district education officials and activities could be immediately implemented at the subdistrict and school cluster level. Future programs should be aware that this kind of bottom-up funding can be every bit as important as APBD in supporting replication.
    - Donor projects are uniquely positioned to pilot innovations that are difficult to attempt under the bureaucratic encumbrances of government systems. The GOI should take advantage of this opportunity to test effective, innovative approaches for educational improvement, and then unabashedly integrate those that are successful into their existing systems.
    - Decentralization has shifted the operational focus to provinces and districts. Therefore,

operational programs and activities should be implemented at this level. Central stakeholders have a critical role in establishing policy, providing policy interpretation for provincial and district levels, and providing resources for field level policy implementation. Monitoring and accountability mechanisms should be established and operated by central stakeholders to provide assurance that policy standards are met.

- Build human capital of district government offices, universities and other education institutions. As one the government assets, ex DBE 2 trainers and facilitators (MTTs, DLCs) should be utilized to support implementation and dissemination of best practices.
- ALFHE facilitators are an asset to be taken advantage of. The Ministry of Education and Culture (MOEC) Directorate General of Higher Education should make use of facilitators and the broader ALFHE network for developing curriculum and instructional program improvement at the Directorate General.

6. Donor programs should match existing structures, timelines and policy. This would seem to go without saying but there are many lessons learned from DBE 2 that could have saved effort and increased efficiency and impact had they been understood from the start. The examples below highlight specific considerations useful to future projects.

    - Involve critical government agencies early on and formalize agreements with memoranda of understanding. Relevant Indonesian Government offices must be involved in program activity from inception to ensure relevance and promote sustainability. Stakeholder agencies should provide counterpart budget and/or in-kind contributions towards the implementation of the activity to the degree possible. MOUs with district governments should be explicit in expectations for government support for replication and sustainability.
    - National level government is relevant. Where feasible, national-level education stakeholders should be involved well in advance in the planning and development of activities to ensure that they are part of the national agenda.
    - Work through the relevant school level structures, without creating the new ones simply for project administration. DBE 2 learned that school clusters are an important working unit in basic education. Working through existing school cluster institutions such as KKG and KKKS was prudent. Project experience demonstrated that the modification of project clusters from the DIKNAS structure created inefficiencies and did not help to promote GOI stakeholder ownership of project activities.
    - Involve relevant local government officials in constructive ways. Local education office officials and staff (particularly school supervisors and subject matter specialist teachers) should be included in cluster-level activity teams in order to support their existing roles and functions and encourage sustainability. For example, DBE 2 reinforced principals and school supervisors‘ roles as instructional leaders by providing them with training to enhance their role as mentors for teachers.
    - Activities should be implemented in line with the school calendar. For example, schools take several weeks to prepare for national exams, and consideration should be made for this early on in any project.
    - Content of the program should be based on national curriculum and address the real needs and priorities of the partner ministries. The content of one of DBE 2‘s most widely replicated programs, Interactive Audio Instruction for Kindergarten, was developed in close coordination with a team of Indonesian early childhood education experts from within the Ministry of National Education. The widespread demand for this activity demonstrates the value of collaborating with relevant ministries and closely linking content to national priorities.

7. Universities have an important place in basic education and should be partners in donor activity. Universities can play a key role in developing teachers and in supporting in-service training for educators across the country. They are thought leaders in the field and can play a strong role in future projects. University partnerships were criticized by some at the start of DBE 2 implementation and for good reason. Working with Universities was not easy. It required time to build relationships and many of the partnerships took enormous energy to manage. That energy arguably could have been spent implementing program activity; however the partnerships proved to be strategically valuable in ways that cannot be replaced by other means. With this in mind several specific considerations are worth incorporating in the planning for future USAID projects:

    - Cooperation with partner university leadership is critical as is strong support and commitment from the academic staff, particularly among those persons assigned to take follow up action and implement the activities agreed to by rectors. MOUs should state clearly what the university will be responsible to provide in terms of both in-kind and financial support. If university faculties are to be reliable and effective participants in any aspect of program implementation, they must receive the appropriate official releases from their institution. Many university lecturers are overburdened and pulled away at the last minute to deal with a crisis project that has landed on the rector‘s desk. This problem needs to be addressed explicitly in future partnership agreements.
    - USAID should make use of the extensive network of DBE 2 university partners which spans all regions of Indonesia. The ALFA (Active Learning Facilitators Association) and AP2SU (Asosiasi Pendidik Profesional Sumatera Utara or the North Sumatera Professional Educator Association) are two excellent organizations for USAID or other donors to work with in the future. These well trained champions of the project and stewards of its best practices should be used in planning and realizing future education projects. This network is an asset that has come at some cost and could be tapped for other USAID and USG efforts.
    - The relationship between project schools and lecturers brought relevance to university pre-service education programs and the involvement of lecturers and higher education institutions in project development and implementation brought legitimacy and expertise to DBE 2 professional development in the eyes of district and school stakeholders. This collaboration is worth repeating.
    - University involvement allowed accreditation of training modules which meant that DBE 2 training not only improved educator capacity but also addressed the national matter of upgrading teachers‘ qualifications.
    - In terms of sustainability, university involvement in project implementation fostered relationships between districts and universities encouraging universities to become more viable providers of teacher in-service training to districts.
    - Robust monitoring and evaluation systems that enable donors as well as stakeholders to see project impact are worth the investment. DBE 2‘s M&E program produced measurements of project impact and also provided local government stakeholders with tools to decide which innovations best matched their needs for replication. Each year, DBE 2 not only reported out M&E findings to USAID, national and provincial-level GOI stakeholders, but the project also invested time and effort in sharing results with partner districts and schools. This approach proved to be integral to project replication as local-level partners could make informed decisions about where to invest their own resources.

Kindergarten Final Report

Introduction

School readiness skills are critical both to prepare children to enter primary school and also for their long term success in life. DBE 2‘s Interactive Audio Instruction (IAI) kindergarten program provided on-the-job training for untrained and under-trained teachers, imparting within them a strong foundation in active learning methods. The IAI kindergarten pilot program was developed by DBE 2 to simultaneously train teachers while also teaching students. The interactive, audio-based approach allowed teachers to learn while teaching. The IAI kindergarten program thus proved an excellent in-service training resource for teachers who may not have had a degree in early childhood education or who felt that their skills needed updating. This program introduced innovative learning strategies in a total of 131 partner kindergartens and transformed teachers‘ teaching style. Project monitoring and evaluation results indicate that students' competencies improved as a result of their involvement in the pilot.

Teachers in DBE 2 partner kindergartens found this program very useful as it offered them alternative learning strategies. Classrooms became livelier with students learning new things through games, songs, stories, and through question-and-answer methods. The IAI kindergarten program reinforced the use of active learning through play as an aspect of learning in kindergartens.

The Monitoring and Evaluation (M&E) team calculated that 1,768 kindergartens (as per March 2011) have been introduced to the DBE 2 IAI kindergarten program through transition activities. This number indicated the success of the IAI kindergarten program in the field where stakeholders clearly viewed it as an asset and requested the program be replicated in more kindergartens within and outside DBE 2 school clusters.

Objectives of Program

The DBE 2 kindergarten program is based on an instructional methodology known as Interactive Audio Instruction that encourages a hands-on, active approach to teaching and learning. The DBE 2 kindergarten program both guided and supported the daily instruction offered by teachers for an entire year of the Indonesian kindergarten curriculum through a series of interactive, innovative lessons recorded onto audio CD. The program was developed to enhance the quality of kindergarten teaching and learning and to improve school readiness through the following:

- provided high quality kindergarten content that follows the national kindergarten level B curriculum;
- simultaneously trained teachers and teaching students; and
- facilitated an active learning-based approach with every lesson.

The program was designed to promote imagination and skills development by having students listen closely to the voices of audio characters and sound effects in the program. Students‘ concentration skills were also developed as they listened and responded to IAI kindergarten lessons. Various activities in the program allowed students to interact with the teacher, with the audio characters, and with their peers. Throughout the IAI sequence, there were numerous supporting activities for teachers to facilitate with students, many of which involved producing and using low cost learning aids for the classroom that enhance the learning environment. Thus, even though the program was audio-based, it still accommodated other learning styles such as kinesthetic and visual.

In summary, the IAI kindergarten program was developed to meet the results stated in the project's second Intermediate Result (IR 2), school learning environment improved (in targeted schools), through the following avenues:

- Local (school-based) capacity to support school quality strengthened
- Student learning needs addressed by schools
- Learning environment better resourced

Implementation Strategy

Developed in collaboration with Ministry of National Education (MONE) partners the Center for Education Information Communication Technology (Pustekkom) and the Open University, or Universitas Terbuka (UT), the DBE 2 kindergarten initiative was a pilot program that consists of an audio and print-based materials package for participating schools as well as a series of teacher training activities. Each IAI kindergarten package consisted of:

- One CD player
- CDs containing 106 35-40 minute programs (two sets)
- Teacher‘s guide (two copies)
- Four posters
- Student worksheets (100 copies of each worksheet)
- Number cards and letter cards (one set of each)
- Low cost materials catalog (one copy)
- Scissors (25 pairs)
- Crayons (25 packets)
- Batteries for CD player

The IAI kindergarten packages awarded by DBE 2 were a one-time grant; DBE 2 would not add materials after the package was received by partner kindergartens. Therefore, partner kindergartens agreed and were expected to maintain the materials that they received and replace expendable items (such as batteries and crayons) as needed to ensure smooth implementation.

DBE 2 worked directly with 131 kindergartens in seven provinces throughout Indonesia: Aceh, North Sumatra, Banten, West Java, Central Java, East Java, and South Sulawesi. These 131 kindergartens were divided into two cohorts of activity: Cohort 1 with 59 kindergartens and Cohort 2 with 54 kindergartens. In addition to these two cohorts, the Aceh expansion initiative covering 9 new districts in Aceh added 18 kindergartens. In the immediate vicinity of each DBE 2 primary school cluster, one kindergarten was selected to become a DBE 2 partner kindergarten. These kindergartens were selected using criteria developed by DBE 2 and reviewed by USAID. School supervisors and Heads of District/Sub-district Education Offices (KCD) were involved in the selection process to ensure that the most appropriate kindergarten would be selected in each cluster.

Number of Partner Kindergartens per Province

Province	Number of DBE 2 Partner Kindergartens
Aceh (including Aceh Expansion)	33
North Sumatra	18
Banten	6
West Java	16
Central Java	20
East Java	20
South Sulawesi	18

Partner kindergarten teachers received a total of three IAI kindergarten training workshops from DBE 2. The first two workshops equipped them with the skills and knowledge needed to successfully implement the IAI kindergarten program, and the final workshop focused on disseminating the program to fellow teachers (prioritizing those in the same cluster).

In implementing the IAI kindergarten program, teachers were expected to:

- read a one page teacher‘s guide prior to the start of each lesson and prepare any materials needed;
- work with three audio lessons a week;
- listen closely to the guidance given throughout the program and respond accordingly; and
- be creative.

DBE 2‘s Master Teacher Trainers (MTTs) were expected to support the participating kindergarten in their cluster by:

- visiting their kindergarten at least twice a month to meet with teachers, observing IAI kindergarten classes, and discussing progress;
- sharing ideas for creating low cost resources with teachers; and
- providing kindergarten Level B teachers who were not at DBE 2 IAI kindergarten training events with guidance in the use of IAI kindergarten program, if necessary.

Summary of Activities and Participants

Kindergarten teacher training activities were co-facilitated by DBE 2 and its partners from UT and Pustekkom. The participants at each workshop consisted of kindergarten principals, kindergarten Level B teachers, MTTs, District Learning Coordinators (DLCs), representatives from the Kindergarten Teachers Association (IGTKI), and supervisors from Sub-district Education Offices.

To support the IAI kindergarten transition process, DBE 2 placed two IAI kindergarten packages in each Cluster Resource Center (CRC). Prior to this delivery, DBE 2 equipped CRC managers with IAI kindergarten training to familiarize them with the program and the package provided to them.

The IAI kindergarten training activities are summarized in the following table.

Table of IAI Kindergarten Training Activities

Training Workshop	Duration (Day)	Purpose	Sample Workshop Sessions
IAI Kindergarten Training 1	3	To learn how to use the "Playing and Learning in Wonderland" materials (IAI kindergarten programs, posters, worksheets, and teacher's guide) To learn how to make low cost materials that will be used during the IAI kindergarten programs	IAI kindergarten program structure How to use the CD player How to use the poster Introduction to the audio characters IAI kindergarten practical demonstration Low cost learning materials
IAI Kindergarten Training 2	2	To review experiences to date using the IAI kindergarten program and brainstorm solutions to challenges that occur when using the IAI kindergarten program in the classroom To learn how to use new "Playing and Learning in Wonderland" materials (letter and number cards, poster etc.) To practice animating and building on the IAI kindergarten program story segment To learn how to make low-cost materials that will be used during and after the IAI kindergarten lessons	Brainstorming solutions to IAI kindergarten challenges Teaching letters and numbers Storytelling: animating, creating materials to complement and follow-up activities Asking creative, open-ended questions (developing higher order thinking skills) Making educational games and toys using low-cost materials
IAI Kindergarten Training 3	3	To prepare teachers, principals, and MTTs to facilitate the dissemination of IAI kindergarten package to other kindergartens and ECE, especially those in their cluster To socialize IAI kindergarten package placed in CRC to participants and familiarize participants with the CRC To discuss contextual IAI kindergarten package dissemination strategy	DBE 2 Best Practice Handbook: Interactive Audio Instruction for Kindergarten Transitioning from teachers to trainers
IAI Kindergarten Training for CRC	3	To familiarize CRC managers with IAI kindergarten package and its dissemination materials that will be placed in all CRCs To equip CRC managers with the skills to checkout IAI kindergarten package to kindergartens and ECE in their respective area and to maintain IAI kindergarten package materials To discuss contextual strategies to encourage kindergarten and ECE teachers to utilize CRC as learning and resource center	Guidelines for checking-out and checking-in the IAI kindergarten package IAI kindergarten package trouble shooting CD and CD player maintenance Bringing kindergarten and ECE teachers into the CRC community DBE 2 Best Practice Handbook: Interactive Audio Instruction for Kindergarten

A summary of activities and number of participants in attendance can be seen in the following table.

Table of Activities and Participants in Attendance

No.	Activity	Cohort	Participants								Total
			Teachers		Principals		Supervisors		Other		
			M	F	M	F	M	F	M	F	
1	IAI Kindergarten Training 1	1	0	38	6	91	2	2	9	5	**153**
2	IAI Kindergarten Training 2	1	0	40	1	89	2	5	3	3	**143**
3	IAI Kindergarten Training 3	1	8	40	8	111	16	15	9	3	**210**
4	IAI Kindergarten Training for CRC	1	13	15	16	11	0	0	0	0	**55**
5	IAI Kindergarten Training 1	2	2	37	2	123	4	11	7	12	**198**
6	IAI Kindergarten Training 2	2	2	38	2	120	4	6	10	19	**201**
7	IAI Kindergarten Training 3	2	4	44	6	123	25	18	7	4	**231**
8	IAI Kindergarten Training for CRC	2	17	12	19	7	0	0	0	0	**55**
9	IAI Kindergarten Training 1	Aceh Expansion	0	37	0	17	8	9	0	0	**71**
10	IAI Kindergarten Training 2	Aceh Expansion	0	31	0	18	6	8	0	0	**63**
11	IAI Kindergarten Training 3	Aceh Expansion	0	33	0	17	6	10	0	0	**66**

Total Participants Trained by DBE 2

	Cohort 1			Cohort 2			Aceh Expansion		
	M	F	Total	M	F	Total	M	F	Total
Principal	20	79	**99**	21	60	**81**	0	23	**23**
Teacher	30	178	**208**	25	176	**201**	0	52	**52**
Supervisor	18	17	**35**	28	24	**52**	16	16	**32**
Other	18	9	**27**	24	33	**57**	0	0	**0**

Summary of Transition Activities

To manage scale-up of replication and sustainability efforts, DBE 2 proposed several steps which were intended as a flexible outline for stakeholders that were interested in replicating IAI packages in their kindergartens. Upon receiving the third IAI kindergarten training, DBE 2 staff and partner kindergarten teachers were encouraged to replicate the IAI kindergarten program to other stakeholders starting with other kindergarten teachers in their own cluster. DBE 2 partner kindergarten teachers often used the IGTKI monthly meeting to socialize the IAI kindergarten program to fellow teachers. Stakeholders who were interested in the program were able to begin assessing their need for IAI kindergarten packages using the template provided by DBE 2 in the Best Practices Guidelines. Funding for replicating the IAI kindergarten package and training came from stakeholders. Sources of funds ranged from local government budgets, kindergartens, teachers themselves, or other sources. IAI kindergarten training for non-DBE 2 partner kindergarten teachers was conducted widely in many districts, and DBE 2 staff and partner kindergarten teachers often co-facilitated this training.

Upon receiving IAI kindergarten training and the package, non-DBE 2 partner kindergarten teachers were ready to implement IAI kindergarten program in their classrooms. To finish the program within one school year, DBE 2 highly recommended that teachers implement the program three times a week. To meet this target, teachers made a schedule for IAI kindergarten program implementation in the beginning of the school year based on number of active school days.

As part of a support system initiative, DBE 2 staff and partner kindergarten teachers were asked to visit and mentor these new teachers and assist them in implementing the IAI kindergarten program effectively based on their own experiences implementing the activity elsewhere. These mentoring visits served as information and experience-sharing opportunities between teachers. Local school supervisors were also part of this mentoring process and thus involving them from the beginning was necessary. Within the transition kindergartens, many supervisors started to play a role similar to that of DBE 2's MTTs. Their tasks included supporting kindergarten teachers and guiding them in implementing the program. Supervisors and others supporting the implementation of the IAI program made use of the IAI kindergarten chapter in the DBE 2 Best Practices Guidelines as a step-by-step guide to replication.

As part of the DBE 2 transition and sustainability effort, partner kindergarten teachers and MTTs replicated the IAI kindergarten program in more than 1,700 non-DBE 2 kindergartens. In collaboration with the MONE partners, the IAI kindergarten program has also been introduced to 57 new districts in 9 additional provinces. For instance, the Center of Development and Empowerment for Teachers of Kindergarten and Inclusive Education (P4TK TK & PLB) integrated the IAI kindergarten training into its program, offering the training to kindergarten teachers from all over Indonesia. DBE 2 partner universities were also strategic partners in enabling the replication the IAI kindergarten program for more stakeholders. As part of this effort, DBE 2 delivered an IAI kindergarten training of trainers (TOT) to lecturers and laboratory school teachers to prepare and equip them as part of the DBE 2 transition strategy. DBE 2 expected that by providing universities with an IAI TOT, lecturers could be involved in transition through three activities:

1. Give IAI kindergarten training to teachers as part of community service.
2. Integrate IAI kindergarten program into the early childhood education (ECE) program curriculum.
3. Teach IAI kindergarten program to university students, particularly those with an ECE major.

With these three activities being carried out by universities, the IAI kindergarten program is more likely to be sustained in the future well past the life of the project. The following universities received IAI kindergarten TOT from DBE 2:

1. Universitas Sebelas Maret, Surakarta
2. Universitas Negeri Semarang, Semarang
3. Universitas Ahmad Dahlan, Yogyakarta
4. IKIP PGRI Semarang, Semarang
5. Universitas Sains Al-Quran, Wonosobo
6. Universitas Negeri Malang, Malang
7. Universitas Kristen Satya Wacana, Salatiga
8. Universitas Muhammadiyah Surakarta, Surakarta
9. IAIN Walisongo, Semarang
10. Universitas Negeri Yogyakarta

The following table describes the number of IAI kindergarten transition activities conducted in DBE 2 districts and non DBE 2 districts. Transition activities meant that stakeholders took the lead instead of DBE 2. This was evident in the funding provided by stakeholders, which is much larger than DBE 2's contribution.

DBE 2 IAI Kindergarten Transition Activities

Cumulative Transition Activities – National														
Transition Activities	No. of Activities	Implementing Agency	Estimate IDR Amount of Funding Contributed by Implementing Agency	Estimate IDR Amount of Funding Contributed by DBE 2	Estimate # of Beneficiaries								
					District		Sub-district		School		Principal	Teacher	Student
					DBE 2	Non DBE 2	DBE 2	Non DBE 2	DBE 2	Non DBE 2			
IAI Kindergarten Programming	113	Teachers Union, MONE, Cluster, IGTKI-PGRI, KCD, and IGTKI	IDR 806,545,250 (USD $89,616)	IDR 194,460,000 (USD $21,607)	38	27	56	83	18	1,768	1,399	3,973	103,512

Note: The figures above do not include Islamic kindergartens. Teachers from more than 2,000 kindergartens have participated in the replication of other DBE 2 interventions; the figures above indicate only the replication of the IAI package and not the other DBE 2 training activities that may have been replicated in kindergartens.

To support the replication of the IAI program, two IAI kindergarten packages were placed in all CRCs, to support transition activities in DBE 2 and other neighboring clusters. These packages could be lent to non-DBE 2 partner kindergarten teachers who wanted to try out the program in their classrooms upon receiving IAI kindergarten training from DBE 2 staff and partner kindergarten teachers. When a request to replicate the package arose, the CRC could use these two packages as master copies which could be reproduced using the computers provided in each CRC.

As part of the transition strategy, DBE 2 provided a master copy and facilitators to local government stakeholders who wanted to replicate DBE 2 best practices. In addition to this, DBE 2 provided further assistance, including additional IAI kindergarten packages, to stakeholders who wanted to replicate the IAI program to more kindergartens and who indicated as such by submitting a formal request letter or signing a collaborative agreement. The packages sent by DBE 2 were to be used as master copies when replicating IAI kindergarten packages to be distributed to interested kindergartens. The following stakeholders received IAI kindergarten packages from DBE 2 based on formal requests:

- **38** District Education Offices in East Java (covering all districts in East Java)
- **18** District/Sub-district Education Offices in Aceh
- **6** District Education Offices and 1 District Religious Affairs Office in North Sumatra
- **4** District/Sub-district Offices in West Java/Banten
- **2** District/Sub-district Offices in Central Java
- **9** District Education Offices in South Sulawesi
- **12** Universities in Aceh, Central Java, Yogyakarta, and East Java
- Center of Development and Empowerment for Teachers of Kindergarten and Inclusive Education (P4TK TK & PLB)
- Banjarnegara District IGTKI

Gradually, teachers duplicated the IAI kindergarten CDs, Teacher‘s Guide, and worksheets. They also copied the letter and number cards and colored them to make them like the original ones. Funding for this duplication process came from kindergarten teachers. Some teachers even brought their personal CD players to be used in their schools. This gradual duplication model was proposed by DBE 2 to lessen teachers‘ burden in providing the funds to support the IAI kindergarten materials duplication and replication process.

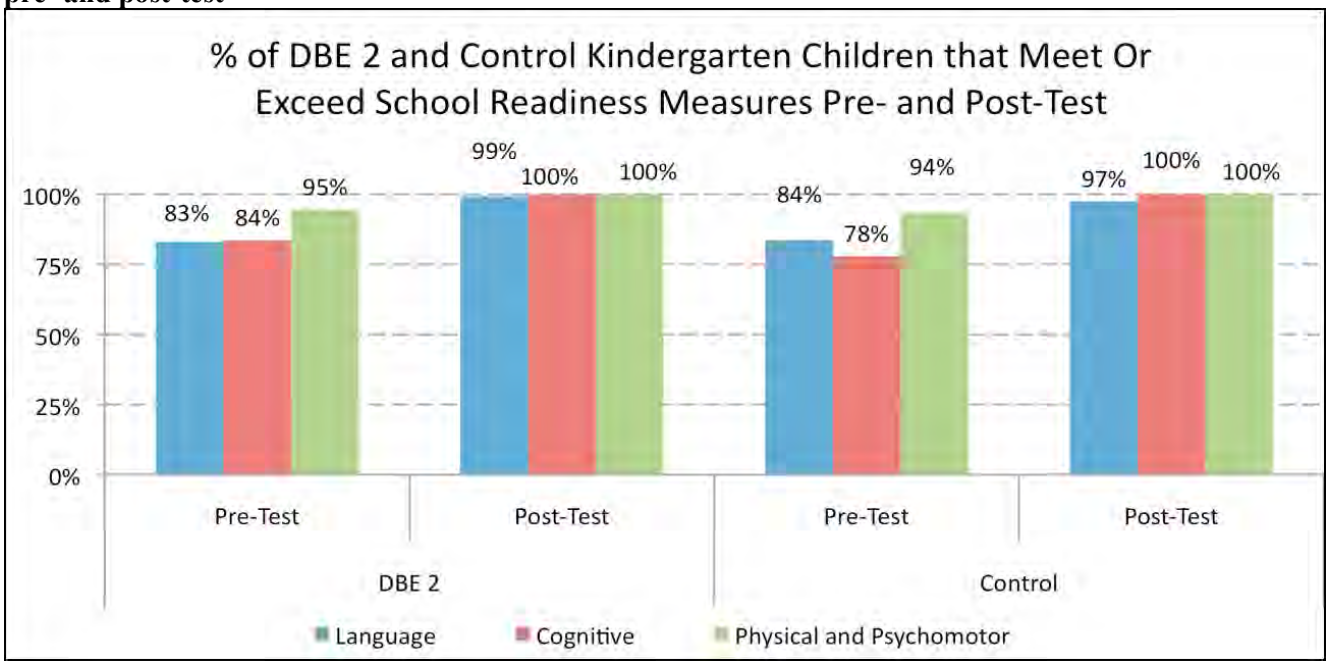
Accomplishments: Monitoring and Evaluation Results and Impact

In 2007, when DBE 2 first piloted the IAI kindergarten program, a kindergarten student assessment was introduced. The instrument was aimed at measuring the number of DBE 2 partner kindergarten students that achieved minimum school readiness standards as a result of their participation in the IAI kindergarten program. The kindergarten student assessment instrument was used in pre- and post-test of the IAI kindergarten program. The pre- and post-test measured student performance in three categories: language, cognitive, and physical and psychomotor. For the 2008-2009 school year, pre-tests were administered in August and September 2008 while post-tests were administered in May and June 2009 to 556 DBE 2 and 159 control kindergartners in the same area as the project schools in the samples. These tests were administered by kindergarten testers who received training by DBE 2. As seen in the figure below, children who participated in the IAI kindergarten intervention slightly outperformed the control school counterparts in the area of language.

Assessment results indicated that overall, Indonesian kindergartens were preparing students for primary school well. Progress made by DBE 2 partner kindergartners and control school kindergartners in cognitive and language skills made over the course of one year was significant. Pre-tests showed that between 16% to 22% of kindergartners in both DBE 2 and control schools failed to meet school readiness standards in cognitive and language areas. These percentages were reduced to only 1% to 3% respectively by the end of school year. Results also showed that DBE 2 had some promising impact in the support of language development. In both years of

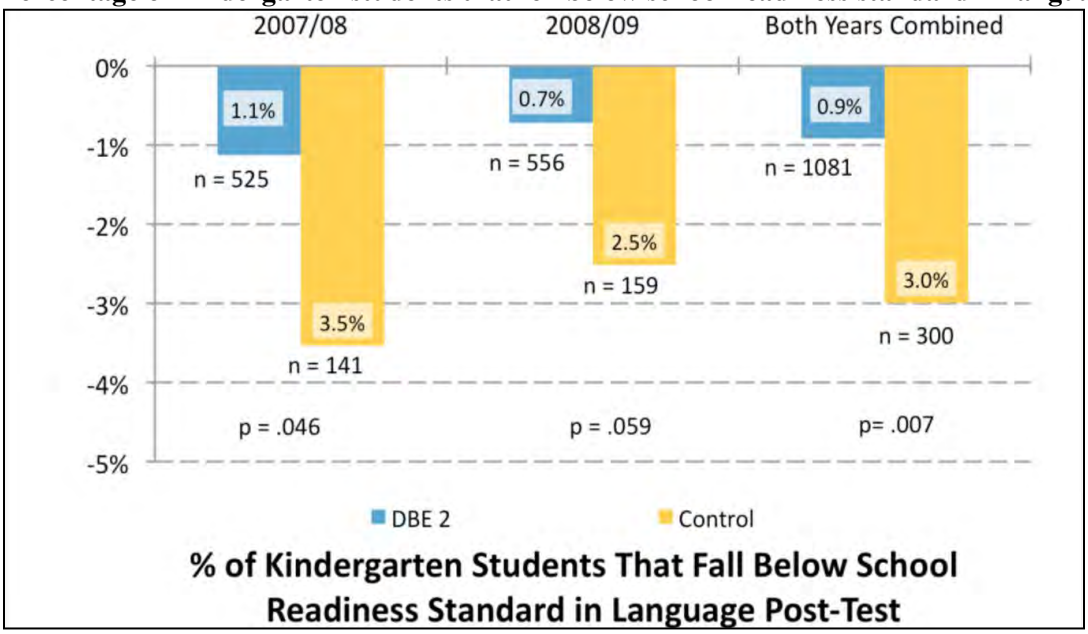
kindergarten testing, approximately 3% of students in control kindergartens (3.5% in 2007/2008 and 2.5% in 2008/2009) fell below school readiness standard. Among DBE 2 kindergarten students, this figure fell by two thirds to roughly 1% (1.1% in 2007/2008 and 0.7% in 2008/2009).

Percentage of DBE 2 and control kindergarten children that met or exceeded school readiness measures pre- and post-test



Language development is critical for learning at the early stage of life. Language is a powerful tool to enhance cognitive development. Children that fall below school readiness standard in language are at risk of having future difficulty in schooling, falling further and further behind their peers. This can threaten the child‘s further school success since in higher grades a large percentage of learning is expected to occur through comprehension of written text. The simple and low-cost DBE 2 kindergarten intervention demonstrated that the size of this small but vulnerable group of children can be reduced by two thirds at this early stage.

Percentage of kindergarten students that fell below school readiness standard in language post-test



Program Implementation, Problems and Solutions

During the course of the project, IAI kindergarten program implementation faced a number of challenges. Details of these challenges and corresponding solutions taken are explained in the following tables.

Internal Challenges

Challenges	Solutions
Some teachers faced difficulties in integrating IAI kindergarten activities into daily lesson plans	Combining the indicators stated in the themes from Ministry of National Education with IAI kindergarten program
Some students became bored with IAI lessons due to their relatively long duration or because they were not challenging enough	• Teachers developed new student worksheets and adjusted them to students' abilities • Teachers animated the activities to make them more lively and maintain students' concentration
Some indicators could not be achieved if teachers only implemented the IAI kindergarten in their classrooms (for example, the IAI program intentionally did not cover indicators related to religious and moral education)	• Integrating the IAI kindergarten program into a holistic program covering all indicators set forth in the national curriculum • Conducting IAI kindergarten program three days a week, and other activities the rest of the week
Kindergartens with low budgets faced difficulties in reproducing student worksheets after the supply received from DBE 2 ran out	Teachers were encouraged to seek funds from various sources such as school committees, local governments, or other sources
Maintaining good class management during IAI kindergarten lessons	• Teachers had to be well prepared with IAI materials by providing visual aids, related student worksheets, posters, etc. • Having a teacher's assistant (or a volunteer parent) in the classroom to support the teacher in managing the class and keeping students' attention to IAI kindergarten lesson
Teachers did not expect to have to share IAI packages with other kindergarten classrooms in their school (Kindergartens with 1-2 level B	Teachers replicated the materials by themselves. And when CRCs received packages to support replication activities, teachers could also borrow these as needed.

Challenges	Solutions
classes received 1 IAI kindergarten package; 3-4 level B classes received 2 packages.)	
In some districts, students had difficulty fully understanding Indonesian language used in IAI kindergarten lessons as they used local language more than Indonesian language	• Teachers paused the CD and explained the instructions in local language as needed • This difficulty happened in the beginning of IAI kindergarten lessons. By the end of school year, students became fluent in Indonesian language as shown in M&E results.
Because this was a pilot activity, a limited number of teachers (two per school) were invited to DBE 2 IAI kindergarten training	Teachers who attended the training were asked to train other teachers in their school thus there would be more teachers who could facilitate an IAI kindergarten lesson. If the teacher who attended IAI kindergarten training was transferred to another kindergarten, the school would still have substitute teacher to conduct IAI lessons.
Some teachers were hesitant to visit the CRC and use the equipment and materials provided there	• MTTs encouraged teachers to visit and use the CRC • Involvement of kindergarten teachers in the CRC management team helped to increase participation • Conducting kindergarten events and training activities in the CRC provided more opportunities for teachers to become comfortable with CRCs

External Challenges

Challenges	Solutions
Lack of adequate support from some local government offices or other relevant stakeholders in the implementation of IAI kindergarten program	• Socializing the IAI kindergarten program through IGTKI and education exhibition • Inviting related government officials to kindergarten events • Giving report on the IAI kindergarten program implementation to government officials
A new kindergarten curriculum using some new themes and skills was developed in 2009 following the development of the IAI pilot	• To the degree possible, DBE 2 adapted the themes used in association with the IAI kindergarten program with those in the new curriculum • Adopting the new skills (5 aspects) and introducing to teachers during training activities
Procurement of IAI kindergarten packages for transition purposes	• DBE 2 provided the master copy of IAI materials to some stakeholders, mainly education offices and universities • Non-DBE 2 partner kindergartens that were interested in implementing IAI program had to fund themselves through an internal or external source, e.g. school savings program • Procurement and/or duplication of IAI kindergarten materials can be phased • Several of the materials included in the package can be handmade, as described in the DBE 2 Best Practice Guidelines: Interactive Audio Instruction for Kindergarten
Some sub-districts experienced power outages which delayed the IAI kindergarten learning process	Teachers used the batteries included in IAI kindergarten package
Difficulty in duplicating IAI posters in big size (A1) particularly in South Sulawesi	Posters were made in banner using digital printing and resulted in cost savings
Late delivery of IAI kindergarten package to some partner kindergartens delayed implementation in certain schools	Time management of the whole process from procurement to delivery

Lessons Learned

In general, DBE 2 partner kindergartens have implemented the IAI kindergarten program well despite the challenges faced. Transition and sustainability efforts have expanded the reach of the program to more than 1,700 schools beyond the 131 directly targeted in this pilot activity.

Since the development of the IAI kindergarten program in 2007, feedback from partner kindergarten teachers as well as results from monitoring and mentoring visits have contributed to the lessons learned as detailed below.

- ***Involve the school community. Teachers, parents, and even students created low cost educational materials to complement the IAI program.***

  During IAI kindergarten training activities, DBE 2 always encouraged partner kindergarten teachers to be creative in making low cost learning materials to support the learning process. The low cost educational materials session in IAI training activities attracted teachers‘ attention and opened their eyes to various teaching aids that can be made using low cost materials. However, limited resources in the kindergarten and reluctance from the teachers remained barriers in creating low cost educational materials and making the lessons more active. Therefore, to collect the low cost materials needed for making various teaching and learning aids, teachers were encouraged to involve parents and/or the school committee. Parents could contribute low cost materials such as old newspapers, magazines, cardboard, boxes, used mineral water bottles, cups, and popsicle sticks. Teachers could also work with parents to make the low cost educational materials. This was particularly beneficial for schools that have a high student-teacher ratio where parental support is much needed.

- ***Teacher motivation and preparation are the keys to success.***

  Across all levels of education, teachers‘ preparation is highly important. With the IAI kindergarten program, teachers were encouraged to read the Teacher‘s Guide and listen to the respective program CD prior to conducting the lesson. As discussed above, teachers were encouraged to create low-cost materials to support their lessons, as well as actively engage in the delivery of each lesson. Preparation was reflected in daily and weekly lesson plans made by teachers. Lesson plans also guided teachers in preparing materials needed during IAI kindergarten lessons.

- ***Helping teachers align IAI kindergarten lessons with their regular program of lessons is critical.***

  In the Teacher‘s Guide provided in IAI kindergarten package, the IAI kindergarten program was designed to be conducted three times a week in sequential order. Sometimes, teachers faced difficulties in following the instructions given to them and did not apply the program in sequence, largely because the themes in the IAI lessons were ordered differently than the sequence of the national curriculum. Despite this complication, the basic competencies and skills targeted for development were largely aligned. Some teachers required extra support from the project to understand this and organize their lessons accordingly.

- ***Fix the IAI schedule into the classroom schedule at the beginning of the school year.***

  With so many activities to be carried out, some teachers faced difficulties in having fixed schedules for IAI kindergarten as guided in the program. Therefore, at the beginning of the school year, teachers were advised to make an IAI kindergarten schedule for the whole school year. When the schedule was properly implemented, then teachers could ensure that they would be able to finish all IAI kindergarten lessons by the end of school year.

- ***Involve stakeholders from the beginning in order to earn their commitment.***

  All programs need strong commitment from stakeholders in order to run smoothly. Therefore, stakeholders from all levels and divisions must be well informed about the program itself. Socialization and reports should be given to stakeholders to keep them updated and help them to be able to support the program. Stakeholders must be convinced that the program is useful for education quality improvement.

- ***Maintenance of equipment can be a challenge and slow down implementation of an activity.***

  A CD player is one of the items in IAI kindergarten package that needs special attention in maintenance. In some cases where DBE 2 partner kindergartens experienced broken CD players, it affected the IAI kindergarten lessons in both the short term and long term. If the kindergarten could not fix the CD player immediately or get a new one, then this situation sometimes put the continuity of the program at risk. This was particularly challenging for kindergartens that received only one IAI kindergarten package. DBE 2 trained kindergarten teachers and MTTs how to maintain the materials in IAI kindergarten package particularly IAI kindergarten CDs and the CD player in order to mitigate this risk. Fixing a broken CD player can be challenging for teachers in remote areas, as service centers may not be available and result in extra costs, such as transport to and from a service center.

- ***Training workshops alone are not enough. Teachers need school-based support.***

  Regular mentoring visits from DBE 2‘s MTTs were important to support an effective IAI kindergarten program implementation. During these visits, MTT and partner kindergarten teachers were able to share valuable information regarding success stories and challenges faced. The IAI kindergarten program quality control can also be carried out during these visits. By seeing the program implementation in real classroom settings, MTTs can provide specific and relevant advice and ensure that partner kindergarten teachers implement the IAI kindergarten program as described in the Teacher‘s Guidelines.

- ***Backup power supplies need to be considered when an activity relies on the use of a CD play.***

  The IAI kindergarten program uses a CD player as its learning medium; this requires electricity as its power source. However, some sub-districts often experienced power outages which delayed the implementation of IAI kindergarten activities, especially when batteries provided in the package were expended. Electricity generator sets can be provided as one possible power source option. Ensuring an adequate supply of backup batteries is another.

- ***Transfer of knowledge from teacher to teacher helps to ensure program continuity.***

  Teachers who attended DBE 2 IAI kindergarten training must transfer their knowledge attained in the IAI training to fellow teachers in their schools. This transfer of learning was essential in ensuring that the school would still have a substitute teacher to conduct IAI lessons.

Recommendations

The IAI kindergarten program played an important role in improving the teaching and learning process in participating kindergartens. The program developed students‘ ability and independence and made them better prepared for primary school. Based on the challenges faced and lessons learned, the following recommendations are offered to improve the IAI kindergarten program or to help implement it more effectively by other stakeholders:

1. Program content should be updated periodically to ensure it is in line with new national curricula that are rolled out.
2. There should be a structured and directed program development and dissemination process through education offices at all levels, through the IGTKI and through other stakeholders, to ensure the sustainability of IAI kindergarten program implementation.
3. There should be a separate training particularly for MTTs and supervisors about kindergarten mentoring to equip them to provide effective support in kindergartens. School supervisors should be engaged in the provision of mentoring support from the beginning of implementation.
4. There should be a separate training workshop for teachers on daily and weekly lesson plan development.
5. Since not all teachers have a proper or adequate education background, the program activity would be more effective if they were provided with a separate training on principles in ECE including classroom management.
6. It is inevitable that each DBE 2 partner kindergarten will face its own challenges in the classrooms during IAI kindergarten program implementation. However, since DBE 2 only selected one kindergarten per cluster, discussions to solve these challenges and share success stories between implementing kindergartens were limited due to the distance between kindergartens. Brainstorming and discussions between teachers would be more productive if there were more than one partner kindergarten in each cluster.
7. If funding permits, each Kindergarten B classroom should ideally be provided with its own IAI kindergarten package.
8. Emphasize the value and use of low-cost learning materials and visual aids to teachers.
9. As transition results have shown, this kind of program could be more than merely a pilot project targeting only one kindergarten per cluster.
10. IGTKI should be involved from the beginning of the program to promote use and sustainability.
11. The local government should allocate a budget to duplicate and replicate IAI kindergarten materials for more kindergartens.
12. The IAI kindergarten program could be included in national kindergarten strategic planning.

Appendix 1

IAI Training Activities Schedule

	Cohort 1	Cohort 2	Aceh Expansion
IAI Kindergarten Training 1	June – July 2007	July – August 2008	June 2010
IAI Kindergarten Training 2	January – March 2008	December 2008 – February 2009	October 2010
IAI Kindergarten Training 3	July – August 2009	July – August 2009	April 2011
IAI Kindergarten Training for CRC	July – August 2009	July – August 2009	-

ICT Program Final Report

Introduction

The DBE 2 Information and Communication Technology (ICT) component aimed to integrate the use of ICT in support of the project‘s effort to improve teachers‘ instructional practices and extend the use of ICT to support active learning in the class.

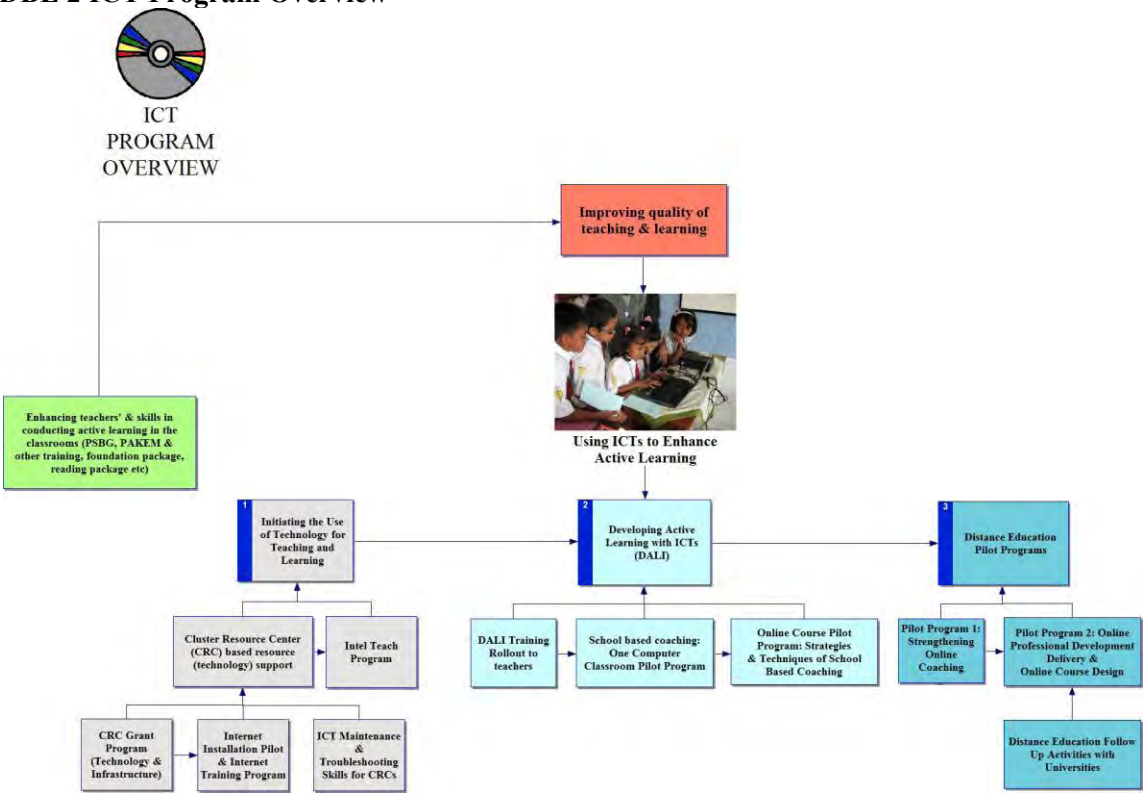
ICT component activities were several and varied, but fell into three main groupings. The first group of activities focused on initiating the use of technology in teaching and learning activities. This included empowering all 113 Cluster Resource Centers (CRCs) throughout the seven targeted provinces by increasing ICT presence at these facilities. The project trained and supported CRC managers so that they had basic training in how to use the Internet to support teaching and learning, maintain equipment, and troubleshoot problems that commonly hinder efforts to use educational technology effectively. It also included the Intel Teach program, conducted in DBE 2 CRCs, to help 4,447 educators with little or no prior exposure to ICT build basic computing skills that included Windows and Microsoft Office tools. This effort was vital, because CRCs were the venue for many ICT component activities.

The second group of activities was the Developing Active Learning with ICTs (DALI) training package, which taught 7,469 educators to effectively incorporate a variety of ICT resources during teaching and learning activities based on active learning principles. Of these, 261 also received advanced training on how to mentor teachers as they applied various one-computer-classroom activity (OCCA) models in primary school classrooms.

The third concentration of ICT program activities centered on the distance education (DE) program, which included several pilot programs and activities designed to support the delivery of DE at both school and university levels. This effort helped 183 educators from across the country to effectively implement various strategies and techniques to support online learning and provide coaching to teachers who learned online. An additional 125 educators learned how to conduct effective online course design.

All ICT activities were designed to align with other DBE 2 initiatives. The following figure illustrates the ICT program objectives.

DBE 2 ICT Program Overview



Objectives of Program

The objectives of each program or activities are best described according to the three areas of activity outlined above.

Initiating the Use of Technology for Teaching and Learning

CRC strengthening

- Establish CRCs in 113 school clusters across partner provinces.
- Install ICT equipment in CRCs so that they can support ICT program activities.
- Deliver various training activities that empower CRCs.

Intel Teach Getting Started training

- Establish a public-private alliance with Intel Corporation.
- Provide hands-on training for teachers using the Intel Teach curriculum, which enables teachers with little or no ICT experience to acquire basic computing skills and use basic software that can enhance their productivity and support teaching and learning activities in the classroom.
- Establish a cohort of Intel Teach Master Trainer Teachers (MTTs) who are capable of implementing this curriculum to greater numbers of educators beyond DBE 2 target schools.

Basic Internet training

- Equip teachers with the knowledge and skills needed to use the Internet to support teaching, learning, and professional development.

ICT maintenance and troubleshooting workshops

- Equip DBE 2 MTT field staff and CRC managers with the skills required to conduct simple maintenance and repair of ICT tools available in CRCs—including managing Internet connectivity, maintaining a local area network (LAN), and facilities management.
- Foster a sense of ownership of ICT equipment among managers in each CRC.

DALI

DALI workshop

- Enable teachers to understand and explore how limited technology can be integrated to support active learning in the classroom.

DALI mentoring/OCCA

- Support the DALI training package by deepening participants‘ skills in implementing OCCA.
- Provide mentors with the skills required to support their peers in using ICT in their classroom.

DE Pilot Program

DBE 2 conducted two DE pilot activities intended to widen access to professional development for educators through online education. The two pilots aimed to enhance the knowledge and skills of the three main actors in the DE system: those who design distance-based courses, those who teach them, and those who work with teachers to apply their new skills in the classroom. The two pilots were designed to meet five specific goals:

- Determine how DBE 2 content can be offered via distance-based learning.
- Develop school-based coaching skills and add to Indonesia‘s cadre of skilled DE providers (online instructors and school-based support personnel) to serve as resources for the Government of Indonesia (GOI) in scaling its DE initiatives.
- Identify the most promising DE strategies to enhance the knowledge and skills of online instructors and school-based coaches so that they can work effectively with teachers.
- Determine how a school-based coaching model can improve teacher performance.
- Build the instructional and design capacity of Indonesian university faculty to increase the number of skilled online course designers and online instructors.

Implementation Strategy

To achieve the above goals, DBE 2 recruited a Jakarta ICT team to work in close collaboration with provincial ICT teams, which comprised an ICT coordinator plus three ICT assistants.

Initiating the Use of ICT for Teaching and Learning

The presence of ICT tools was an essential precursor to ICT program activity in each province. In 2006–2007 DBE 2 surveyed the availability and readiness of ICT in target provinces. The survey intended to obtain a picture of the technology available in the field and the readiness of primary school teachers and principals to use ICT to improve the quality of teaching and learning. The following highlights key observations from the survey:

- Almost all schools (91.8 percent) had electricity, although some (11 percent) did not have consistent power (presence of consistent electricity was a requirement for CRCs).
- More than half of project schools (60 percent) did not have a telephone; 45 percent of teachers had a mobile phone.
- Fifty-five percent of schools owned a radio, and 34 percent owned an audiocassette player; however, photocopying machines, digital cameras, and video cameras were very rare (1 percent).
- The vast majority of teachers (97 percent) did not have an e-mail address and were not familiar with the Internet.
- The vast majority (96 percent) of schools were not connected to the Internet.
- Only 60 percent of schools had computers, and these were not used to support teaching and learning.
- Most teachers (83 percent) were not able to use computers. Computers were generally used only for word processing, not for other functions such as playing CD-ROMs, storing files, or communicating via e-mail. Only 35 out of 472 teachers surveyed (about 7 percent) had used computers to create presentations. The vast majority (94 percent) had not received ICT training.
- The vast majority of teachers (93 percent) did not know how to use a digital camera, let alone use one for learning.

Survey results showed a clear need for increased access to ICT devices and infrastructure, as well as increased skills among teachers in using these devices. The DBE 2 ICT program implementation strategy therefore included the provision of these devices, infrastructure, and training through grants to CRCs and professional development for teachers.

ICT grants that were provided to CRCs included computers (laptop and desktops), digital cameras, LCD projectors, camcorders, televisions, DVD players, radios, and LANs. Internet connectivity via a wireless network was also made available at CRCs where possible, so that more users could obtain Internet access using their own laptops.

Once this ICT infrastructure was introduced in CRCs, the next step was to provide training to enable CRC managers to use and manage ICT tools effectively. The training included instruction on how to use ICT and how to conduct routine maintenance.

Next, CRC managers were given basic Internet training; they then learned to train teachers how to use the Internet to support classroom learning activities and professional development.

The Intel Teach Getting Started training curriculum was then introduced to give teachers with little or no computer experience the basic skills they required to begin using computers, with the ultimate goal of having them use ICT to support teaching and learning activities in the classroom. This training event was the result of collaboration with Intel Corporation. Intel Teach began with a Training of Trainers (TOT) at the national level to train seven senior trainers; they then delivered a rollout at the school cluster level, where they trained 20 MTTs in

each cluster. These MTTs were responsible for training participant teachers in each CRC; this stage was funded by the CRC or cluster, not by the project.

In addition to the Intel Teach training, DBE 2 also cooperated with IBM to initiate the IBM Smart Kit, a pilot program implemented in North Sumatra to provide basic computer training for teachers in South Binjai District.

DBE 2 followed up the Internet training by supporting the establishment of a blog service, ―ApaKabar PSBG," or ―How are you CRC?" in English. This site was created to provide a forum to promote information sharing among CRCs and between educators. The website, which can be accessed at http://apakabarpsbg.wordpress.com, offers access to an array of information, ranging from the locations of CRCs to school events, software, training activities, application tutorials, and step-by-step development of low- cost teaching aids.

Screenshot of the ApaKabarPSBG Website

To add a discussion space for teachers to discuss problems and solutions encountered in using ICT and managing CRCs, DBE 2 also provided a social networking service, which can be accessed at http://grou.ps/apakabarpsbg. This service allowed teachers to ask other teachers, as well as provincial and Jakarta ICT experts, questions pertinent to their ICT needs. It also helped to promote the sustainability of both ICT initiatives and CRCs.

Screenshot of ApaKabarPSBG Forum

DALI

Once teachers had the skills required to use ICT to support teaching and learning, the next step was to help them learn much more about how to apply active learning models using ICT tools. The DALI training was implemented in CRCs to enable teachers to integrate limited technology into active learning activities in the classroom. DALI training first set out to train as many teachers as possible in the use of ICT in the teaching and learning process. Training was conducted in three stages. Each stage aimed at training three teachers from each partner school. This initial phase was followed by further peer mentoring in which teachers received support in their efforts in the classroom.

DALI consisted of nine units arranged in three phases. Phase 1 comprised eight modules that trained teachers to use ICT to implement active learning and discover learning resources. Phase 2 consisted of a module that encouraged teachers to plan and generate active learning lesson plans incorporating ICT. Phase 3 was a brief activity that explored using video cameras and video editing software to disseminate the best practices of active learning through video.

The DALI Training Package and Individual Modules

Module #	Module Title	Focus	Required ICT
Phase 1: Introduction to the Use of ICT to Promote Active Learning, with an Emphasis on Learner-Centered Strategies			
Introductory Module	Computer Challenges	Provide orientation to participants to improve the awareness on using computer as the learning resource.	Laptop MS PowerPoint
1	Independent and Collaborative Learning	Understand collaboration as the basis of learning, focusing on learner-centered approaches.	None
2	Active Learning with ICT: My Community	• Practice on activities that focus on learner • Collaborative learning • Classroom management with one computer	Digital camera MS Excel Offline web pages
3	Active Learning with ICT: Digital Museum	• Community as a learning resources • Collaborative learning • Classroom management with a limited computer	Digital camera MS PowerPoint
4	Connecting Students' Learning with Technology: Jigsaw Reflection	Developing conceptual understanding toward learning which emphasizes learner-centeredness and how ICT may intensify and expand it	None
5	Learning and Technology	Adapting software to obtain the expected results from the learning process	Freeware for Geographical Education
6	Searching and Evaluating Learning Resources from the Internet	Understanding the potential of Internet as the source of material and activity which may complement other printed resources.	Internet (educational websites). E-mail Freeware
7	Further Steps with Active Learning Using One Computer	Classroom management with a limited Computer	MS PowerPoint
Phase 2: Design and Develop Active Learning with an Emphasis on Learner-Centered approaches to ICT			
8	Implementation Planning	Implement what has been planned.	Inspiration MS Word Participant-selected Technology
Phase 3: Using ICT to Disseminate the Best Practices and Examples			
9	Creating Instructional Video	Apply what has been learned.	Camcorder (Video Camera) MS MovieMaker

DALI Mentoring Activities/OCCA

The DALI mentoring and OCCA combined coaching and mentoring programs that encouraged participants to develop mastery in conducting activities that apply active learning using ICTs. This stage included a peer mentoring program that aimed to develop simultaneously the capacity of both teachers and a cohort of peer mentors who were capable of supporting other teachers in their efforts to use ICT effectively in class. Mentors focused on being supportive and helping teachers develop their skills, as well as co-teaching and providing classroom observation.

Steps in DALI Mentoring/OCCA Program

Stages	Activities and Estimate of Total Meeting	Time Estimate	Reference and Material
COACHING PREPARATION			
Coach selection	• Coach recruitment and selection • Selection and confirmation of school and teacher commitment	2 weeks	• Criteria for coach and school selection • Policy and regulation of each respective institution
Professional development for coach	Professional development workshop for coaches	7 days	• Material and teaching material of professional development workshop for coach • Sample terms of reference for professional development workshop for coaches
Baseline survey: Teachers' pre-survey	Initial classroom observation	2–3 hours of teaching for each teacher (coach performs the activities within one week)	Classroom observation instrument
Teacher orientation	Orientation workshop for teachers	1–2 days	• OCCA Facilitator Guidelines • Sample of terms of reference for orientation workshop for teachers
SCHOOL-BASED COACHING			
Initial visit: scheduling and goal setting	Meeting #1: • Conduct early scheduling to meet with teachers, set plans to integrate classroom models with only one computer • Goal setting with teachers	2 hours for each meeting within 1–2 weeks	• Goal-setting rubric • DALI mentoring/OCCA Facilitator Guide
Planning and learning adaptation	Meetings #2 and #3: Adapting and planning Classroom learning activity with one computer (preparation of Learning	2 hours for each meeting within 2 weeks	• Learning Implementation Plan form • Content to be delivered (property of teacher)

Stages	Activities and Estimate of Total Meeting	Time Estimate	Reference and Material
	Implementation Plan)		
Solo teaching preparation (teachers teach on their own)	Meeting #4 • Giving feedback on co-teaching • Revision on Learning Implementation Plan (prepare a new Learning Implementation Plan whenever possible) • Preparation on required teaching materials	2 hours for each meeting within 1–2 weeks	• Notes on personal co-teaching observation results by coaches and teachers for further discussions • Learning Implementation Plan form • Optional: reading on open learning
Solo teaching and observation by coaches	Meeting #5: • Observe teachers' performance in solo teaching • Perform final classroom observation • Optional: video documentation. • Providing final feedback and discussion on follow-up plan	2–3 teaching hours for each meeting within 2 weeks	Classroom observation instrument
OPEN LESSON AND BEST PRACTICES EXPANSION			
Best practices expansion	• One teacher representative from each school showing off learning with ICT in one school, attended by representatives of the education office, school supervisor, principals, and other invited guests. • Provide feedback and discussion on follow-up plan	2–3 teaching hours for each meeting within ± 2 weeks	• Reading : Open Lesson • Schools Follow-Up Plan • Laptop • LCD • Digital Camera

Note: Every meeting within a coaching visit is performed within approximately two hours of meeting or in accordance with the coach's or teacher's needs. It is recommended that coaches not perform coaching activities during regular working hours to avoid disrupting teacher's teaching hours.

DE Pilot

DBE 2 implemented two DE pilots designed to widen access to professional development for educators through online education. DE Pilot 1 focused on the use of online learning to cultivate the skills of school-based coaches tasked with helping teachers integrate learner-centered instructional activities supported by technology. Pilot 1 was delivered to teachers in East Java, West Java, Central Java, North Sumatra, South Sulawesi, and Aceh. DE Pilot 2 focused on university faculty and helped them design and deliver online courses.

The DE system required three sets of skilled individuals: instructors trained to teach in a DE environment, course designers able to create and develop learning experiences within the DE environment, and site-based coaches capable of helping teachers to implement and refine what they learn online in their classrooms.

DE Pilot 1: Helping Teachers Adopt Learner-Centered Practices and ICTs Through School-based Coaching

DE Pilot 1 was an online coaching program that developed participant coaches‘ knowledge and skills so that they could effectively assist teachers, and in a sense become school-based change agents. This pilot enabled school-based coaches to help teachers use technology in the classroom through a range of learner-centered approaches. The coaching model emphasized in this pilot focused on DE and the use of ICT, but with some modification it could be applied to coaching teachers in general, not just in the context of applying ICT in the classroom.

DBE 2 tested three different approaches to determine which one could best support online learning in Indonesia and help meet its target of upgrading teacher qualifications through a system of online learning. These three approaches are listed below.

1. **An online approach:** All instruction and interaction occurred via the Web and other technologies such as videoconferencing or mobile phone.

2. **A hybrid approach:** Instruction and interaction were evenly distributed between a face-to-face medium and an online medium.

3. **A Web-facilitated approach:** Although there was an Internet-based component, the majority of instruction (roughly 80 percent) took place face to face.

Each of these approaches involved the same amount and type of work with the same number of coaches and teachers for the same length of time. The difference was the medium for initial instruction and the presence of coaching provided to teachers. By employing three different pilot scenarios and comparing the results, DBE 2 aimed to find out which approach to online learning had the greatest impact on both coaches‘ and teachers‘ performance.

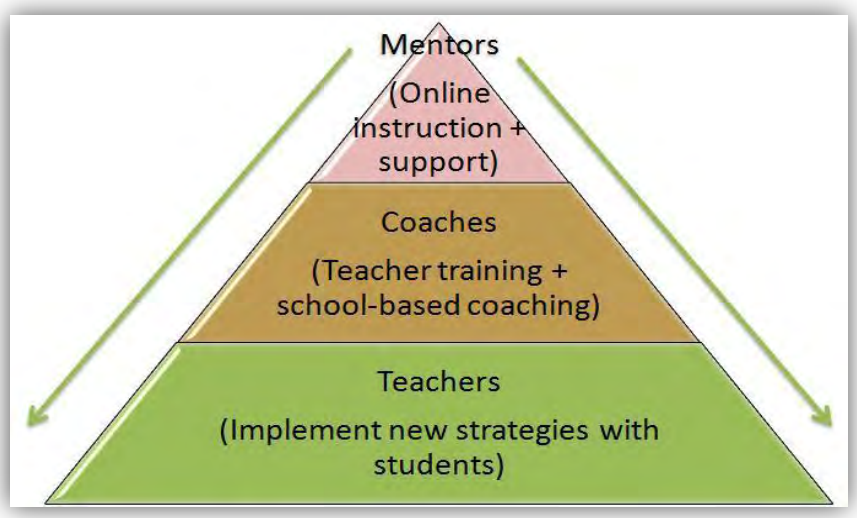
Online Pilot Program: Three Scenarios

Audience	Stages	Scenario 1: Online	Scenario 2: Hybrid	Scenario 3: Web-facilitated
Coaches	Preparatory professional development	Online via videoconference	Online via videoconference	Face-to-face
	Instruction in coaching	Online	Online	Online
Teachers	Professional development for teachers	Online via videoconference	Face-to-face	Face-to-face
	School-based coaching	Online and cell phones	Face-to-face	Face-to-face

In Pilot 1, online instructors worked with a cohort of coaches to develop their skills. Teams of coaches were drawn from MTTs, ICT assistants, university faculty, subject area specialist teachers (Pemandu Bidang Studi, or PBS), and school supervisors. A school-based teacher leader was appointed at each school and given permission to support these innovations when the pilot program ended.

Coaches were based at one specific school and worked with the same group of teachers for three to four months so that they could develop rapport and trust. They received a combination of face-to-face and online professional development and immediately applied what they had learned by working with teachers. They participated in the DBE 2 online course Strategies and Techniques for School-Based Follow-up. During this same period, coaches helped teachers implement a variety of classroom-based interventions using technology, while at the same time receiving ongoing support and instruction from their mentors. The graphic below provides an overview of this model.

Strategies and Techniques for School-Based Follow-up



Within all pilot scenarios, mentors and coaches developed the capacity to provide online instruction and school-based coaching respectively. Teachers developed capacity in new content knowledge and instructional strategies in the use of ICT for teaching and learning.

Screenshot of the home page of the online course Strategies and Techniques for School-Based Follow-up.

Strategies and Techniques for School-based Follow-up Online Course was provided through the website http://ptk-online.org.

DE Pilot 2: Training University Staff in Online Professional Development and Online Course Development

DE Pilot 2 trained approximately 100 university faculty from DBE 2 partner universities across the six DBE 2 provinces, using a nine-week course designed to help them become certified online professional development providers. The course, titled Online Professional Development Delivery (OPDD), was developed by EDC's EdTech Leaders Online (ETLO, http://edtechleaders.org), a nationally recognized online professional development program that has trained over 3,000 educators around the world to be online instructors and online course developers since 2000.

The OPDD course provided university faculty members with the skills and strategies needed to achieve the following seven goals:

1. Understand the qualities of an effective online learning community and develop strategies for building a learning community in an online course.
2. Incorporate the generally accepted standards for online professional development into professional development and teacher training programs.
3. Understand the basic principles, strategies, and techniques of facilitating effective online workshops and prepare concrete plans for facilitating courses for their university.
4. Become familiar with the course-authoring tools available and demonstrate proficiency in the use of these tools.
5. Effectively assess and provide feedback to participants in online professional development workshops.
6. Facilitate meaningful asynchronous discussions and establish expectations for participant involvement in order to build an active online learning community.
7. Motivate and meet the diverse needs of adult learners through online professional development.

DBE 2's ICT team taught the OPPD course to four groups of lecturers identified from the teacher training

faculties of interested universities. All instruction was carried out online. Upon completion of the course, participants became certified online professional development providers. As part of this course of study, teams of four participants each developed an actual online course.

Unlike DE Pilot 1, this pilot involved far less effort at the provincial level. The OPDD and online course design (OCD) courses did not require DBE 2 staff to travel to university campuses, except for occasional face-to-face one-day orientations for university faculty conducted by ICT assistants.

DBE 2 encouraged universities to integrate CRCs into their DE programs in order to provide student educators with vital access points.

In a follow-up to DE Pilot 2, DBE 2 conducted a workshop on Multimedia Learning Content Production and Use of Web 2.0 for university lecturers. The workshop aimed to provide lecturers with advanced ICT skills, enabling them to become proficient designers and facilitators of high-quality hybrid (combined face-to-face and online) learning. Workshop components included developing advanced techniques for online class development in Moodle, creating products with Microsoft PowerPoint and Windows MovieMaker, learning content publication with Web 2.0, and communicating and collaborating using Web 2.0.

Summary of Activities and Participants

ICT activities took place from mid-2007 through 2011. The table below provides an overview of activities and the number of participants.

ICT Program Participants by Activity

No.	Activities	Province	Participant										Total
			Lecturer		Teacher		Principal		Supervisor		Other		
			M	F	M	F	M	F	M	F	M	F	
ICT Program													
1	Intel Teach Getting Started Trainings	Aceh	0	0	82	315	1	2	0	0	12	28	**440**
		North Sumatra	0	0	266	1,268	0	0	0	0	0	0	**1534**
		West Java/Banten	0	0	204	210	50	40	0	0	8	1	**513**
		Central Java	0	0	450	808	26	12	24	10	9	2	**1341**
		East Java	0	0	97	178	10	10	2	1	3	1	**302**
		South Sulawesi	0	0	88	222	2	1	2	0	2	0	**317**
	Total		0	0	1,187	3,001	89	65	28	11	34	32	**4,447**
2	ICT Maintenance and Troubleshooting Workshop	Aceh	0	0	3	5	3	0	0	0	4	6	**21**
		North Sumatra	0	0	40	20	0	0	0	0	0	0	**60**
		West Java/Banten		0	34	10	3	0	0	0	12	7	**66**
		Central Java	0	0	14	4	8	1	2	0	1	0	**30**
		East Java	0	0	34	15	6	2	3	0	0	0	**60**
		South Sulawesi	0	0	25	10	0	0	0	0	1	0	**36**
	Total		0	0	150	64	20	3	5	0	18	13	**273**
3	Basic Internet Training	Aceh	0	0	3	12	0	1	0	0	1	4	**21**
		North Sumatra	0	0	39	130	0	0	0	0	0	0	**169**
		West Java/Banten	0	0	65	79	4	4	0	0	0	3	**155**
		Central Java	0	0	0	0	0	0	0	0	0	0	**255**
		East Java	0	0	116	140	23	8	9	1	0	0	**297**
		South Sulawesi	0	0	102	172	55	59	5	3	3	3	**402**
	Total		0	0	325	533	82	72	14	4	4	10	**1,299**

No.	Activities	Province	Participant										Total
			Lecturer		Teacher		Principal		Supervisor		Other		
			M	F	M	F	M	F	M	F	M	F	
4	IBM Smart Kit	North Sumatra	0	0	4	16	12	8	0	0	0	0	**40**
	Total		0	0	4	16	12	8	0	0	0	0	**40**
5	DALI Trainings	Aceh	0	0	167	693	11	16	0	0	19	39	**945**
		North Sumatra	0	0	271	1,295	0	0	0	0	0	0	**1,566**
		West Java/Banten	0	0	276	445	10	3	3	0	10	2	**749**
		Central Java	0	0	395	681	62	41	76	29	33	3	**1,320**
		East Java	0	0	420	797	112	52	47	7	49	16	**1,500**
		South Sulawesi	0	0	283	1,019	35	37	10	0	4	1	**1,389**
	Total		0	0	,812	4,930	230	149	136	36	115	61	**7,469**
6	DALI Mentoring/ OCCA	Aceh	0	0	2	33	0	0	0	0	0	0	**35**
		North Sumatra	0	0	4	41	0	0	0	0	0	0	**45**
		West Java/Banten	0	0	7	15	0	0	0	0	0	0	**22**
		Central Java	0	0	31	67	3	0	2	0	0	0	**103**
		East Java	0	0	12	4	0	0	0	0	0	0	**16**
		South Sulawesi	0	0	5	35	0	0	0	0	0	0	**40**
	Total		0	0	61	195	3	0	2	0	0	0	**261**
DE Pilot													
7	DE Pilot 1-Online Course of Strategies and Techniques of School-based Coaching	Aceh	0	0	5	26	1	0	0	1	0	0	**33**
		North Sumatra	0	0	1	39	1	3	1	0	2	1	**48**
		West Java/Banten	0	0	5	17	3	1	0	0	2	0	**28**
		Central Java	1	1	2	2	0	0	2	0	2	0	**10**
		East Java	0	0	11	25	0	0	0	0	0	0	**36**
		South Sulawesi	0	0	5	20	2	0	0	0	0	1	**28**
	Total		1	1	29	129	7	4	3	1	6	2	**183**
8	DE Pilot 2- Online Course Design, - OPDD	Aceh	19	9	0	0	0	0	0	0	0	0	**28**
		North Sumatra	12	4	0	0	0	0	0	0	0	0	**16**
		West Java/Banten	5	2	0	0	0	0	0	0	4	0	**11**

No.	Activities	Province	Participant										Total
			Lecturer		Teacher		Principal		Supervisor		Other		
			M	F	M	F	M	F	M	F	M	F	
		Central Java	24	13	0	0	0	0	0	0	1	1	**39**
		East Java	7	8	0	0	0	0	0	0	2	1	**18**
		South Sulawesi	3	7	0	0	0	0	0	0	2	1	**13**
	Total		70	43	0	0	0	0	0	0	9	3	**125**
9	DE Pilot 2 Follow-Up Activities	Aceh	8	15	0	0	0	0	0	0	2	1	**26**
		North Sumatra	8	12	0	0	0	0	0	0	0	0	**20**
		West Java/Banten	0	0	0	0	0	0	0	0	0	0	**0**
		Central Java	34	16	0	0	0	0	0	0	0	0	**50**
		East Java	11	9	0	0	0	0	0	0	4	1	**25**
		South Sulawesi	16	4	0	0	0	0	0	0	0	0	**20**
	Total		77	56	0	0	0	0	0	0	6	2	**141**
ICT Program Participants													**13,789**
DE Pilot Participants													**449**
Grand Total													**14,238**

Summary of Transition Activities

From June 2009 to July 2011, DBE 2 conducted various transition activities. Those that replicated DBE 2 ICT initiatives are detailed in the table below.

Transition Activities related to ICT

Cumulative Transition Activities - National

Transition Activities	No. of Activities	Estimate IDR Amount of Funding Contributed by Implementing Agency	Estimate IDR Amount of Funding Contributed by DBE 2	Estimated No. of Beneficiaries								
				District		Sub-district		School		Principal	Teacher	Student
				DBE 2	Non DBE 2	DBE 2	Non DBE 2	DBE 2	Non DBE 2			
ICT Training - DALI	25	354,587,000 (USD $39,399)	103,752,775 (USD $11,528)	8	4	13	41	75	1,074	170	2,348	65,505
ICT Training - Intel Teach	15	118,119,100 (USD $13,124)	27,620,000 (USD $3,069)	11	1	13	9	30	141	63	441	13,979
Total	40	472,706,100 (USD $52,523)	131,372,775 (USD $14,597)	19	5	26	50	105	1,215	233	2,789	79,484
Grand Total	**40**	**472,706,100 (USD $52,523)**	**131,372,775 (USD $14,597)**	**24**		**76**		**1,320**		**3,022**		**79,484**

Accomplishments: Monitoring and Evaluation Results and Impact

To ensure the quality of the programs that have been implemented, DBE 2 conducted a monitoring and evaluation process to assess the use of ICT for teaching and learning through the CRCs. The results of that monitoring are reported in the CRC chapter of this report.

In addition to this regular, ongoing monitoring, an evaluation of DE pilot activities was conducted in 2010 and the results were published in August of that year. An overview of the results from that study is presented here.

Initiating the Use of ICT for Teaching and Learning and Intel Teach

To obtain data and information regarding the management and use of ICT tools in the CRC, the DBE 2 ICT team conducted continuous monitoring throughout the project. In addition, the ICT team also conducted periodic monitoring visits to all CRC locations. Based on the results of this monitoring, the majority of ICT tools in the CRC could be managed independently as well. Damage to ICT equipment could also be effectively handled, especially software damage and simple physical damage.

DBE 2 Jakarta was responsible for managing, overseeing, and monitoring the Intel Teach program and coordinating with the provincial ICT team and field staff of DLCs and MTTs, who focused on the rollout of the Intel Teach Getting Started program. Reporting of field level activities was performed by MTTs, who coordinated with the master teachers (MTs) at the cluster level. Reports that were verified by the provincial ICT team were reported to Intel Education through DBE 2 Jakarta. In addition, the project evaluated the follow-up training undertaken by the in collaboration with the Open University (UT).

DE Pilot Program Activity

Pilot 1—Online Course: Strategies and Techniques of School-Based Coaching and Follow-Up

To measure whether each DE model adequately prepared school-based coaches to support teachers, and whether coaches completed the pilot program with an improved understanding of teaching capacity building, coaches were asked to complete a survey regarding their own "knowledge of craft." The survey asked a series of questions that focused on competencies related to coaching. Surveys were completed at the outset of pilot participation February 2010 (baseline survey), and again at the end of pilot participation in May 2010 (final survey). Respondents were requested to rate their opinions on 63 statements on the following scale:

Disagree		Neutral			Agree	
1	2	3	4	5	6	7

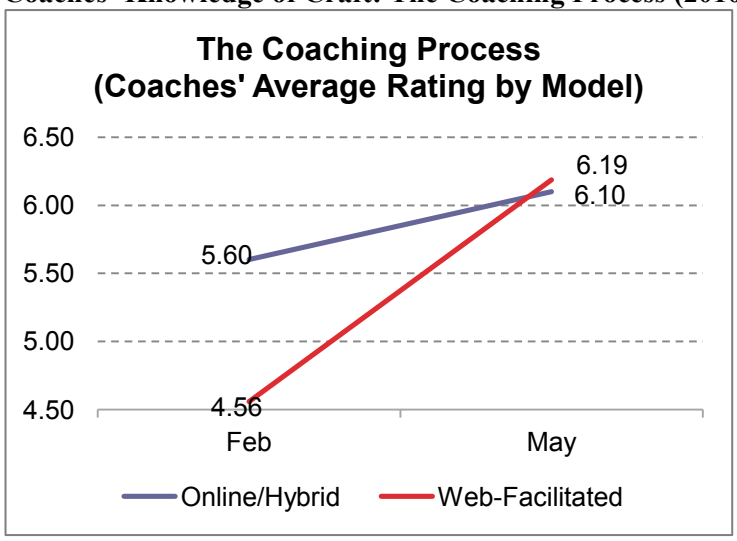
Mean ratings were subsequently derived by averaging individual coach responses across several statements within a given category. Average ratings close to 1.0 thus indicate very strong levels of disagreement, or lack of confidence in a given area, whereas average ratings close to 7.0 indicate very strong levels of agreement and confidence in a given area.

Percentage improvement in coaches' understanding of teacher capacity building as introduced by the DE pilot programs

The DE pilot programs enabled good instructional coaches to learn how to establish positive working relationships with teachers, effectively guide teachers through courses of individualized professional development, and assist teachers in conducting student-centered lessons using technology. On items related to The Coaching Process, from February to May 2010, coaches participating in both the online/hybrid and Web-facilitated models achieved significant increases in their self-assessments of their abilities as good instructional coaches. As the figure below shows, coaches participating in the online/hybrid model went from a self-rating of 5.60 points in February to an average rating of 6.10 points in May—an improvement of about 8 percent. Those participating in the Web-facilitated model increased their average rating from 4.56 in February to 6.19 in May—an improvement of about 26 percent.

Because improvements in this category were greater for coaches using the Web-facilitated model than for those using the online/hybrid model, there were no longer significant differences between the two groups of coaches in May, despite the fact that Web-facilitated coaches had had significantly lower ratings in this category in February.

Coaches' Knowledge of Craft: The Coaching Process (2010)



As shown in the table below, both groups of coaches rated several skills significantly higher in May than they had in February. These items indicate specific areas in which coaches felt they had improved their capabilities as instructional coaches. (Where no averages are entered, no significant differences between February and May ratings were observed).

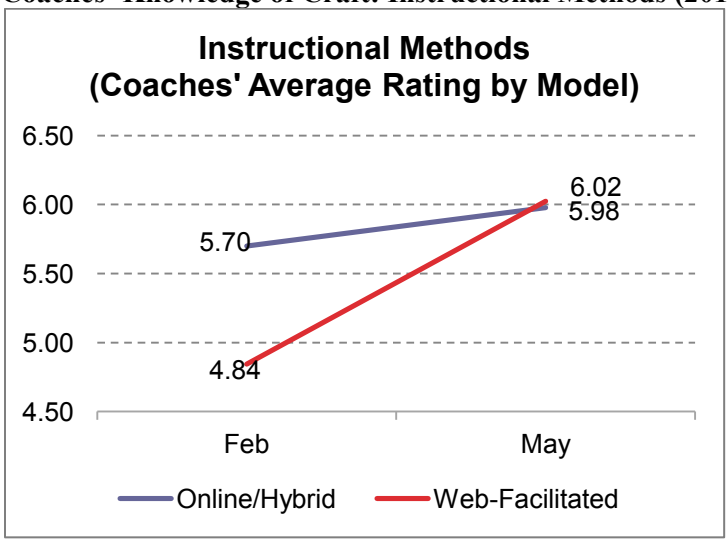
Coaches' Knowledge of Craft: The Coaching Process (2010)

Item	Average Rating (7-Point Scale)			
	Web-Facilitated		Online/Hybrid	
	Feb n=13	May n=14	Feb n=28	May n=29
I know how to model one-computer activities that are learner-centered.	5.23	6.43	--	--
I know how to conduct good professional development activities with teachers.	4.62	6.00	5.61	6.03
I know how to facilitate effective discussions with teachers.	4.62	6.21	5.64	6.07
I know how to help teachers reflect on their practice.	4.62	6.07	5.68	6.18
I know how to organize effective teacher meetings.	4.77	6.21	5.79	6.17
I know how to help teachers set realistic and attainable professional goals.	4.31	6.21	5.75	6.07
I know how to build teachers' trust and gain their confidence.	4.77	6.07	--	--
I know how to help teachers find and evaluate the quality of Web-based resources.	4.92	6.14	--	--
I know how to help teachers create a good one-computer, learner-centered activity	5.15	6.43	--	--
I know how to co-teach a lesson with a teacher.	4.62	6.50	5.82	6.21
I know how to organize an open lesson.	4.31	6.29	5.32	6.10
I know how to conduct a pre-observation conference with teachers.	4.46	6.29	5.54	6.24
I know how to help teachers work together.	4.54	6.29	5.71	6.24
I know how to conduct nonjudgmental classroom observations.	4.38	6.43	5.75	6.28
I know how to help teachers revise their activities to make them even better.	4.23	6.07	5.32	6.10
I know how to help build teachers' confidence in their own abilities.	4.08	6.29	5.43	6.28
I know how to work with principals to support instructional change at schools.	4.38	6.00	--	--
I know how to help teachers use different kinds of formative assessment strategies.	3.92	6.07	5.25	6.02
I'm a good coach.	4.54	5.71	--	--
Overall, I know a lot about classroom-based instruction.	4.67	6.07	5.36	6.02

As a result of participation in the DE pilot, coaches should also have a firm grasp of various instructional methods introduced by the program and a thorough understanding of lesson design.

The figure below illustrates the average ratings offered by coaches in ―nstructional methods," showing significant improvements from February to May in their self-evaluated understanding of various instructional methods. While coaches participating in the online/hybrid model rated themselves about 5 percent better from February (5.70 points) to May (5.98 points) in their use and understanding of learner-centered instructional methods, those using the Web-facilitated model reported an improvement in skill levels of about 24 percent from February (4.84 points) to May (6.02 points).

Coaches' Knowledge of Craft: Instructional Methods (2010)



Again, gains made by Web-facilitated coaches in this category meant that significant differences observed between ratings offered by each coach group in February were no longer observed in May.

More specifically, significant gains were observed in both groups of coaches on the Instructional Methods items listed in the table below. Where average ratings are not entered, no significant differences between February and May results were detected.

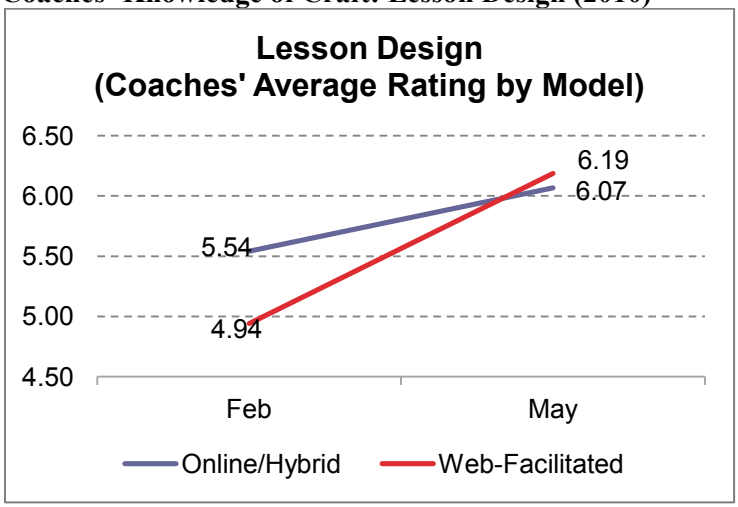
Coaches' Knowledge of Craft: Instructional Methods (2010)

Item	Average Rating (7-Point Scale)			
	Web-Facilitated		Online/Hybrid	
	Feb n=13	May n=14	Feb n=28	May n=29
I have knowledge of different types of instructional techniques.	5.08	5.93	--	--
I have knowledge of effective classroom management strategies.	4.85	6.07	--	--
I have knowledge of different types of assessment techniques.	4.31	5.93	5.64	6.03
I know how to help teachers tailor instruction to meet the needs of different types of learners.	4.54	5.79	5.56	5.97
I know how to help teachers implement different types of instructional techniques depending on the educational objective.	4.75	6.29	--	--
I know how to help teachers organize students into collaborative teams and still accomplish their curricular goals.	5.38	6.21	--	--
I understand the value of learner-centered instruction.	4.92	6.29	--	--
I am able to effectively model learner-centered instructional strategies for teachers.	5.08	6.15	5.68	6.17
I'm a good professional development provider.	4.77	5.57	--	--

Significant improvements in ratings offered by both groups of coaches were also observed with respect to their self-assessed understanding of lesson design and their ability to support teachers in the development of lesson plans (see figure below). In May, coaches in the online/hybrid group offered an average rating of 6.07 points, 10 percent higher than their February average rating of 5.54 points. Coaches using the Web-facilitated model submitted an average rating of 6.19 points in May, 25 percent higher than their February score of 4.94 points. As

with results observed for Instructional Methods, gains in Lesson Design made by coaches in the Web-facilitated group meant that no difference in average ratings existed between groups of coaches in May, even though ratings offered by the Web-facilitated group in February had been significantly lower than those of in the online/hybrid group.

Coaches' Knowledge of Craft: Lesson Design (2010)



An analysis by item (see table below) reveals that coaches participating in the Web-facilitated model offered significantly higher ratings on all items in the category of Lesson Design. Coaches participating in the online/hybrid model offered significantly higher ratings on all but one item. In this skill area, therefore, coaches in both groups experienced strong improvements in confidence and capability.

Coaches' Knowledge of Craft: Lesson Design (2010)

Item	Average Rating (7-Point Scale)			
	Web-Facilitated		Online/Hybrid	
	Feb n=13	May n=14	Feb n=28	May n=29
I know how to design a collaborative lesson.	5.15	6.29	5.57	5.97
I know how to design a project-based lesson.	4.92	6.14	5.21	6.03
I understand the three main components of instructional design.	4.92	6.21	5.33	5.93
I know how to help teachers design good learner-centered activities.	4.92	6.43	5.79	6.24
I know how to create learner-centered activities that are engaging.	5.38	6.43	6.07	6.29
I know how to create activities that promote higher-order thinking.	5.08	6.07	5.54	6.17
I know how to create lessons that use one computer in very learner-centered ways.	3.67	6.00	5.36	6.32
I know how to help teachers create lessons that use one computer in very learner-centered ways.	5.15	6.43	5.82	6.34
I know how to help teachers create activities that promote higher-order thinking.	4.92	6.14	5.89	6.31
I'm a good instructional designer.	4.17	5.71	4.89	5.24

Across these three categories—The Coaching Process, Instructional Methods, and Lesson Design—both groups of coaches saw consistent improvements in their understanding of teacher capacity building and ability to support teachers. This suggests that both models were successful in imparting key learning objectives related to instructional coaching.

Coaches participating in the Web-facilitated model appear to have made important gains following four months of programming. The February baseline results obtained in provinces participating in the Web-facilitated model (Aceh and South Sulawesi) reveal significantly lower levels of self-reported aptitude in these three skill areas. Despite this, by final evaluations in May, coaches in Aceh and South Sulawesi reported levels of skill and confidence equal to those of coaches participating in the online/hybrid model. This may point to the value of face-to-face content delivery complemented by online activity, particularly in low-resource areas.

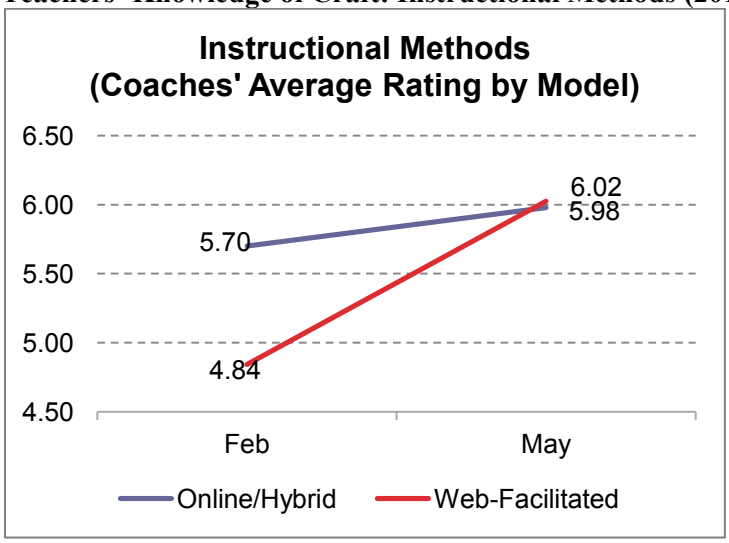
Percentage improvement in teachers' understanding of new instructional practices introduced by the DE pilot

As with DE coaches, teachers were also asked to complete a survey measuring participants' self-perceived skill in, and understanding of, new instructional practices introduced by the DE pilot. The same seven-point scale was applied, with the strongest level of disagreement being given a score of 1 and the strongest level of agreement a score of 7. Surveys were administered to teachers in February 2010, at the outset of the DE pilot (i.e., baseline survey), and again in May 2010, at the closure of the DE pilot (i.e., final survey).

While a portion of the teachers participating in the online/hybrid model were coached primarily at a distance (i.e., via videoconferencing, e-mail, instant messaging, SMS, and phone), the majority of teachers within this group received some degree of face-to-face support. Teachers participating in the Web-facilitated model received only face-to-face support.

Both teacher groups participating in the DE pilot were introduced to a variety of instructional methods and student-centered learning activities by their coaches. Asked specifically about their facility and understanding of these new methods, teachers participating in the Web-facilitated model reported significantly higher ratings for the category of Instructional Methods in May (5.53 points) than they had in February (5.05 points), as shown in the figure below—a gain of 10 percent. By May, average ratings supplied by teachers in the Web-facilitated group were significantly higher than those offered by teachers in the online/hybrid group.

Teachers' Knowledge of Craft: Instructional Methods (2010)



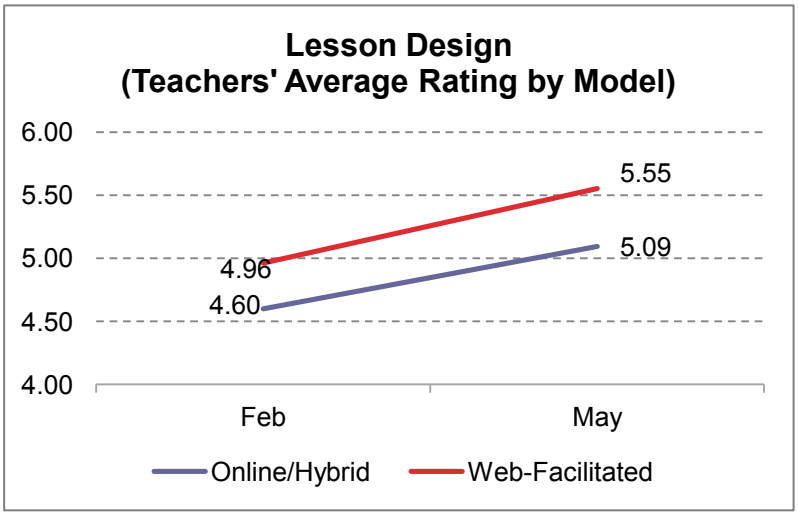
An analysis by item supports this finding, revealing that teachers using the Web-facilitated model offered higher ratings for several items in May than they had in February (see table below). No significant changes in ratings were offered by teachers in the online/hybrid group in Instructional Methods during this period.

Teachers' Knowledge of Craft: Instructional Methods (2010)

Item	Average Rating (7-Point Scale)			
	Web-Facilitated		Online/Hybrid	
	Feb n=47	May n=45	Feb n=124	May n=100
I have knowledge of different types of instructional techniques.	4.83	5.44	--	--
I have knowledge of different types of assessment techniques.	5.02	5.60	--	--
I can implement different types of instructional techniques, depending on the educational objective.	4.66	5.36	--	--
I can organize students into collaborative teams and still accomplish my curricular goals.	5.34	6.09	--	--
I understand the value of learner-centered instruction.	5.39	5.93	--	--

Teachers were also asked to evaluate their own skills in developing student-centered lessons involving the use of technology. By May, teachers participating in both the Web-facilitated and online/hybrid models offered significantly higher ratings in Lesson Design than they had in February, indicating improvements in this area across both teacher groups. The average score increase for teachers in the online/hybrid group was 11 percent (4.60 to 5.09 points), while teachers in the Web-facilitated group had an increase of 12 percent (4.96 points to 5.55 points) (see figure below). While no differences between teacher groups were detectable in February, teachers using the Web-facilitated model offered higher self-assessments in Lesson Design than their colleagues in the online/hybrid group in May, suggesting their greater self-confidence in this area.

Teachers' Knowledge of Craft - Lesson Design (2010)



As the table below shows, the Web-facilitated and online/hybrid groups both offered significantly higher average ratings in May than in February on several key items. (Where no averages are entered, significant differences were not detected between February and May.) Notably, teachers in both groups saw important increases in confidence in incorporating the use of technology into their lesson plans in learner-centered ways.

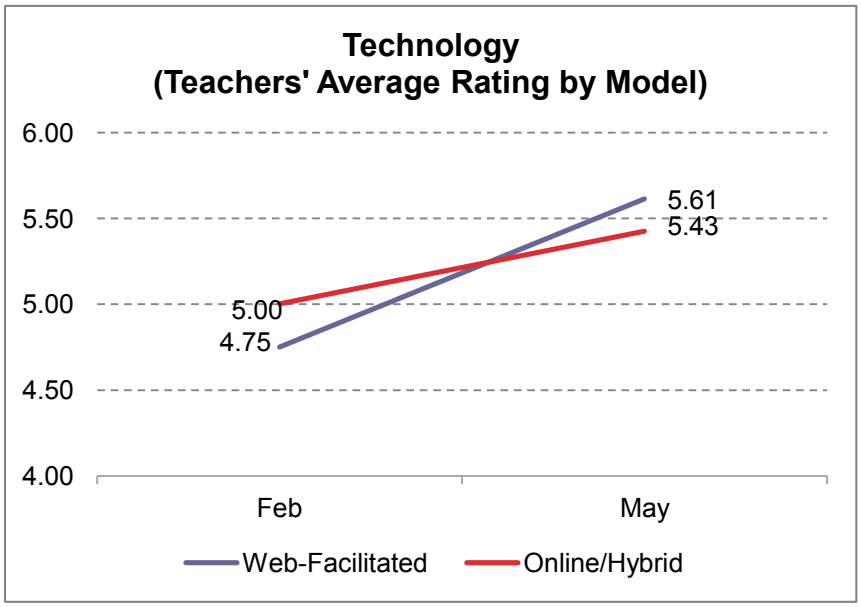
Teachers' Knowledge of Craft: Lesson Design (2010)

Item	Average Rating (7-Point Scale)			
	Web-Facilitated		Online/Hybrid	
	Feb n=46	May n=45	Feb n=124	May n=100
I understand the three main components of instructional design.	--	--	4.70	5.21
When I try out a lesson, I'll often revise it based on my observations of how it worked.	--	--	5.31	5.64
I know how to create lessons that use one computer in very learner-centered ways.	3.36	5.49	3.83	5.11
I'm a good instructional designer.	4.23	5.02	3.82	4.47

Focusing primarily on supporting teachers in their use of technology in learner-centered activities, the DE pilot also measured teachers' attitudes toward technology and their ability to use computers with all of their students in classroom instruction.

Teachers participating in both the online/hybrid and Web-facilitated models offered significantly higher ratings on items related to the Technology category in May than in February. The online/hybrid group saw an increase in average rating from 5.00 to 5.43 points (9 percent), and the Web-facilitated group reported an increase in average rating from 4.75 to 5.61 (18 percent). No differences were detected between ratings offered by either teacher group in February or May.

Teachers' Knowledge of Craft: Technology (2010)



As shown in the table below, both Web-facilitated and online/hybrid groups offered significantly higher ratings in May than in February on several individual items related to technology.

Teachers' Knowledge of Craft: Technology (2010)

Item	Average Rating (7-Point Scale)			
	Web-Facilitated		Online/Hybrid	
	Feb n=45	May n=45	Feb n=120	May n=100
I would like to use computers in my classroom.	5.40	6.20	5.49	5.98
I can teach with one computer and still attain my educational objectives.	3.67	5.73	4.42	5.57
I know how to set up a learner-centered activity that uses just one computer.	3.40	5.36	3.98	5.05
My principal is supportive of using computers in the classroom.	5.89	6.44	--	--
Technology excites students and makes them better learners.	5.77	6.52	5.97	6.32
I'm confident using computers for instructional purposes.	5.11	5.82	--	--
Computers improve the quality of my lessons.	5.80	6.50	5.76	6.18

Whether using the online/hybrid or Web-facilitated models, teachers reported improvements in their skills, abilities, and attitudes using new instructional practices introduced by the DE pilot. That said, teachers participating in the Web-facilitated model appear to have made more consistent gains in confidence across the categories of Instructional Methods and Lesson Design. As with the findings for coaches, the results suggest that face-to-face support added important value for teachers attempting to adopt new instructional practices. With respect to the Technology category, teachers made important gains irrespective of the model they used, perhaps reflecting overall eagerness to make use of technology in schools.

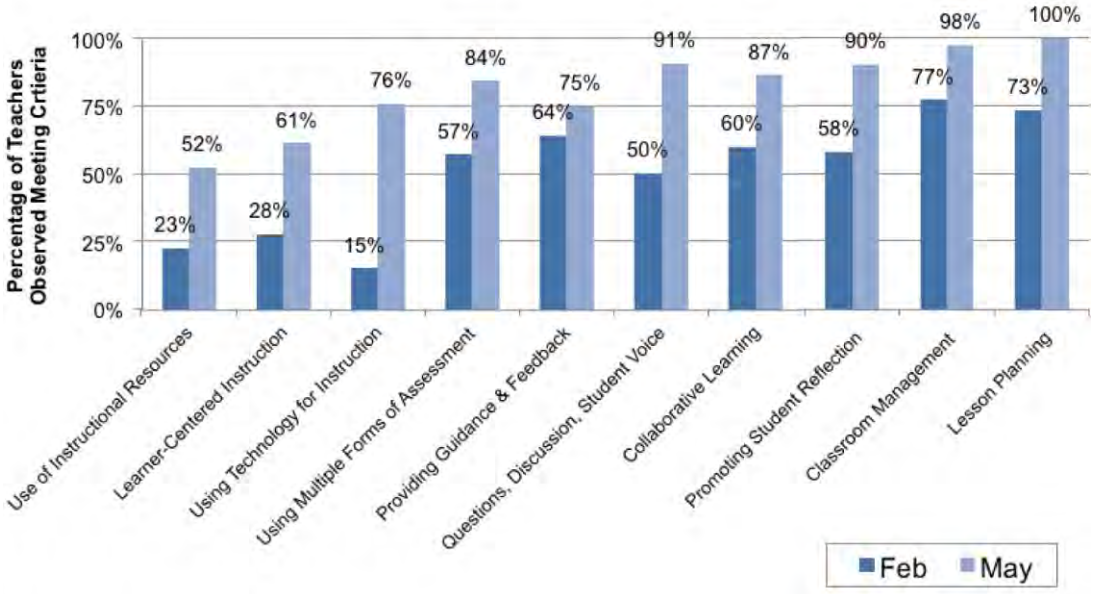
Percentage of teachers meeting minimum performance criteria in adopting new instructional practices introduced by the DE pilot

Complementing teachers‘ self-reports of their understanding of new strategies and instructional methods introduced by the DE pilot, classroom observations were conducted to determine the extent to which these methods were evident in teachers‘ lessons. Pairs of coaches conducted two sets of informal classroom observations with their assigned teachers: an initial baseline observation in late January and early February 2010, before professional development activities with teachers began, and a final classroom observation in late May.

Although the focus of the DE pilot was to support teachers in their integration of technology into classroom instruction, one of its central tenets maintains that the use of technology alone in a classroom does not add value to, or increase, the quality of student learning. Rather, if technology is to be used as a tool for instructional improvement, it must be embedded in a set of instructional practices that are learner-centered, promote collaboration and critical thinking, and get at the heart of teaching: content, curricular goals, instruction, and assessment.

As expected, the coaching program resulted in increased use of technology by teachers. With the exception of two teachers in West Java, all teachers reported using computers in their classroom at least once between February and May.1 More important than the increase in teachers‘ and students‘ technology use, classroom observations confirmed that teachers who participated in the DE pilot experienced a range of changes in instructional practice. Indeed, teachers‘ ability to question, hone students‘ critical thinking skills, and organize for learning are key components of change necessary for improvement in student learning.

Classroom Observations: Web-Facilitated Teachers Only (2010)



Teachers participating in the Web-facilitated model (in Aceh and South Sulawesi provinces) demonstrated the greatest growth in the following areas:

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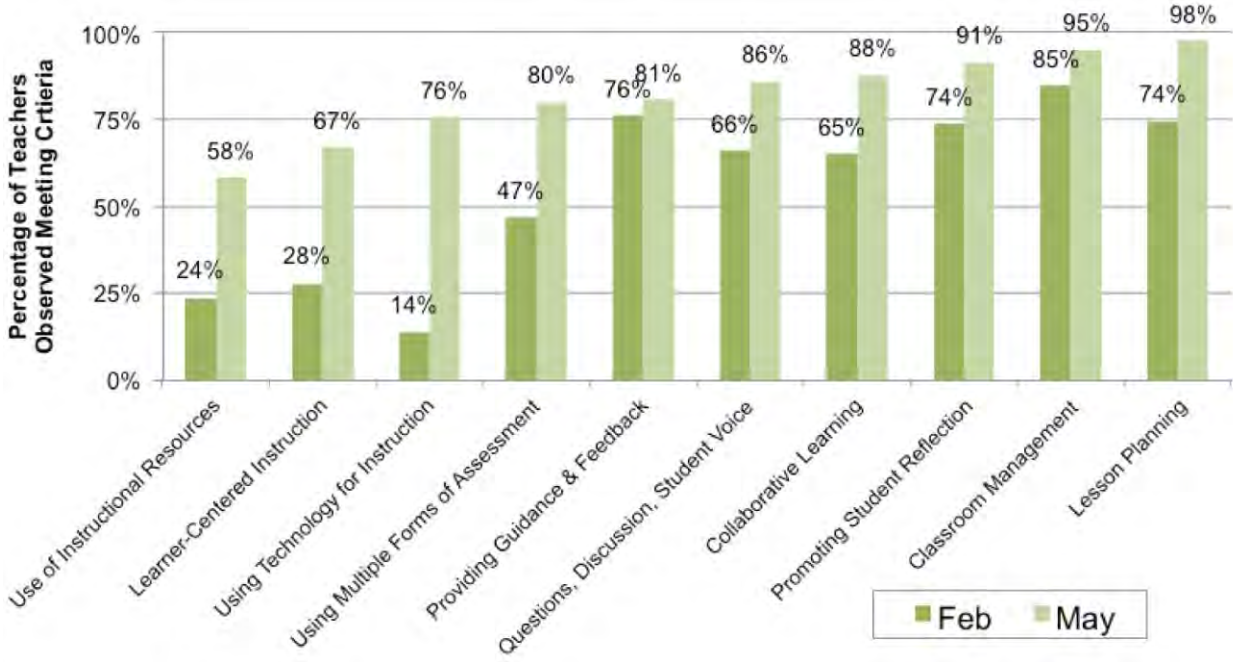
[1] These two teachers were still planning their final, ICT-based lessons with their coach at the time of interviews in mid-May 2010.

- **Teachers' use of technology for instruction:** 15 percent in February versus 76 percent in May
- **Teachers cultivating critical thinking skills:** 39 percent in February versus 90 percent in May
- **Use of learner-centered instructional strategies:** 28 percent of teachers in February versus 61 percent in May
- **Teachers promoting student reflection:** 58 percent in February versus 90 percent in May

The figure below illustrates changes in teachers' instructional practices in the online (Central Java and North Sumatra) and hybrid models (West and East Java).

Classroom Observations: Online/Hybrid Teachers Only (2010)



As with teachers using the Web-facilitated model, teachers using the online/hybrid model appeared to evince the greatest gains in the following areas:

- **Teachers' use of technology for instruction:** 14 percent in February versus 76 percent in May
- **Teachers cultivating critical thinking skills:** 44 percent in February versus 90 percent in May
- **Use of learner-centered instructional strategies:** 28 percent in February versus 67 percent in May
- **Use of multiple forms of assessment for student learning:** 47 percent in February versus 80 percent in May

Learner-centered instruction and effective instructional practices in general, require that teachers engage students in an array of instructional approaches. The final classroom observation data revealed indicated progress in both organizing for instruction (using resources, technology, and lesson planning) and carrying out various instructional activities (questioning, collaborative grouping, problem solving). Across both DE models (Web-facilitated and online/hybrid), by the final observations in May, well over 50 percent of teachers were consistently using diverse instructional activities such as providing feedback, using collaborative strategies, improving classroom management, and using technology for instruction (the exception was using diverse instructional resources, which is addressed in the analysis to follow).

Classroom observation data were collected through focus group discussions and interviews with teachers in all six

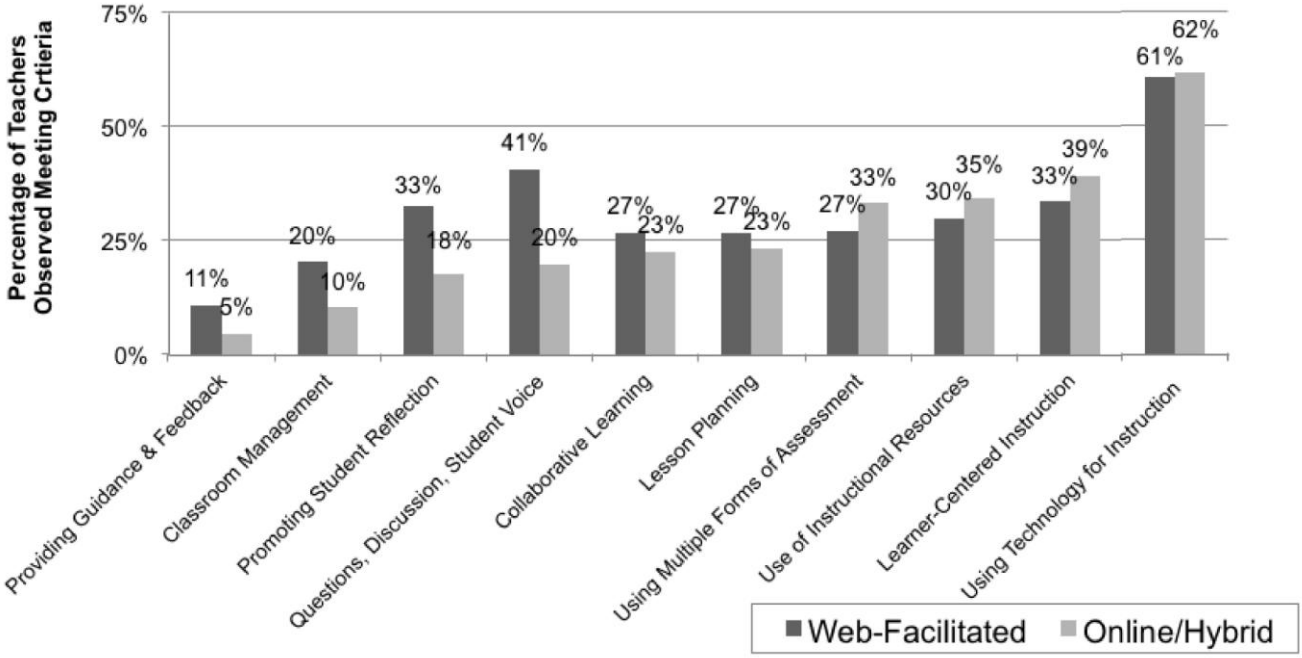
provinces during May and June 2010. During these interviews, many teachers stated that they had used collaborative teaching techniques prior to their participation in the DE pilot. However, several teachers revealed that they had one dominant instructional style: delivering information either orally or in writing on the chalkboard. Indeed, many teachers who stated that they had used learner-centered instruction before the DE pilot also revealed they did so in very superficial ways by, for example, placing students in groups but not allowing them to work together.

These qualitative data reinforce the project‘s findings that teachers‘ participation in the DE pilot helped them to improve instruction. When asked what they had learned most as a result of the pilot, teachers‘ most frequent answers were (1) technology, (2) new instructional strategies, and (3) how to develop a lesson plan. DBE 2 evaluators were most struck by teachers‘ statements that the DE pilot helped them develop a lesson plan based on a Backward Design approach, according to which teachers first state learning objectives, next think about how they will assess those objectives, and then plan instructional activities that address them.

However, the use of diverse instructional resources remained low relative to other instructional practices. Focus group discussions and interviews with teachers revealed that accessing instructional resources (e.g., paper, chart paper, student writing utensils, etc.) was in fact a major challenge for them. Teachers in all provinces reported the absence of sufficient instructional resources. In many cases—as in West Java and Aceh—coaches brought teachers markers, crayons, and paper for use with students. When asked how DBE 2 might improve the one-computer pilot/coaching program, teachers consistently suggested that DBE 2 provide more materials (both digital and nondigital).

In particular, teachers mentioned the challenges associated with securing access to the school‘s one laptop, especially in schools where a large number of teachers participating in the DE pilot. Because the technology was so popular, teachers reported they might wait ―weeks” to use the laptop. Teachers were not always able to use computers as part of their final classroom observations, though teachers and coaches reported that all teachers (with the exception of two in West Java), used computers as part of instruction in their classes at least once from February to May 2010. Learner-centered instruction demands less reliance on the textbook or the teacher as the sole sources of information and increased interaction with real-world resources and artifacts. As a result, the issue of limited resources (both digital and nondigital) likely impacted teachers‘ ability to create and conduct learner-centered activities to the best of their abilities.

Percentage Gains in Classroom Observation by Model (2010)



Though teachers participating in both Web-facilitated and online/hybrid models demonstrated positive gains in their use of all instructional practices addressed by the DE pilot, teachers in the Web-facilitated model showed a slightly greater increase in most categories. These gains may be attributable to the fact that since teachers in Aceh and South Sulawesi are relatively more disadvantaged than those in Java or Sumatra, they need to learn more than, or ―catch up" to their other counterparts. They may also be the result of the face-to-face instruction received by both coaches and teachers.

Teachers in both the Web-facilitated and online/hybrid groups showed the largest, and nearly equal, gains in the use of technology for instruction (61 percent and 62 percent respectively); the next largest increase was in the area of cultivating critical thinking skills (each model demonstrating a 46 percent increase), followed by learner-centered instruction (33 percent and 39 percent respectively).

Assessment of Online Learning Experience

Coaches participating in both the Web-facilitated and online/hybrid models all participated in an online coaching course. Since coaches interacted quite intensively in this online environment through a range of online technologies (social media, audio, video, learning management systems, and synchronous communication tools), these data may offer some insight into how other potential teacher educators may feel about online learning.

Coaches completed a post-course questionnaire in June 2010 to assess their opinions about learning in an online environment, indicating their level of agreement or disagreement with 20 statements concerning online learning. Here again, a seven-point scale was used, with 1 indicating the highest level of disagreement and 7 indicating the highest level of agreement.

Results are organized into two tables. The first focuses on coaches‘ personal perceptions of their own online learning experience. It is hoped that such data may serve as a proxy for other Indonesian educators. The second table assesses coaches‘ opinions about online learning as a tool for teacher training, where the level of agreement indicated by coaches may offer information concerning the selection of teachers and prerequisite teacher skills for participating in an online learning experience. The totals provided in each table represent the sum of the percentage of respondents indicating levels of 6 and 7 in agreement with each statement.

As the data in the table below suggest, generally coaches responded well to online learning, felt they had learned a great deal, and indicated their willingness to participate in future online learning experiences. The community aspect of the course appeared to be most useful for coaches. For instance, coaches expressed comfort participating in online discussions (95 percent), believed online discussions contributed to the formation of an online community (98 percent), appreciated being part of an online community (95 percent), and felt this aspect helped them ―become successful" as school-based coaches (95 percent). Coaches expressed comfort stating opinions honestly in the online course (93 percent), believed the experience created a sense of collegiality with other coaches across Indonesia (95 percent), and felt the online course was a useful experience overall (98 percent). All coaches stated that they were able to learn from the online discussions.

Coaches' Survey: Online Learning Community Learning (June 2010)

Statement	Percentage of Agreement (n=43)
I was able to learn better in an online medium than I would have in a face-to-face setting.	53 percent
Online communication is an excellent medium for social interaction.	77 percent
I felt comfortable conversing through this text-based medium.	86 percent
I felt comfortable expressing my honest opinions in the online coaching course.	93 percent
I felt comfortable participating in the course discussions.	95 percent
The instructor(s) created a feeling of an online community.	95 percent
The discussions and activities helped me feel part of an online community.	98 percent
The instructor(s) was very responsive.	95 percent
I prefer face-to-face discussions to online (text-based) discussions.	16 percent
I felt that my point of view was acknowledged by other participants in the course.	70 percent
I felt comfortable interacting with other participants in an online environment.	93 percent
I was able to form distinct individual impressions of course participants, even though we communicated only online.	79 percent
I am able to learn better in a face-to-face medium versus an online medium.	19 percent
I was able to learn from the online discussions.	100 percent
I was stimulated to do additional reading or research on topics discussed in the online coaching course.	95 percent
I learned to value other points of view.	95 percent
As a result of my experience with the online coaching course, I would like to participate in another online course in the future.	98 percent
The online course was a useful learning experience.	98 percent
As a result of my participation in the online course, I made acquaintances electronically in other parts of Indonesia.	95 percent
The diversity of topics in the online course prompted me to participate in the discussions.	100 percent
I made a great deal of effort to participate in the online course.	93 percent
I learned better in the mixed medium (online and school-based) than I would have in an online medium alone or a school-based medium alone.	84 percent
The online course helped me become a successful school-based coach.	86 percent

Statement	Percentage of Agreement (n=43)
Being part of an online learning team helped me be a better coach.	95 percent
Having a school-based coaching partner helped me be a better coach.	98 percent
Having real-time, online meetings helped me feel part of a community.	95 percent
Working in schools with teachers helped me be a better coach.	91 percent

This appreciation of ―community" is critical, particularly given that research increasingly suggests that a community-based approach to online learning is far more successful than online learning experiences dominated by self-directed learning or individual study (Kleiman, 2004; Dede et al., 2005; Means et al., 2009). The sense of community experienced online by coaches through discussion forums and an online atmosphere of collegiality appears to have compelled them to continue their distance studies. Additionally, coaches interviewed reported that the frequent use of Web 2.0 tools such as Skype, Voice Thread, and DimDim—which provided real-time, ―face-to-face" communication among coaches and their mentors—helped them to feel even more connected to their online peers.

It is important to note that coaches also received support from a face-to-face community. Coaches worked with partners on all assignments and were asked to be present in schools, as a pair, three to four days a week. These partnerships, as well as constant involvement with teachers, created face-to-face communities among coaches, and between coaches and teachers. Interviews with coaches indicated that they felt a sense of duty to ―their" teachers and developed strong bonds because of these interactions. In West Java, for instance, coaches (many of whom reside in Bandung) spent four to five days per week at their assigned schools, staying in local hotels throughout the week. In most cases coaches were not allocated release time from the local education office to act as full-time coaches, but remained dedicated to their assignments. For example, one coach, who was also a teacher at a local school, conducted coaching at his assigned school two hours before class started, returned to his own school to teach a full day, and then went back to his assignment school at the end of the day to coach teachers for an additional two hours. Unfortunately, as he reported in a May 2010 interview, during the most intensive periods of coaching he ended up either missing a great deal of time teaching his own students or not spending enough time working with teachers in the school in which he coached.

As a result of these interactions, coaches benefited from two distinct but interconnected learning experiences and communities: one online and one face-to-face. Though the online component of this program was a particular focus for USAID and the GOI, it should also be recognized that the face-to-face, day-to-day experience of working with both teachers and a coaching partner was the biggest factor in developing coaching expertise. As coaches‘ responses indicated, 91 percent felt they had learned to be a better coach by working with teachers, and 98 percent felt they had done so by having an actual, physical coaching partner. Only 12 percent of coaches felt that the online course alone taught them to be a coach. This is a critical finding, particularly given that in any type of DE, the need for well-trained, competent, and dedicated teacher support personnel cannot be overstated.

The following table documents coaches‘ reactions to a number of statements concerning readiness to be an online learner.

Coaches’ Survey: Skills Needed to Be a Successful Online Learner (June 2010)

Statement	Percent age Agreement (n=43)
Online learning demands strong reading skills.	81 percent
Online learning demands strong writing skills.	77 percent
Online learning demands strong technology skills.	86 percent
Online learning demands strong interpersonal skills.	79 percent
Online learning demands strong self-discipline.	95 percent
Online learning demands strong independent learning skills.	91 percent
Online learning demands strong collaborative skills.	95 percent
Online learning would be a successful learning medium for Indonesian teachers.	90 percent
Hybrid learning (online and face-to-face) would be a successful learning medium for Indonesian teachers.	93 percent

As can be seen, coaches felt that the most important prerequisite skills for potential online learners were strong collaborative skills (95 percent), self-discipline (95 percent), and independent learning skills (91 percent). Less critical, though still important, were technology (86 percent), reading (81 percent), writing (77 percent), and interpersonal skills (79 percent).

Ninety-three percent of coaches agreed or strongly agreed that hybrid learning would be a successful medium for Indonesian teachers, while slightly fewer (90 percent) regarded online learning as a successful learning medium for Indonesian teachers.

Online learning communities demand the kinds of interpersonal skills mentioned by coaches (collaboration, self discipline, and independent learning), although DE coaches likely underestimated the importance of basic technology, reading, and writing skills. Online learning is mediated through technology. If teachers have poor technology skills, they cannot access content, resources, their classmates, or help. While one may need only a defined set of technology skills, teachers still need basic ICT literacy skills. Equally important are basic reading and writing skills, as online learning is conducted primarily through reading content and writing in discussion posts. Research on online learning in the United States (Center for Children and Technology, 2008) reveals a correlation between teachers who don‘t like to read or write, or who are poor readers and writers, and failure in online learning. This correlation is a concern in cases where in practice, written literacy is secondary to oral literacy. As an example, several coaches in Central Java reported that they —did not like to read” and, therefore, did not complete the course readings. Similarly, they reported that they did not like to write and preferred conversations to written communications. Teacher interviews and focus groups, however, revealed that teachers considered these same coaches ineffective.

DE Pilot Program 2: Online Courses for University Lecturers

Despite some fluctuation in the participation levels of lecturers who took part in the DE Pilot Program 2, participants developed 33 online courses through the work they performed in this pilot. These courses are listed in the table below.

Online Courses Developed Through DE Pilot 2

Topic/Online Course Product	University/Institution
Research Methodology	IAIN Ar-Raniry
Research Methodology in Education	Universitas Muhammadiyah Aceh
Management Accounting; Instructional Strategies	Universitas Syah Kuala
Research Methodology; Education Statistics; Ushl Fiqh	IAIN Sumatra Utara
Thematic Instructions	Universitas Negeri Medan
Fundamentals of Electricity (Electricity 101); Education Statistics, Arabic; Methodology of Islamic Study	IAIN Walisongo
Christian Religion	Universitas Kristen Satya Wacana
Delphi Programming Language; English for Communication; Econometrics	Universitas Negeri Semarang
Environmental Physics; Instructional Strategies in Early Childhood Education; Statistics in Education	Universitas Negeri Sebelas Maret
Algebra I; Introduction to Microeconomics	Universitas Negeri Makassar
English for Academic Purposes	Sampoerna School of Education
Public Speaking	Universitas Terbuka
Research Methodology in Philology; Research Report Writing	Universitas Negeri Surabaya
Management Audit; Hygiene	Universitas Negeri Malang
Instructional Methods; Introduction to Microeconomics	Aceh DBE 2 team
Introduction to Information Technology	North Sumatera DBE 2 team
Introduction to Concept Mapping	Central Java DBE 2 team
Multimedia	South Sulawesi DBE 2 team
Computer Network Design	West Java DBE 2 team
Active Learning with One Computer	East Java DBE 2 team

DE Pilot Program 2: Follow-up with Partner Universities

All universities involved in DE Pilot 2 follow-up activity selected courses that were designed and implemented on campus. Some lecturers finished implementing their online courses and face-to-face (hybrid) components with students before the DE Pilot was completed.

Online Courses Developed by Lecturers Participating in DE Pilot 2 Follow-up Activities

No.	University	Province	Online Course		
			Name	D*	I*
1	IAIN Walisongo	Central Java	Biologi Sel	√	√
			Elektronika Dasar	√	√
			Statistika Pendidikan	√	√
			Metodologi Studi Islam	√	√
			Bahasa Arab II	√	√
			Sejarah Peradaban Islam	√	√
			Kimia Anorganik II,	√	√
			Computer Assisted Language Learning	√	√
2	UNNES	Central Java	Teknologi Informasi	√	√
			Penelitian Pendidikan SD	√	√
			Metode Pengembangan Moral dan Agama	√	√
			Bahasa Indonesia	√	√

No.	University	Province	Online Course		
			Name	D*	I*
			Metode Pengembangan Motorik [PJJ]	√	√
3	UKSW	Central Java	Hermeneutik Perjanjian Lama II	√	-
			Sistem Basis Data	√	-
			Etika Sosial	√	-
			English for Specific Purposes	√	-
4	UNS	Central Java	Fisika Lingkungan	√	√
			Fisika Dasar	√	√
			Perlindungan Tanaman	√	√
			Manajemen Energi	√	√
5	Unsyiah	Aceh	Strategi Belajar Mengajar	√	√
			Ekonomi Akuntansi	√	√
6	UNMUHA	Aceh	Penelitian Pendidikan	√	√
7	IAIN SUMUT	North Sumatra	Kalkulus II	√	√
			Perencanaan Pembelajaran	√	√
			Sejarah Peradaban Islam	√	-
			Aljabar Linear	√	-
			Ushl Fiqh	√	-
			Structure Drills	√	√
			Pendidikan IPA	√	-
			Pengembangan Kurikulum Bahasa Arab	√	√
			Linguistik Arab	√	-
			Sistem Informasi Manajemen	√	-
8	UNIMED	North Sumatra	Pengantar Linguistik Umum	√	-
			Metodologi Penelitian	√	√
			Rekayasa Lingkungan	√	√
			Ikatan Kimia	√	√
			Persamaan Diferensial	√	-
			Kimia Umum II	√	-
			Anatomi Tumbuhan	√	-
			Ekonometrika	√	-
			Pengolahan Makanan Kontinental	√	-
			Keterampilan Membaca	√	-
9	UM	East Java	Pengantar Ekonomi Makro	√	-
			Audit Manajemen	√	-
			Modern Instrumental Analysis	√	√
			Pendidikan Kewarganegaraan	√	-
10	UNESA	East Java	Kimia Analitik I	√	-
			Kartografi	√	-
			Keterampilan Menulis	√	-
			Pengantar Filologi	√	-
			Filsafat Olahraga	√	-
			Manajemen Keuangan	√	-
			Pembelajaran Bilangan di SD	√	-
			Bakery dan Pastry	√	-
			Theory of Literature I	√	-

No.	University	Province	Online Course		
			Name	D*	I*
			Theory of Literature II	√	-
			English for Science.	√	-
11	UNM	South Sulawesi	Praktek Mikroprosesor	√	√
			Praktek Multimedia	√	√
			Workshop Pendidikan Matematika	√	√
			Elektronik Digital	√	-
			Belajar Pembelajaran	√	-
			Sistem Operasi	√	-
			Elektronika Analog	√	-
			Komunikasi Data & Jaringan Komputer	√	-
			Perancangan Elektronika	√	-
			Sistem AC Mobil	√	-
			Teknik Perawatan Kendaraan	√	-
			Kerja Mesin	√	-
			Total Number	**71**	**31**

D = Developed; I* = Implemented*

Of the 71 online courses developed, 31 were implemented in a real setting with students. The rest were expected to be implemented in the school year following project closure.

Left: Sixth graders collaborated to use computer as a work station in collecting data using the Internet.
Right: West Java DBE 2 ICT Assistant co-taught to assist students in doing their science project

Program Implementation, Problems, and Solutions

Several problems arose related to initiating the use of technology in teaching and learning activities.

- ***Basic Computer Maintenance***

  In many cases CRCs lacked the capacity to conduct their own regular maintenance, which created problems keeping computers, LANs, and Internet connectivity in service consistently. The program responded by providing training for CRC managers that focused on developing these skills. Participants were taught the basics of hardware installation. This effort was executed by provincial ICT teams, who added troubleshooting clinics for participants.

- ***Creating Videos***

Despite the power of videos in conveying messages and as instructional media, CRC video cameras were often underused. Specific training was created to help participants explore video equipment and create their own videos.

- ***Introduction to the Internet***

  Several problems occurred in using Internet resources; first and foremost, the simple facts are that Internet connectivity throughout much of the country remains slow, bandwidth is limited, and connections are unstable. A separate problem was the dearth of content available in Bahasa Indonesia. Improvements have been made in both of these areas. Infrastructure is slowly improving, although there was little the project could do about this problem. The lack of content in Bahasa Indonesia was something that the project tried to address by putting teachers in the position of contributing to Currici, a curriculum Wikipedia introduced so that educators could share their lesson plans and collaborate with educators around the world.

- ***Intel Teach Getting Started Trainings***

  Teacher transfers created problems for the Intel Teach program. If a teacher who became an MT or facilitator was moved to another area away from project schools, this change caused serious disruption to activity plans. Provincial teams were often forced to scramble to identify potential replacements, and this problem was not easily overcome.

Pak Zainul at the Online Course Orientation Workshop in Malang, East Java. Bapak Zainul Muttaqin is blind and became one best practice of DE Pilot 2. A special education teacher at Universitas Negeri Surabaya, he participated in OPDD 203 to be able to contribute to future DE schemes in his university. Using screen reader technology to support his learning, Pak Zainul showed high motivation and consistency in his learning throughout the course. He stated that online learning is particularly easy compared to traditional learning. Therefore, it is evident, online learning is warranted and does provide access for all.

The problems that affected the portion of the ICT program that dealt with DALI were slightly different and are detailed below.

- ***DALI Provincial TOT and Rollout***

  Participants' lack of basic technology skills hampered DALI rollout across the board. Bureaucratic structures that forced teachers to be transferred to new schools also had a detrimental impact on this activity. In addition, this activity encountered two additional difficulties: the limitations of ICT equipment in schools and the need to support CRCs. Intensive coaching helped to address the first of these problems. Consultation with the government to reduce teacher transfers and provide funding and support to CRCs helped address the other problems.

- ***DALI Mentoring/ OCCA***

  Other activities such as national exams and school holidays limited the number of days available to implement OCCA activities in schools and clusters. These limitations required the program to be flexible

in its approach and strategy. Teacher transfer also had a detrimental impact on program activity when mentors were reassigned to new and distant schools.

DE activities also faced several challenges, detailed below.

- ***DE Pilot Program 1—Online Course: Strategies and Techniques of School-Based Coaching and Follow-up***

  The submission of e-portfolios by all coaches was challenging in some cases. E-portfolios required fairly well-developed technology skills from coaches, some of whom needed considerable support from their online instructors. This delayed the assessment process and certification of coaches and teachers. Additional time was provided so that coaches could complete the e-portfolio.

- ***DE Pilot Program 2: Online Courses for University Lecturers***

  University Internet connectivity was a challenge. A number of universities were not connected to the Internet at the time this activity was implemented, and a few had poor connectivity. This made it difficult for participants to complete online assignments, forcing many to log in from Internet cafés or home.

  - **Technology support was lacking.** Some participants needed considerable technical support to pursue online learning. DBE 2 built in face-to-face support sessions to assist lecturers and help them collaborate effectively in small working groups.
  - **Time management was a problem experienced by most university lecturers.** Most felt that they did not have sufficient time and needed to be released from university duties during the course period.
  - **This program was also affected by an absence of multimedia resources.** Most OCD participants had difficulty preparing learning resources such as video clips, multimedia presentations, etc. Universities need to facilitate and support online course developers and facilitators to develop required multimedia resources.
  - **Reduced participation was commonplace in online courses as a result of the problems listed above.** Project staff used a number of strategies were used to overcome these difficulties, such as daily support through synchronous chats or calls, weekly reminders, and text messages to participants. Facilitation strategies in online discussion forums were also expanded.

- ***DE Pilot Program 2: Follow-up with Partner Universities***

  DE Pilot 2 follow-up activities faced five main obstacles, the first of which was arranging for pilot activities in the midst of already busy campus schedules. As a result, activities did not always match the semester calendar. Another problem was the lack of supporting infrastructure at university campuses, which caused a related problem, namely, that many applications supporting online lectures could not run effectively on existing infrastructure. Not all universities involved in this activity could use the CRC as an access point and location of student meetings.

Lessons Learned

A number of lessons can be drawn based on the experience of ICT program implementation:

- Teachers want school-based mentoring as a form of professional development. Teachers involved in DALI mentoring had participated in both Intel Teach and DALI training, which taught them to operate computer applications and use ICT to support active learning in the classroom. However, many required additional support to apply what they had learned during training in their classes. School-based mentoring

is a key to helping them implement active learning using ICT in the classroom.

- For teacher professional development to be sustainable, coaches must be available and easily contacted. Teachers needed intensive support from coaches during DALI. However, many coaches found it difficult to divide their time between mentoring and other duties as teachers, principals, or supervisors. Although DBE 2 asked these people to be released from other tasks, not all coaches were able to focus on mentoring. To implement school-based mentoring in a sustainable manner, the relevant department should assign a full release to the coaches so that they can focus on supporting other teachers.
- Coaches need time to develop and hone their skills. The PBS, school principals, and school supervisors who participated in DALI mentoring were often involved in mentoring activities without extensive prior experience in terms of ICT literacy, active learning models using ICT, or techniques for supporting teachers. This lack of experience limited their initial success. Through survey results and focus group discussions, the participants stated that three to four months of participation in project activities was not enough time to become a coach capable of assisting teachers.
- Teachers and lecturers need more than a purely online DE model. The success rate for participants in Strategies and Techniques of School-Based Follow-up Online Course, OCD, and OPDD delivered purely online was no more than 80 percent. Meanwhile, results from the implementation of DE accompanied by face-to-face mentoring were more encouraging. More than 80 percent of professors who engaged in these activities successfully conducted online courses.

Recommendations

The following recommendations can improve the quality of implementation of similar ICT programs in the future.

Recommendations related to the development of ICT-Based Active Learning

To increase the number of participant teachers and the quality of the Intel Teach training, it is necessary to do the following:

- Cluster-based MTs not yet certified by Intel can continue to conduct training for teachers who are new to Intel Teach training and through this experience obtain a certificate from Intel Education Indonesia; in that way participants can get a certificate from Intel Education despite the fact that DBE 2 has ended.
- The contact details of all MTs should be kept and used by district education offices. This contact list should be updated regularly so that these individuals can help implement similar programs.
- Periodic refresher workshops would help to maintain the skills of MTs in the cluster.

The development and maintenance of a community of practice should be prioritized so that teachers can continue to obtain peer support in their efforts to integrate ICT into active learning in the classroom on an ongoing basis.

Recommendations for the Implementation of DE

- The hybrid approach, which blended online and face-to-face learning, was most effective in providing professional development for teachers using distance learning.
- School supervisors and PBSs who support any online course should be allowed dedicated time released from other official duties.
- Cluster-based coaches who have successfully completed the Strategies and Techniques of School-Based Follow-up online course should be recognized by education offices and empowered to disseminate or provide assistance to the implementation of active learning with computers in their cluster or other clusters.
- The speed of Internet connections in CRCs should be improved so that participants involved in DE activities can use the CRC effectively.
- Universities must provide their full support to lecturers who follow OPDD and OCD and allow them time

away from other tasks for three to six hours per week so that they can participate in these activities.

- Periodically (once every three weeks) face-to-face meetings should be conducted between participating faculty and facilitators so that they can discuss participants' problems.
- Collaboration between CRCs and universities should continue to be encouraged so that the potential role of CRCs in supporting DE can be realized.

Classroom Reading Program Final Report

Introduction

The DBE 2 Classroom Reading Program was designed to foster a reading culture among children through the provision of supplementary reading materials in the classroom and provision of training for primary school teachers. The program was implemented in seven provinces across Indonesia from January 2010 through September 2011. It targeted 1,067 schools and 113 Cluster Resource Centers (CRCs) and distributed a total number of 696,700 non-textbook reading materials throughout the country.

After one and a half years of implementation, the Classroom Reading Program showed strong results and impact in developing students‘ reading habits and establishing a reading culture in the classroom. Children were introduced to a wider variety of supplemental reading materials in addition to regular textbooks in their daily learning activities in the classroom. Teachers were trained to encourage students to enjoy reading; school community and parents were encouraged to participate and stakeholders engaged actively to provide support for program sustainability.

A Ministry of National Education (MONE) decree on November 11, 2005, recommended that teachers use reference books or supplemental reading materials in their classroom to provide more variety in teaching resources and references for students. The Government of Indonesia understood that using more reference materials and supplemental books to support students‘ learning process will benefit them more. Some provincial or district education offices started to build or renovate school libraries and supply various reading materials to these. However, the supplemental books provided in school libraries were often not used to their potential because of several factors. Often there was no library teacher responsible for book management or circulation. Other times, not enough appropriate books for young learners (Grades 1-3) were available, or students had limited time to visit the school library. As a result, some school libraries were often locked, books were left untouched and students rarely visited.

The DBE 2 Classroom Reading Program aimed to develop and create a reading culture in early grades of primary education through several approaches that will be discussed in detail throughout this report.

Objectives of Program

Developing a reading culture among early grades was the main focus of the program. DBE 2 understood that early reading skills were fundamental for students to further their learning. The early grades of primary schooling (Grades 1-3) are an appropriate time to introduce and teach reading to children as well as provide them with as many as possible supplemental reading and reference materials as possible. By providing reading materials in early grades classrooms, and making them available for use in the home, young learners in DBE 2 target schools were able to access books and integrate reading into their daily routines both

inside and outside the classroom. An accompanying program of teacher professional development was included to ensure program objectives would be met successfully.

Implementation Strategy

The implementation of the Classroom Reading Program focused on three main components:

1. The provision of non-textbook reading materials
2. The provision of professional development for teachers
3. Support from parents and school communities through a monitoring and mentoring program

Using a classroom library approach, the DBE 2 Classroom Reading Program put books directly in the classroom to give students easier access to use the books on a daily basis. Teacher professional development built the skills and knowledge teachers needed to integrate the use of supplementary reading material into an active learning classroom instructional program. The involvement of teachers was essential in promoting the development of a reading culture in the classroom as teachers had the opportunity to create fun and educational reading activities each day in the classroom.

After the teachers were assisted through a series of training activities in each cluster and books were provided in each Grade 1–3 classroom, the reading program was ready for implementation. Students participated in various reading strategies and games designed to stimulate their reading interest. Classroom reading routines through Silent Sustained Reading (SSR) were continuously conducted in the classroom. Teachers offered story telling for their students on a regular basis, and created an active learning activity using non-textbook reading materials as part of their teaching and learning resources. Teachers were also encouraged to develop a reading corner that displayed the books and made them easily accessible for students on a daily basis.

To strengthen teachers‘ capacity to integrate and making effective use of reading materials, DBE 2 provided additional support through a mentoring program. Through a series of technical support and mentoring activities provided by DBE 2 field staff, early grade classroom teachers were assisted until they proved capable of integrating the use of supplementary reading materials into the curriculum and the active learning classroom. The mentoring activity began with a mentoring TOT in each province so that there would be a sufficient cohort of mentors available locally.

In addition to DBE 2 field staff, the mentoring component also included school supervisors and PBS (*Guru Pemandu Bidang Studi* or subject matter specialist teachers) from each target cluster. The participation from these key people at the cluster level was designed to give local district governments an opportunity to offer guidance to teachers in non-program schools, as well as to promote program sustainability in the future.

After more than a year of implementation, and following a revised scope of work, the Classroom Reading Program distributed an updated collection of non-text book materials to all 113 CRCs. Additional and updated teacher training and follow up mentoring also took place. In total, 33,900 non-textbook reading materials were distributed in June 2011. Each CRC received a book package that contained 10 copies each of 30 titles. An enrichment training of trainers (TOT) was conducted in each province in July to enhance cluster facilitator teams by introducing new skills and strategies to develop reading interest among students. The TOT also included strategies to develop book borrowing management systems for schools located near the CRCs.

Summary of Activities and Participants

Preparatory activities of the Classroom Reading Program took place between October and December 2009, as follows:

Book Selection

Books/reading materials were selected based on the following criteria:

- They must be written in Bahasa Indonesia.
- They could be narrative (children's story book) or informative (magazine or children's newspaper).
- The text must be clear, grammatically correct and easy to read.
- The materials must contain good, colorful and interesting pictures or illustrations.
- They must include moral and educational values that a teacher could discuss with students at the end of the story.
- They should be suitable for use to support Grade 1-3 classroom thematic instruction.

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

Procurement

A procurement and distribution plan was developed by DBE 2 and shared with USAID on December 16, 2009. As a part of that briefing DBE 2 communicated that the 40 book titles selected were available from four local publishers: Gramedia, Puspawarga, Erlangga, and Syaamil. It was therefore apparent that a competitive bidding process would not be possible in this instance, and a sole-source justification was provided with the Request for Consent to Subcontract. Subsequently, DBE 2 negotiated 30-50% discounts (from retail prices) directly with the publishers. In January 2010 DBE 2 submitted a Negotiation Memorandum for Request to Subcontract to USAID which included a sole-source justification. Following USAID consent, DBE 2 issued fixed price subcontracts to the four publishers based on the discounted rates.

Not all books in the list were in stock so each publisher needed three weeks to reprint the books.

Book Kit Packaging and Shipping

In March 2010, book procurement reached its completion. A competitive tender process followed for the shipping and warehousing of the books during the sorting and packing phase. Three shipping companies were selected: Dakota Buana Semesta, Everhard, and Antaran Primamultimoda. Book kits arrived in schools in many provinces from mid- to late-March 2010 with all deliveries completed by mid-April.

The books were then stored in a warehouse in the Halim Perdanakusuma area and ready to be packed. Classroom Reading Program Coordinators were invited for this packaging process, as they played an important role in coordinating with the transporter in each province and liaising between the DBE 2

Jakarta, the transporter and the MTT in each cluster to ensure the book kits were delivered on schedule. The packaging process took a total of 13 working days at the end of which a total of 3,201 book kits, each containing 200 books, had been packed.

Book Kits Arrive in all DBE Primary Schools

Schools started receiving their book kits on the third week of March 2010. Coordinators and field staff together with the school principals played a very important role in the receiving process. Strong coordination between the receiver and transporter proved very important in ensuring that book kits arrived in whole and in good condition. DBE 2 recommended that each school check the book kit conditions immediately upon receipt and also recount the books as the transporter would be liable to replace any titles that did not appear that had been listed on the packing slip.

The provision of supplementary reading materials started in January 2010 by conducting a national level TOT which included MTTs and Classroom Reading Program Coordinators from each DBE 2 province. The national training produced a strong provincial facilitation team that implemented trainings for DBE 2 MTTs and PBS in each province. The team then facilitated training workshops in each cluster for early grade teachers who wanted to implement the Classroom Reading Program in their respective classrooms.

The graphic below shows how training components of the Classroom Reading Program were implemented.

A series of teacher professional development activities was conducted in each CRC in every DBE 2 cluster. To support the implementation of the training, in January 2010 DBE 2 distributed 22,600 non-textbook reading materials to 113 CRCs. Each CRC received 200 books that included 40 titles. These books were to be used by teachers during the training and also in implementing the program in the school through a book-borrowing system.

By March 2010, 640,200 non-textbook reading materials were distributed to 1,067 DBE 2 primary schools in seven provinces. Each school received 600 books that include 40 titles for Grade 1–3 classrooms. The supplementary reading materials were selected from four different categories: Science, Social Studies, Moral Character, and Fable and Legend, to meet the objectives of various learning areas of Grade 1–3 curricula.

Teacher professional development activities were designed to ensure maximum integration of reading into the instructional program in classrooms while at the same time supporting the achievement of basic competencies of each grade. To further maximize the implementation of the program, a series of ongoing mentoring activities and school-based support for teachers was also developed. A cluster teams that consisted of DBE 2 MTTs, PBS and school supervisors were trained to mentor teachers and provide them with technical assistance. Teachers were given the opportunity to develop and improve their performance by conducting a lesson which integrated the use of supplemental reading materials into an active learning activity in the classroom. As of July 2011, a total of 4,522 early grade teachers and principals were trained through the DBE 2 Classroom Reading Program. (See table of activities below).

Classroom Reading Program Training Activities and Participants

No.	Activity	Cohort	Participants										Total
			DBE 2 Staff (MTT& DLC)		Teachers		Principals		Supervisors		Other		
			M	F	M	F	M	F	M	F	M	F	
1	National TOT	1 & 2	12	6									18
2	Provincial TOT Aceh, Medan, West Java Banten, Central Java, East Java and South Sulawesi	1 & 2	28	14	40	110	12	6	11	6	0	1	228
3	Teacher Roll Out	1 & 2	22	16	548	2,957	436	400	97	40	14	6	4,536
4	Mentoring TOT	1 & 2	4	2	10	61	11	9	46	22	1	1	167
5	Enrichment TOT	1 & 2	46	24	34	104	17	14	52	24	1	0	316

In July 2011, another 33,900 non-textbook reading materials consisting of 30 different titles were distributed to 113 CRCs. Each CRC received 300 books in addition to the 200 books the CRC had received in 2010. With the provision of a total of 70 titles of supplemental reading materials in each CRC, teachers and students would have an opportunity to access a wider variety of reading materials, so that reading interest that had been developed among students could be maintained. The one-day enrichment training activity and follow up TOT took place following this second round of distribution.

Summary of Transition Activities

The Classroom Reading Program was disseminated to a wider audience of beneficiary schools and teachers by two means, the first of which was by supporting Education Offices in each district and province and secondly, by collaborating with partner universities. From June 2010 through July 2011, the Classroom Reading Program worked closely with 12 partner universities in Aceh, Jakarta, Central Java, East Java and South Sulawesi listed below:

1. Sampoerna School of Education, Jakarta
2. Universitas Syiah Kuala (UNSYIAH), Aceh
3. IAIN Ar-raniry, Aceh
4. Universitas Muhammadiyah Aceh (UNMUHA), Aceh
5. Universitas Negeri Malang (UM), East Java
6. Universitas Negeri Makassar (UNM), South Sulawesi
7. IKIP PGRI Semarang, Central Java
8. Universitas Negeri Semarang (UNS), Central Java
9. Universitas Tidar Magelang, Central Java
10. Universitas Ahmad Dahlan, Central Java
11. IAIN Walisongo, Central Java
12. Universitas Negeri Ilmu Sains dan Al Quran (UNSIQ), Central Java

In addition, collaboration with national level stakeholders was also essential. In June 2010, DBE 2 facilitated a TOT at the Pusat Pengembangan & Pemberdayaan Pendidik dan Tenaga Kependidikan Bahasa (PPPPTK or ‗center for language educator professional development‘) in Jakarta. The activity aimed at establishing a national team able to deliver the program to a wider target audience.

Since the program was first implemented in early 2010, changes in students' reading habits were observed in DBE 2 schools. Behavioral changes were also evident among the teachers and facilitators who participated in the program. Because of this observable change, neighboring schools, sub-districts and districts were draw to conduct replication of the Classroom Reading Program in their own schools. Requests for assistance and proposals to replicate the program in new areas were sent to Classroom Reading Program facilitators across the country. By July 2011, the Classroom Reading Program had been formally replicated in two districts in Central Java through its Education Offices in Banjar Negara and Wonosobo and in other provinces it has been disseminated to 3 non-DBE 2 sub-districts and 119 new non-DBE 2 schools.

Classroom Reading Program Transition Activities Table

Transition Activities	No. of Activities	Estimate IDR Amount of Funding Contributed by Implementing Agency	Estimate IDR Amount of Funding Contributed by DBE 2	Estimated Number of Beneficiaries									
				District		Sub-district		School		Principal	Teacher	Student	Lecturer
				DBE 2	Non DBE 2	DBE 2	Non DBE 2	DBE 2	Non DBE 2				
Transition Reading	6	176,353,000 (USD $19,500)	65,759,000 (USD $7,307)	3	0	1	3	7	119	144	516	14,276	98
Total	**6**	**176,353,000 (USD $19,500)**	**65,759,000 (USD $7,307)**	**3**	**0**	**1**	**3**	**7**	**119**	**144**	**516**	**14,276**	**98**

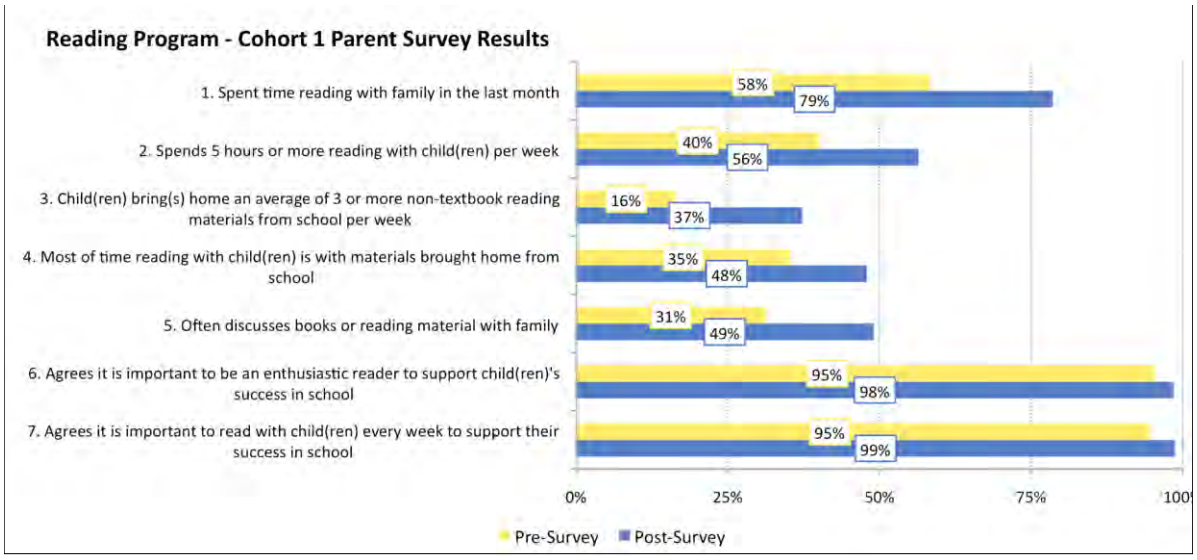
Note: MONE, P4TK, Universities, Sampoerna School of Education, Community

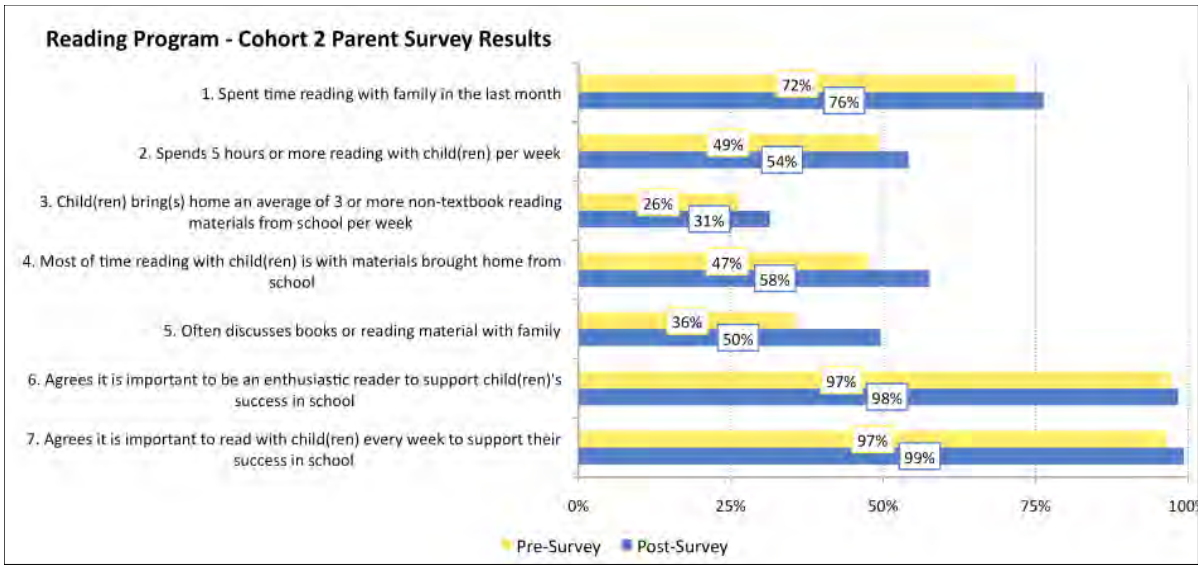
Accomplishments: Evaluation Results and Impact

After one and a half years of implementation, data collected by the project indicated that the Classroom Reading Program was successful in developing students‘ reading interest and habits in the classroom. Teachers and parents spent more time reading with their students in the classroom and at home than they had before the program was implemented. A reading corner was established in classrooms. Non-textbook reading materials with colorful illustrations were displayed to engage students in reading. Classroom reading routines through SSR and story-telling were also regularly conducted. For daily reading routines, students were introduced to a reading logbook, in which they recorded their daily reading activity. To support the establishment of a reading culture at home, students were encouraged to borrow books to take home and read with family.

Teachers were introduced to ways to keep a record of how reading routines were evident in the classroom using a reading log book, and a borrowing log book was used when students took non-textbooks home to read with their parents. Data collection in sample schools was used by the Classroom Reading Program to analyze the development of reading habits among students, changes in students‘ attitude toward reading, as well as that of teachers and parents. By the end of 2010, on average, about 3,019 books from Cohort 1 schools and 3,325 books from Cohort 2 schools were borrowed per month.

To measure changes in participant attitudes towards reading, surveys were administered to sample of teachers and parents in March 2010 (pre-survey), and again in May and June 2010 (post-survey) within DBE 2 sample schools. Within a short period of time, changes in parent and teacher attitudes towards reading could be detected, as shown in the figures below.





The parent survey showed that parents have increased the time they spend reading with their children at home. The number of students who brought borrowed books home also showed an increase. These findings were supported by parents who agreed about the importance of encouraging their children by reading at home to promote their child‘s success at school.

By the end of 2010, another reading post survey was conducted in DBE 2 sample schools in all provinces except East Java and West Java. Following several additional months of project implementation, results indicated that time spent by teachers and parents reading with their children in the classroom and at home had increased from the previous post survey. The number of children who borrowed an average three or more non-textbook reading materials from school per week also increased, from 37% in Cohort 1 and 31% in Cohort 2 to 50.6% in Cohort 1 and 54.8% in Cohort 2. Full findings from this survey are available in previously published data on the Classroom Reading Program.

Program Implementation, Problems and Solutions

Studies showed that there was a strong relationship between school resources and student achievement. Greenwald, Hedges and Laine (1996) found that the availability of a broad range of resources was positively related to students‘ achievement.[2] This finding suggested that the more learning resources provided in school, the better students perform. For this reason, the provision of non-textbook reading materials in the classroom can be regarded as a sound strategy to promote better teaching and learning and improved student outcomes. The reading materials selected and placed in Grade 1–3 classrooms were chosen from various age appropriate materials. The books selected also contained colorful, interesting illustrations to captivate student interest. DBE 2 also selected four different categories of learning areas-- Science, Social Studies, Moral Character, and Fable and Legends--to meet the objectives of Grade 1–3 learning competences. This approach aimed to develop not only the reading interest of students, but also enriched their knowledge in these topical areas.

Aside from the provision of books, DBE 2's Classroom Reading Program also provided assistance to teachers and DBE 2 field staff by showing them how to make the best use of supplemental reading materials provided at school. Teachers' positive attitudes toward reading were essential for them to serve as models for their students.

[2] Greenwald, R. Hedges. L, and Laine. R. (1996). The Effect of School Resources on Student Achievement. *Review of Educational Research*, *66 (3*), 361-396.

Teachers became not only reading instructors who taught students to read in the classroom, but they also served as role models who supported, engaged, and served as examples of a reader themselves, thus demonstrating the value of reading to their students, both inside and outside the classroom. Professional development activities prepared teachers to guide their students through engaging and motivating reading activities. Various reading activities, including mini lessons or learning games using supplemental reading materials, were introduced to teachers.

In some instances, expectations about the Classroom Reading Program and associated teacher performance could not be met for several reasons, several of which are explained below:

1. Some teachers and principals still believed that learning is strictly limited to completing exercises in textbooks; they believed that doing other activities is time consuming and not on-task. Therefore, spending time to develop a reading activity was not prioritized.

2. Some teachers believed that reading skills were limited to the sounding out of words out loud. These teachers asked students to read out loud together in the classroom without conducting further discussions about what the students had read. This approach clearly did not stimulate students' creativity and thinking and did not encourage them to enjoy reading. In such cases, even though the reading materials were provided and reading strategies were introduced, the program did not achieve its aim. Although reading materials were provided, the reading environment and changes in attitude toward reading had not been developed as hoped.

3. Some schools in remote areas found it difficult to create effective classroom libraries. Challenges that related to school infrastructure and security were part of the problem. Some schools in North Sumatra and some in remote districts of South Sulawesi could not institute classroom libraries because classrooms were not equipped with permanent doors and windows.

4. Some schools used the same classroom for different classes during the day. This made teachers reluctant to keep the books in the classroom, and many preferred to keep them in the teacher‘s or principal‘s room because it was difficult to share responsibility among the several teachers who used the same classroom. This condition, compounded by other factors such as too many students in the classroom, inadequate support from the school community and principal, and a poor level of effort from the teacher made program implementation in certain schools fall short of the target.

5. In schools that implemented the program well, challenges could still be found. Teachers and principals who succeeded in implementing the program in their schools sometimes reported that all 40 titles of reading materials that DBE 2 provided were read by students within a short period of time. Having a limited collection of book titles spanning three grades meant students could not expand their reading interest because no different titles existed once they had read the entire collection. Teachers were encouraged to visit their school library to find alternatives for their students to read in the classroom. Unfortunately, many books provided by local government lacked colors and illustrations, making them less interesting to students. Therefore, the reading interest that was developed and stimulated among the students could not be continued and sustained.

In response to these challenges several follow up activities were conducted to offer solutions for teachers so that they could maintain quality and sustain the program. A series of mentoring activities were implemented involving DBE 2 field staff and PBS who were trained to provide technical support and continuous guidance for teachers in all DBE 2 schools. To make the mentoring process more efficient and achieve longer lasting impact, school supervisors from each DBE 2 District Education Office were also invited to participate. Together with MTTs and PBS, school supervisors visited schools and provided support for teachers in the classroom. Participation of the school supervisors was vital. School supervisors were key persons in each school cluster who represented the

District Education Offices; they had the capacity to influence, advise, assist and obviously supervise all teachers in the cluster. They therefore had the capacity to promote program quality and sustainability of program impacts in the future.

To solve the challenge of limited reading materials in each of the DBE 2 schools, DBE 2 designed a follow up book distribution for teachers and students. However, the short time remaining for project implementation made it impossible to distribute books directly to all 1,067 target schools. Therefore the book distribution plan was revised to delivering books to the 113 CRCs. Each CRC received 300 books consisting of 30 new titles. The new books were then accessible to teachers who could bring them into their classrooms. A borrowing and circulation system was introduced to the cluster team during the follow up training in each province. The cluster teams (MTTs, PBS and school supervisors) were also trained to motivate teachers in the cluster to regularly borrow books from the CRC and provide students with a wider variety of titles. This follow up activity addressed the challenge of limited reading resources with minimal supervision.

Lessons Learned

The Classroom Reading Program strategy to place books directly into the classroom changed the way students think about reading. Introducing students to books filled with simple stories, interesting colors and engaging illustrations increased student interest in reading. Placing the books directly in the classroom where they can be easily accessed by students on a daily basis helped classrooms transform into more engaging reading environments. Students became more familiar with various reading materials beyond their school textbooks and they started to have fun reading. Teachers, principals and school supervisors have all been engaged in various roles to support the effort to engage students in reading interest and to encourage the best use of books in the classroom. Engaging all these parties in the process helped to promote success and increase outcomes.

Choosing an appropriate time to start implementing the program at the school level is very important. The Classroom Reading Program would have been more efficient if it had started at the beginning of the school year and the series of mentoring activities had been conducted throughout the school year. Improved results would be likely as the project would have worked with the same teachers and students throughout the academic year. This timeline would also have made program implementation easier to monitor and measure.

Another finding worth consideration for future projects relates to maximizing student reading readiness. Student reading readiness varied in different provinces across the country. Early grade students in some remote sub-districts were not ready to read compared to students in areas that were close to the center of a district. Many students came to school without proper letter recognition skills. Other students started the early grades able to read and speak in their mother tongue, but were not prepared to read and speak in the national language, Bahasa Indonesia. Hence, enjoying the supplemental reading materials provided in their classroom was more complicated.

Student reading readiness was a key prerequisite for the development of reading interest, so it was also important to ensure that when a child entered school, he or she had sufficient phonic awareness and letter recognition at Grade 1. It would work better if future reading program efforts approach students with weaker letter recognition more comprehensively. It will benefit students, parents and schools if in the future, reading programs for early grades (Grade 1 in particular) started with an integrated reading preparedness program, using some simple children's reading books, such as big books that include phonic introduction and simple word recognition. This would enable reading readiness skills to be enhanced while at the same time introducing engaging reading materials.

Through the trainings conducted for lecturers from DBE 2 partner universities (whether education faculties or language departments), the Classroom Reading Program also gathered interesting and relevant lessons. While many studies have been conducted by international researchers regarding the importance of having a classroom

library to provide children with books in the classroom, some lecturers opposed this view and believed that providing books in the classroom would distract students and draw their concentration away from the lesson. Therefore, they argued that only textbooks should be provided in the classroom to support student learning and say that other books should be placed in school library. Some lecturers stated that conducting daily reading activities in the classroom (through SSR, for instance) or other activities that the Classroom Reading Program introduced to attract students to reading were hard for teachers to do effectively because it was not required in the curriculum. Fortunately, this misperception about the reading development process did not represent the majority view of most lecturers who participated in the program. Many lecturers said that they were awakened by their experience and realized the importance of developing reading interest among their students. They reported that they were motivated to develop and implement the Classroom Reading Program in their schools in the future.

Recommendations

Developing an avid interest in reading and establishing a reading culture is a complex undertaking, perhaps even more so than developing reading ability. Within a short period of time, with regular practice and exercises, student reading ability can be improved so long as they are able to sound out words and sentences. However, sounding out words and sentences is not the same as developing a reading habit or changing attitudes about reading as part of a life-long learning process. Developing a reading habit and building reading interest requires more time with a more comprehensive strategy. It begins by creating an environment of literacy; it moves toward developing a supportive community that is aware about the importance of reading and is willing to provide support and supervision. The DBE 2 Classroom Reading Program has initiated this process with success.

Involving and inviting members of the MONE or local Provincial/District Education Offices (Dinas Pendidikan Propinsi/Kabupaten) to continue and implement the same program would be an excellent strategy. This initiative can be successfully implemented by other stakeholder agencies. The points below are offered to assist in the development of a future reading program that is systematic and comprehensive:

- Begin by measuring students‘ reading abilities in different areas of target implementation before the program is implemented and conduct a needs assessment that relates to reading readiness.
- Implement an early grade reading preparedness program for students in Grade 1 which provides early reading materials focused on letter recognition and includes simple words and sentences for students to practice their phonics and pronunciation at the same time.
- Provide reading materials which offer different titles for each grade level to support different learning competencies.
- Involve the local education office from the beginning of implementation to ensure full support.
- Strong collaboration with the education ministry can be developed by designing a reading program that complements the elementary curriculum. This will ensure that the reading activity in the classroom can be integrated to support all teaching areas. If this is done well, teachers will find it easier to implement.
- Start a reading program at the beginning of the school year to ensure that teacher involvement is consistent throughout the year. Achievement and results will also be easier to monitor and measure.

Appendices

Appendix 1

40 books' titles sent to CRCs, Phase 1 – 2010

No.	Book Title	Qty	Author	Publisher
1	Lily Kecil di Negeri Buku	5	Arleen	Gramedia
2	Lily Kecil di Negeri Sepeda; Pengarang Arleen (Gramedia)	5	Arleen	Gramedia
3	Camille Pergi ke Dokter	5	Pengarang Aline de Petigny & Nancy Delvaux	Gramedia
4	Camille Mimpi Buruk	5	Pengarang Aline de Petigny & Nancy Delvaux	Gramedia
5	Pierre Pergi Ke Supermarket	5	Sandrine Deregel Rogeon/ Gustavo Mazali	Gramedia
6	Pierre Membuat Rumah Burung	5	Sandrine Deregel Rogeon/ Gustavo Mazali	Gramedia
7	Albert si Penyelidik	5	Arlen	Puspaswara
8	Gori si Raksasa & Kue Pai Lola	5	El Firdaus	Syamiil Kids
9	Hujan, Hujan, Hujan	5	Clara Ng	Gramedia
10	Benji Sakit Gigi	5	Clara Ng	Gramedia
11	Pergi Ke Pantai	5	Clara Ng	Gramedia
12	Aku Tidak Mau Mandi	5	Julie Skyes	Erlangga
13	Tunggu Aku Harimau Cilik	5	Julie Skyes	Erlangga
14	Me and My Dad	5	Allison Richie	Erlangga
15	Gurita Yang Suka Menggelitik	5	Ruth Galloway	Erlangga
16	The Crunching Munching Caterpillar	5	Sheridan Cain and Jack Tickle	Erlangga
17	Teeny Weeny Tadpoles	5	Sheridan Cain and Jack Tickle	Erlangga
18	Smiley Shark	5	Ruth Galloway	Erlangga
19	Milo Sedang Bosan	5	Clara Ng	Gramedia
20	Jangan Bilang Siapa-siapa	5	Clara Ng	Gramedia
21	Liburan!; Pengarang	5	Edith Soonckindt & Matthieu Couplet	Erlangga
22	A Succesful Fishing Trip	5	Edith Soonckindt & Matthieu Couplet	Erlangga
23	Aku Ingin Menjadi	5	Ria Kriwil	Erlangga
24	Tamasya Dengan Perahu	5	Tulus Suwondo	Puspaswara
25	Kura-kura dan Kelinci	5	Mondy Risutra	Puspaswara
26	Kiko dan Pak Trenggiling	5	Kinanti R	Puspaswara
27	Pohon	5	Felicia Law	Gramedia
28	Jalar	5	Felicia Law	Gramedia
29	Hujan	5	Felicia Law	Gramedia
30	Aldo si Ayam	5		Erlangga
31	Di Peternakan; Pengarang (Erlangga)	5	Alastair Smith	Erlangga
32	Rumah Hewan	5		Erlangga
33	Di Lautan	5		Erlangga
34	Penemuan-penemuan Hebat	5	Chris Oxlade	Erlangga
35	Hewan-hewan Mungil	5	Sally Hewitt	Erlangga
36	Sepeda	5	Ichiro Okamoto	Gramedia

37	Gamelan	5	Aylawati Sarwono	Gramedia
38	Thomas Alpha Edison	5	Lai Le Seng	Gramedia
39	Dr. Sutomo	5	Citra	Gramedia
40	Jadi Pengemudi Traktor	5	Sarah Bridges	Erlangga
Total		**200**		

Appendix 2

30 books' titles sent to Cluster Resource Center, Phase 2 – 2011

No.	Book Titles	Qty	Author	Publisher
1	Aku dan Tubuhku (Me & My Body)	10	Rosie Mc Cormick	Erlangga
2	Aku Ingin Menjadi Dokter (Doctor)	10	Lusiana Rumintang	Erlangga
3	Aku Tidak Mau Tidur (I Dont Want To Go to Bed)	10	Julie Sykes	Erlangga
4	Angin (Wind)	10	Sylvia Tanuadji	Gramedia
5	Ayo Mengenal Flu (Getting to Know Flu)	10	Dr. Freddy & Lisa Tiyani	Gramedia
6	Benda Apa ini (What is This)	10	Il Sung Na	Erlangga
7	Bertanggung Jawab (Be Responsible)	10	Mary Small	Erlangga
8	Berudu Si Anak Katak (Tadpole the Frog's Baby)	10	Sam Godwin	Gramedia
9	Biji (Seed)	10	Sylvia Tanuadji	Gramedia
10	Dari Sebutir Telur (From an Egg)	10	Sam Godwin	Gramedia
11	Ensiklopedia Pertamaku Binatang (My First Encyclopedy Animal)	10	Miles Kelly-Steve Parker	Gramedia
12	Fergus di Taman (Fergus in the Garden)	10	Tonyy Maddox	Erlangga
13	Gajah (Elephant)	10	Patricia Kendell	Gramedia
14	Goldilock dan Tiga Beruang (Goldilock and The 3 Bears)	10	Usborne Publishing	Erlangga
15	Kejutan Besar, Hariamau Cilik!, (Big Surprise, Stanley)	10	Julie Sykes	Erlangga
16	Kenapa Benda Jatuh? (Why Does It Fall Over?)	10	Jim Pipe	Erlangga
17	Kukuruyuk (Cock a doodle-dooo)	10	Miick Manning & Brita Granstrom	Erlangga
18	Malam Yang Sangat Berisik (The Very Noisy Night)	10	Diana Hendry & Jane Champman	Erlangga
19	Mengapa Aku Harus Mandi (Why Do I Have to Take A Bath?)	10	Claire Llewellyn	Gramedia
20	Noi Si Nuri Pintar (Noi the Smart Bird)	10	Laila S Cahya	Erlangga
21	Pelangi (Rainbow)	10	Felicia Law	Gramedia
22	Pesawat Terbang (Aircraft)	10	Neny Anggraeni, SSi	Gramedia
23	Profesi (Occupation)	10	Reni Novita Ratnani	Erlangga
24	Rahasia Fergus (Fergus's Secret)	10	Tony Maddox	Erlangga
25	Rahasia Semut (The Secret of Ants)	10	Izumi Nihonyanagi	Gramedia
26	Ruang Angkasa (Outer Space)	10	Harry Ford & Kay Barnham	Erlangga
27	Sahabat Baik (A good Bestfriend)	10	Paeony Lewis & Gaby Hansen	Erlangga
28	Sam dan Beruang yang Hilang (Sam and the Lost Bear)	10	Moira Munro	Erlangga

29	Teman Baru Toffee (Toffee's New Friend)	10	Sally Chambers	Erlangga
30	Toffee Tidur Siang (Toffee's Nap)	10	Sally Chambers	Erlangga
Total		**300**		

Appendix 3

40 books' titles sent to schools – 2010

No.	Book Title	Qty	Author	Publisher
1	Telepon	15	Ichiro Okamoto	Gramedia
2	Taman Nasional Komodo	15	Aylawati Sarwono	Gramedia
3	Batik	15	Aylawati Sarwono	Gramedia
4	Thomas Alpha Edison	15	Lai Ie Seng	Gramedia
5	RA. Kartini	15	Citra	Gramedia
6	Ulat Bulu	15	Felicia Law	Gramedia
7	Butiran Salju	15	Felicia Law	Gramedia
8	Rintik dari Langit	15	Sam Godwin	Gramedia
9	Wajah Mamalia	15	Child Hosna Co., Ltd	Gramedia
10	Mengapa Aku Harus Makan?	15	Nur Ayati	Gramedia
11	Menghemat Energi	15	Claire Llewellyn	Gramedia
12	Mendaur Ulang	15	Claire Llewellyn	Gramedia
13	Laba-laba	15	Claire Llewellyn	Gramedia
14	Kerjasama	15	Zainal Abidin	Gramedia
15	Tupai dan Biolanya	15	Zainal Abidin	Gramedia
16	Pertolongan Sahabat	15	Kasta Waisya	Gramedia
17	Lagu Baru	15	Kasta Waisya	Gramedia
18	Tikus Desa dan Tikus Kota	15	Shogo Hirata	Gramedia
19	Dewi Sri	15	Kasta Waisya	Gramedia
20	Hikayat Burung Bulbul	15	HC Andersen	Gramedia
21	Camille Pergi Ke Dokter	15	Aline de Petigny and Nancy Delvaux	Gramedia
22	Pierre Membuat Rumah Burung	15	Sandrine Deregel Rogeon/ Gustavo Mazali	Gramedia
23	Sayangi Hewan Peliharaanmu	15	Nur Ayati	Gramedia
24	Gaya Rambut Pascal	15	Clara Ng	Gramedia
25	Ambilkan, Bulan Yah!	15	Clara Ng	Gramedia
26	Benji Sakit Gigi	15	Clara Ng	Gramedia
27	Jadi Pengemudi Traktor	15	Sarah Bridges	Erlangga
28	Disimpan, Dibelanjakan atau Disumbangkan?	15	Nancy Loewen	Erlangga
29	Di Peternakan	15	Alastair Smith	Erlangga
30	Burung	15	Sarah Khan	Erlangga
31	Julie di Peternakan	15	Mireille van Wilderode	Erlangga
32	Teeny Weeny Tadpole	15	Sheridan Cain	Erlangga
33	Gurita Yang Suka Menggelitik	15	Ruth Galloway	Erlangga
34	Tunggu Aku, Harimau Cilik!	15	Julie Sykes	Erlangga
35	Aku Ingin Menjadi	15	Ria Kriwil	Erlangga
36	Dunia Kita	15	Angela Wilkes	Erlangga
37	Gori si Raksasa dan Kue Pie Lola	15	El Firdaus	Syaamil

No.	Book Title	Qty	Author	Publisher
38	Saat Raja Kehilangan Suara & Kisah Bobit si Boneka Karet	15	El Firdaus	Syaamil
39	Albert si Penyelidik	15	Arleen	Puspaswara
40	Tamasya Dengan Perahu	15	Tulus Suwondo	Puspaswara
Total		**600**		

Cluster Resource Center Final Report

Introduction

To support DBE 2‘s main objective of improving the quality of teaching and learning in primary schools, a total of 113 Cluster Resource Centers (CRCs) in the seven DBE 2 provinces were established. Through a selection process involving school principals, school community and stakeholders from the Dinas and KemenAg offices and assisted by DBE 2‘s provincial offices and field staff, Master Teacher Trainers (MTTs) and District Learning Coordinators (DLCs), sites for DBE 2 CRCs were selected. The main purpose of establishing these centers was to provide teachers with a place where they can receive support in improving their professional competencies in order to provide active and joyful teaching and learning activities in their classrooms. As the quality of teachers greatly affects the quality of the teaching and learning process, it was crucial for teachers to have access to facilities that were equipped with various learning resources that were relevant to their needs, where they could receive relevant training to support the capacity building process.

CRCs have four main functions:

- They are a meeting place for teachers to discuss educational issues.
- They are a place where teachers interact with various learning resources, obtain information, and produce learning materials that support the teaching and learning process in the classroom.
- They are a place for developing teachers‘ competencies and professionalism.
- CRCs are used by teachers, school principals and other members of the school community for meetings, for learning and for accessing the various learning resources made available there.

CRCs ultimately support teaching and learning activities in the schools belonging to the respective clusters.

During the course of the project, a total of 113 CRCs (57 in Cohort 1 districts, 56 in Cohort 2 districts) were established within 49 districts in the DBE 2 provinces of Aceh, North Sumatra, West Java and Banten, Central Java, East Java, and South Sulawesi. In many cases, these CRCs were established on the site of an existing *Pusat Kegiatan Guru or Teachers Activity Center* (PKG) as both CRCs and PKGs have the same goals. Many existing PKGs across DBE 2 provinces did not function as they were intended. In many cases, PKGs visited by project staff only conducted routine meetings for teachers (KKGs) and school principals (KKKS) but these often had unclear objectives and did not have sufficient learning resources to support teacher capacity building activities.

To ensure that activities in CRCs could be conducted smoothly, the DBE 2 project team identified skilled and creative CRC staff members (education professionals from each respective cluster), established effective work plans, and continued seeking support from stakeholders and schools in the clusters. To support these efforts, CRCs were provided with a number of training activities relevant to their needs. These covered topics such as the following:

- the concept of CRC as a center to support teaching and learning;
- how to establish an effective CRC organizational structure;
- designing effective work plans that reflect the CRC‘s main functions;
- the DBE 2 grants program: the process and procedures for applying grants;
- effective use of learning resources provided through the DBE 2 grants program to support CRC and DBE 2 activities;
- effective ways to manage CRCs;
- competencies and qualifications required of a CRC Manager;
- CRC capacity building in communications: how to promote CRCs using communication products;

- CRC capacity building in Information and Computer Technologies (ICT): skills and knowledge required for troubleshooting and maintenance of ICT equipment in the CRC;
- the use of Internet to support wider access for information; and
- promoting CRC sustainability and independence, such as by strengthening the knowledge and skills required to effectively manage CRCs and help them become sustainable.

As resource centers, CRCs played significant roles in the implementation of trainings related to various DBE 2 programs: Developing Active Learning with ICT (DALI) and DALI Mentoring/One Computer Classroom Activities, Distance Education, basic computer skills, internet training, Kindergarten Interactive Audio Instruction (IAI) program, Classroom Reading Program, and School Report Cards are among the interventions that CRCs directly supported. To support these trainings and other activities in the CRCs, DBE 2 provided CRCs with various learning resources and equipment through the grants program. Approximately US$ 2,700,000 was awarded through the grants program and an additional US$ 500,000 was provided through the Intel Teach program to support better teaching and learning activities.

Learning from the challenges of similar programs executed in other countries where high technology equipment has been provided to resource centers, but often without the support of proper training, DBE 2 applied a different strategy that focused on two important aspects: 1) the provision of various learning resources to support activities in the CRCs was accompanied with relevant training, and 2) the learning resources were awarded to CRCs through a three-tiered grant program supported using a performance-based approach designed to accommodate for the diverse range of activities. Hence, DBE 2 did not award grants simply to better equip the resource centers; rather, CRCs were required to undertake activities through the use of the grants which met the CRCs‘ obligations to the grantor. In other words, the awarding of successive levels of grants was contingent on CRCs achieving the results and management targets of preceding grants.

The purpose of the three-tiered grants process was to ensure that each grant awarded was used appropriately to support activities in the CRCs. The three levels of grants that CRCs could receive are outlined in the following table:

Level of CRC	Expected Outcomes	Types of Learning Resources Provided through Grant
Level 1: Basic CRC very unstable power the room needs repair/refurbishing no security bars, unsecure lock	Carried out limited functions and used simple technology	Starter Kits for Math and Science (learning materials including books on experiments) Printed materials: Reference books including books on Active Learning, Encyclopedia, Dictionaries Non-printed materials: Subject-based VCDs Stationeries and expendable supplies Bookshelves White board Electrical fans VCD/DVD player Television Stabilizer Bars on windows and doors (for security)
Level 2: Medium CRC the room is in better condition with sufficient electrical power supply to support the use of computers	Execute more functions and more activities with better technology	ICT equipment: Computers (laptops and desktops) including software Printer UPS Digital camera Camcorder LCD (Infocus) Reference books on ICT
Level 3: High Level CRC Stable power conditions Financial contributions from schools available to support internet	Runs all functions and uses more sophisticated technology	Internet connection LAN Books on ICT and internet Additional supporting ICT equipment

During project implementation, these 113 CRCs managed to carry out their functions and facilitated various activities that supported skills enhancement and improved competencies of educational stakeholders. Approximately 70 – 80% of CRCs developed extremely well and would become independent (in terms of effective management and the capacity to generate income sufficient to fund activities). Based on the 2007/2008 and 2009/2010 monitoring and evaluation (M&E) report which included a CRC user satisfaction survey, 90 – 100% of teachers and school principals stated that the availability of CRCs had contributed to their increased capability to develop classroom learning materials/teaching aids, increased their opportunities to collaborate with their colleagues, and increased access to resource materials to support classroom instruction. For detailed information of this survey, please refer to the section on Accomplishments: M&E, Results and Impact in this report.

The impact of the CRCs on the education community in school clusters inspired regional governments in the provinces to establish new CRCs in non-DBE 2 clusters/sub-districts/districts using the DBE 2 concept. Transfers of CRC staff to non-DBE 2 sub-districts/districts have also contributed to the dissemination of DBE 2 best practices including the CRC program. Establishment of new CRCs occurred in West Java and Banten, Central Java, East Java and South Sulawesi. For detailed information regarding this matter, please see section on Summary of Transaction Activities.

Besides establishing new CRCs, local governments through offices in the sub-districts/district/provinces have also provided additional funds for building new rooms--which are bigger and more spacious--for the existing CRCs so that the CRCs can accommodate more people for trainings. Examples include the following:

CRC Replication Efforts in West Java and Banten

No.	Source of Funds	Types of Assistance
1	West Java Provincial Dinas Pendidikan	Built new rooms (7 x 12 meters) for 3 CRCs in Cohort 1 and 1 in Cohort 2
2	District Dinas Pendidikan	Built a new room (size: 7 x 8 meters) for CRC Rumpun Padi in Talagasari Sari (Karawang) and allocated funds in the Karawang District APBD to fund transition activities
3	Dinas Pendidikan Kota	Built a new room (size: 7 x 15 meters) for CRC Ki Hajar Dewantara in Cilegon

One of the biggest challenges during the implementation of this program and particularly after the conclusion of the DBE 2 project, was the maintenance of the various learning resources (particularly for ICT equipment which can be costly) and sustainability of the CRCs. Relevant trainings, guidance and mentoring have been provided to the CRCs prior to project close out to prepare them to become independent and self sufficient.

Prior to project close out, during July 2010 – July 2011, all 113 DBE 2 CRCs were handed over to the Government of Indonesia through the respective regional governments (to Bupatis and/or regional Dinas/Kemenag offices). The purpose of the handover was to transfer the obligation for cultivating the CRCs to the Government of Indonesia, thereby ensuring CRC sustainability as well as the sustainability of the services they provide in offering lasting opportunities for teacher professional development.

Objectives of Program

To support the various training activities of the DBE 2 project and to support day-to-day teaching and learning activities in schools, it was necessary to have a supporting unit in each cluster that could assist with the process. The CRC was established as this cluster-based unit, created to assist educators to develop and improve their competencies and professionalism by facilitating various activities, making various learning resources available and by hosting various training activities.

The main objective of the CRC program was therefore to support and facilitate efforts to improve the quality of teaching and learning in schools within project clusters through various activities agreed by stakeholders. Specifically, the objectives of establishing and developing CRCs in the provinces were to achieve the following:

- Support the implementation of DBE 2's strategic objective: improved quality of teaching and learning in target schools.
- Continuously improve teacher professionalism through well planned and well organized activities.
- Provide professional services to teachers and other education community on issues relating to teaching and learning.
- Be a role model for PKG so that these centers can be more effective and professional in supporting meetings, enabling production of resources, sharing information and providing access to professional development.
- Ensure educators can successfully apply teaching and learning methods described in training by supporting mentoring services to schools.
- Disseminate DBE 2 best practices to non-DBE 2 clusters/sub-districts/districts.

Implementation Strategy

To ensure smooth operations and implementation of the CRC program, DBE 2 carried out the following activities in carefully planned sequence:

- Socialization of the CRC program to stakeholders in the cluster level and sub-district/district levels
- Selection and establishment of CRCs and appointment of CRC staff approved by stakeholders in the clusters (schools and Dinas offices)
- Provision of preliminary training introducing the CRC program and its functions to assist with teacher professional development, the grants program and the mechanisms used for obtaining grants to support activities in the CRCs
- Provision of follow-up training covering subject areas on how to manage CRCs effectively, including the administration system in the CRCs, design and monitoring of the CRC work plan, implementation of the four functions of CRCs, maintenance of the learning resources in the CRCs, how to maximize the use of the CRCs, and the roles and responsibilities of the CRC staff, DBE 2 MTTs, and DLCs in the development of the CRCs
- Provision of training focused on capacity building for CRC staff and education community in the cluster integrating the various DBE 2 programs: ICT maintenance and troubleshooting, basic internet, communications for socializing and promoting CRCs including production of various promotional materials, Interactive Audio Instruction (IAI) for kindergartens, the Classroom Reading Program, Developing Active Learning with ICT (DALI), and DALI mentoring
- Awarding CRCs with various learning resources that support activities in the CRCs through DBE 2 grants program
- Provision of guidance and assistance to CRC staff through periodical monitoring visits, mentoring, and implementation of final training focused on strengthening and preparing CRCs to become independent (including how to write proposals and how to produce a CRC video profile as a means of promoting itself, ways to generate income in order to fund continuous activities in the CRCs, and the roles of CRCs in disseminating the DBE 2 programs)
- Executing a CRC Award event with the purpose of selecting and rewarding the best CRCs. The assessment for selecting the best CRCs involved stakeholders from Dinas and Depag offices, the Education Quality Assurance Council (LPMP), and DLCs using Assessment Questionnaires focusing on the CRC performance, commitment and contributions made by the CRCs
- Collaborating with university partners in disseminating DBE 2 best practices to non-DBE 2 schools/clusters/sub districts
- Handing over of the CRCs to the Government of Indonesia (GOI) as part of the strategy in ensuring the sustainability of CRCs

The internal approach was carried out through maximizing the roles and responsibilities of the CRC staff to ensure implementation of the CRC functions, while externally the existence and activities of the CRCs was promoted and communicated to stakeholders through brochures, leaflets, and video on CRC profile produced by the CRCs.

To ensure smooth running of the CRC program, stakeholders from Dinas, Depag, LPMP, P4TK, and other agencies were actively involved during the process and implementation of the CRC program throughout the period of DBE 2 project activity.

CRCs in the provinces were established in 2006 (for Cohort 1) and 2007 (for Cohort 2) through a strict selection process involving relevant stakeholders inclusive of regional government (UPTD/Dinas/Kemenag offices), school principals, teachers, and DBE 2 specialists. Selection was based on several criteria, such as the ones outlined below:

- The location of the CRCs should be strategic and near to the DBE 2 schools to support the role of the CRC as a hub.
- Each CRC should have a room that is spacious enough to support various activities involving teachers and school principals.
- CRCs should be located in a safe enough environment to securely store the various learning materials and ICT equipment that would be given to the CRCs.
- The selection of the CRCs should be agreed and approved by the schools in the cluster.
- Selected CRCs should have the support of government stakeholders.

Based on these criteria, 113 CRCs were selected and approved to take active roles in the implementation of the DBE 2 programs in the cluster level. Details of these are as follows:

Province	Number of CRCs (Cohort 1)	Number of CRCs (Cohort 2)
Aceh	5	10
North Sumatra	10	8
West Java	6	10
Banten	6	0
Central Java	10	10
East Java	10	10
South Sulawesi	10	8
Total	**57**	**56**

As resource centers, CRCs carried out activities based on the four main functions:

- **Meeting Venue:** CRCs were used as a meeting place for teachers (KKG), school principals (KKKS), supervisors (KKPS), and other educational stakeholders to discuss educational issues, plan activities in the CRCs, etc.
- **Information:** CRCs were used by school cluster community members to gain access to information related to education in general and teaching-learning in particular. Supported by various learning resources available at CRCs, teachers and other members of school community would obtain and share various kinds of information in the form of printed materials or in electronic format accessed online.
    - Realizing that teachers needed a space online where they could communicate with each other, DBE 2 ICT team established a website (www.apakabarpsbg.wordpress.com) to support the information function of the CRC and to facilitate communication amongst CRCs in the seven provinces. The purpose of establishing this website was to provide teachers within the clusters/sub-districts/districts/provinces with a forum that could be used for sharing information, answering questions on educational issues, etc. More information regarding this website is available in the ICT Final Report.
    - CRCs were also used by teachers from other schools in the cluster to receive information on how they could apply for/benefit from DBE 2 assistance, and assistance from other projects. As a library the CRC was also the ―hub" for storing, distribution, and lending library materials both print and non-print, including teaching and learning aids, hardware, and software.
- **Production:** CRCs were used by teachers for designing, developing, and producing various kinds of learning materials using simple and low cost materials which were available in their environment and also ICT-based teaching materials such as power point presentations and instructional CDs/VCDs/videos.
- **Professional development:** CRCs were used to carry out professional development activities for teachers, school principals, and other members of school cluster community. Training, workshops,

seminars, teaching simulations, and peer teaching were some of the activities that can help in developing teacher professionalism. Teachers were not only trained on specific subjects, but also worked together in preparing and developing their lesson plans.

Based on these functions, CRC staff designed and developed various kinds of activities that were reflected in their annual/biannual work plans. The agreed work plans were shared with the school principals, supervisors, and other educational stakeholders to ensure support for the implementation of the activities.

The CRC program was an effective approach to solving issues related to teaching and learning in Indonesia as the CRC facilitated collaboration and assisted local education offices with carrying out their programs of teacher capacity building and developing teacher professionalism. Aside from providing technical assistance in the form of training activities, CRCs provided a forum for MTTs/DLCs to provide mentoring to schools to ensure the implementation of training follow ups. By optimizing the existing organizational structure and involving relevant stakeholders, the goals of improving the quality of teaching and learning were achieved.

The roles and responsibilities of the MTTs and DLCs in relation to the CRC was to provide guidance and direction to CRC staff in the implementation of activities, including facilitating the various trainings that were held for the CRC staff and ensuring good management of CRCs based on the concept and principles of the program. MTTs and DLCs also provided advice during the selection of the CRC staff and MTTs worked closely together with the CRC staff in designing the biannual/annual work plan based on the four functions of CRCs, also monitored the execution of activities reflected in the work plan.

DLCs were responsible for providing advice and direction to the MTTs and CRC staff in ensuring the execution of all DBE 2 programs in the cluster and district levels, and they carried out monitoring visits and mentoring to CRC staff on a regular basis. Both MTTs and DLCs also acted as liaison officers in promoting and establishing good relationship with the stakeholders and ensuring that the DBE 2 programs could also support the interest of the Dinas Offices.

To ensure effective implementation of the CRC program, CRCs were equipped with various learning materials and ICT equipment provided through the DBE 2 grants program. CRC staff also underwent regular trainings to build knowledge and skills required to manage the CRCs effectively and better support the implementation of various DBE 2 programs. A summary of these trainings, which emphasized coordination through the CRCs follows:

Summary of CRC Training Programs

No.	Training	Number of Days	Goals and Objectives	Participants	Facilitators
1	Preliminary CRC Workshop	3	To provide basic knowledge on the 'what and why' of CRC	School principals Head of CRCs CRC Manager	MTTs DLCs
2	Initial CRC, Grants & Procurement Training	3	Build on previous training by providing a detailed/in-depth interactive training on: Concept of CRC to support teaching and learning Use of starter kits Role of Grants program Acquiring skills in developing and using learning resources.	Head of CRCs CRC Manager CRC operational team	Open University Advisor Grants and CRC Manager Procurement Officer (Prov. Office)
2.1	Provincial Roll Out - Initial CRC and Grants & Procurement Training	2	To provide better understanding on the concept of CRC, use of starter kits to support teaching learning process and Grant & Procurement procedure.	Teachers School principals CRC operational team	MTTs DLCs
3	CRC Management Workshop	2	To provide knowledge and skills for managing the CRCs.	Head of CRCs CRC Manager CRC operational team	Open University Advisor Grants & CRC Manager DLCs Procurement Officer (Provincial Office)
3.1	Provincial Roll Out – CRC Management Workshop	2	To provide knowledge and skills for managing the CRCs to all CRC staff in the province.	CRC operational team	MTTs DLCs
4	CRC-Communications workshop: Capacity Building to support CRC Sustainability	3	To provide communication skills and knowledge on how best to promote CRC, be able to produce communications products to obtain support from stakeholders for CRC sustainability.	MTTs Head/CRC Managers CRC Information Division CRC ICT Division	Communications specialists DLC ICT Coordinator/Assistant KCD (as invitees)
5	CRC – ICT Maintenance and Troubleshooting	3	To provide the skills and knowledge on how to conduct maintenance and minor repairs and make effective use of the ICT equipment in the CRC.	MTTs DLC (local) Head/CRC Managers CRC ICT Division	Education Technology Officer ICT Coordinator/ Assistant DLC (CRC)
6	Introduction to Internet training	1	To provide the skills and knowledge on the use of internet to support teaching and learning activities.	MTTs CRC ICT Division Teachers School Principals	ICT Coordinator /Assistant MTTs (who have followed the CRC – ICT Maintenance & Troubleshooting)
7	Intel Teach Getting Started	5	To assist teachers with little or no previous exposure to ICT in	Teachers School principals	Master Teacher (who have followed the Intel

No.	Training	Number of Days	Goals and Objectives	Participants	Facilitators
			integrating technology into the classrooms.		Teach Getting Started training)
8	Developing Active Learning with ICT (DALI) and DALI Mentoring	5+	To assist teachers in using Information and Communications Technology (ICT) in active teaching and learning activities in the classrooms.	Teachers School principals Supervisor	MTT/participants who have been trained by DBE 2
9	Kindergarten Interactive Audio Instruction Program	2	To introduce the use of audio program 'Bermain dan Belajar di Negeri Ajaib' that promotes interactive teaching and learning through games, songs, physical activities and stories.	Kindergarten teachers Kindergarten School principals Supervisors	MTT/Kindergarten teachers from partner schools
10	Classroom Reading Program (CRP)	2	To build a culture of reading for children through the provision of supplementary reading materials in the classroom and an accompanying program of teacher professional development.	Grades 1 – 3 teachers School principals	MTT/PBS Bahasa Indonesia who have followed the CRP training
11	CRC Strengthening and Transition Workshop	3	To strengthen the knowledge and skills of CRC staff in managing effective CRCs and creating independent CRC for CRC sustainability.	Representatives from CRC Representatives from PKG Stakeholders (Dinas)	Grants & CRC Manager DLC/provincial CRC Coordinator Education Technology Officer/ICT Coordinator

To support activities in the CRCs including the various trainings that were given to the CRC staff and schools in the clusters, DBE 2 provided various learning resources, including ICT equipment, through the grants program. The in-kind grants were awarded through a three-tiered mechanism, using a performance-based approach, as discussed below.

Tier 1 Grants Start-up Package: The Start-up Package is the first grant that CRCs received. The package included a standard set of basic supplies and educational materials intended to allow each CRC to begin functioning as a resource center for educators. To support safe keep and security of the learning resources including ICT equipment and facilities needed for training activities in the center, CRCs were also allowed to make requests for basic repairs and furniture.

The Startup Package included the following types of materials:

- Modules
- Encyclopedia
- Books
- Kits (Math, Science, and Social Science)
- Learning VCDs (from Pustekkom): Math, Biology, and Physics
- Expendable supplies
- Furniture (cupboard to store learning materials and supplies)
- Electronic equipment: DVD player, television, fan, and laminating machine

Tier 2 Grants Technical Assistance: The second stage of grants was awarded after the Tier 1 Start-up grant had successfully achieved its objectives and deliverables were verifiable as reflected in the monthly reports sent by the MTT and Provincial Coordinator. This second phase of grant support was designed to offer enhanced, more individualized technical assistance to the CRCs. This involved the use of more ICT equipment to support ICT-related trainings provided by DBE 2 and application of technology in teaching and learning in the classrooms. Before grants were awarded, the MTT concerned made an observation on how the start-up grant had been put to use, and then analyzed with the CRC staff concerned on what specific resources were still needed to enhance CRC performance and capability.

The Technical Assistance package included the following equipment and materials:

- Computers (laptops and desktops)
- Printer
- Digital camera
- Camcorder
- LCD Infocus
- Reference books on ICT: how to maximize the use and maintenance of ICT equipment

Tier 3 Advanced Grants: This third phase of grant support offered additional enhanced, individualized technical assistance to CRCs. The Advanced grant was intended to push the CRCs to a higher level of performance. At this stage, CRCs were provided with wider access of information through internet connection.

The Advanced grants consist of the following equipment:

- Installation of internet connection and LAN
- ICT equipment required to support ongoing activities
- Reference books on ICT and internet

Besides the types of learning materials and ICT equipment that were awarded to CRCs as mentioned above, CRCs were also provided with learning materials that supported the DBE 2 Kindergarten IAI, Classroom Reading, and ICT programs. Prior to the end of the project, CRCs were also issued one set of instructional videos containing 26 individual videos that teachers were encouraged to use in order to support their teaching and learning activities in the classrooms and to enrich their knowledge and skills on the use of ICT.

To provide teachers and school principals the knowledge and skills to use ICT for improved administration and classroom practice, CRCs were equipped with additional computers (laptops and desktops) along with basic computer training for teachers participating in the Public Private Alliance - Intel Teach Getting Started program. The number of computers issued to each CRC was determined based on the performance and commitment of the CRCs. Prior to providing CRCs with these additional computers, the MTTs and DLCs carried out monitoring visits to the CRCs in order to observe the progress made by each CRC. Based on these criteria, CRCs that were categorized as independent CRCs received more computers compared to CRCs that were less independent and still relied on guidance and assistance from DBE 2. Please see Appendix 2 for detailed information on the grants

awarded to CRCs.

The various trainings that were carried out for the CRCs/clusters, complemented with the variety of learning resources that were awarded to the CRCs, resulted in the following outcomes:

- Implementation of various activities in the CRCs as reflected in the work plan
- Production of various learning resources (low cost materials and instructional CDs/videos)
- Implementation of active learning concept in the schools
- Teachers becoming more knowledgeable and more confident in using the internet to obtain various kinds of information on educational issues to be used as references in teaching and learning activities
- More knowledgeable, more confident teachers skilled in using ICT-based learning resources for administration and teaching and learning activities in the classrooms
- Effective management of CRCs (based on the CRC management concept): 70 – 80% of CRCs have a better understanding on how to effectively manage administration and activities in the CRCs
- The CRC program developed by DBE 2 became a model for other clusters in the sub districts, districts and even other provinces

CRC stakeholders and beneficiaries were encouraged to take responsibility to ensure the sustainability of CRCs so that they could function within the clusters well past the life of the project. Together with the stakeholders, CRC staff developed and implemented various strategies for the sustainability of CRCs:

- *Collected contributions from CRC beneficiaries and local stakeholders.* Since CRCs were dependent upon stakeholders and their beneficiaries within the cluster, the expectation was communicated that all concerned parties would contribute to the CRC. Contributions took the form of goods (e.g. consumables, furniture), human resources (subject matter specialists who may serve as the training facilitators), or financial contributions/funding to support activities/training, operational costs (electricity bills, maintenance costs for repairing ICT equipment). Such contributions were preferably given on a routine basis.
- *Contributed in the delivery of training activities in the CRC.* Beneficiaries and stakeholders also collaborated to provide various services in conjunction with trainings/workshops that met the needs of the cluster. Such assistance translated to transportation allowance and meals for participants, training materials and other training support tools (paper, writing tools, ICT equipment).
- *Submitted proposals to the government of Indonesia*. In many cases, CRCs requested support from the Government of Indonesia (Dinas, Kemenag, or other institutions) by submitting proposals to obtain financial assistance or grants that can support various CRC activities.
- *Sold low cost learning materials*. Some CRCs that managed to produce low cost learning materials to support teaching and learning in the classroom sold these learning materials to interested schools within or outside the clusters.
- *Established fees for the use of ICT equipment*. In order to cover maintenance costs for the ICT equipment in the CRCs, users of ICT equipment were charged a small ‗rental‘ fee.
- *Initiated a small business venture on computer training*. To support the members of the cluster in enhancing their computer skills while generating income, CRCs offered computer training for teachers and students utilizing the computers in the CRC and used the ICT Division of the CRC as instructors. Revenue generated from such trainings was used to cover the monthly electricity bill, procurement of training equipment, or even the honorarium for training facilitators.
- *Initiated a small business venture on internet access.* Some CRCs have charged a small fee to users for accessing the internet available at CRCs. The fee charged is lower than that at commercial internet cafés and the revenue may be used to cover the internet connection bill at the CRCs.

Summary of Activities and Participants

As mentioned above, various trainings were given to CRC managers in order to provide them with the required knowledge and skills to manage CRCs, improve them, help them develop independent CRCs, and maximize the CRCs' role in disseminating DBE 2 best practices. Training to support other DBE 2 programs was also carried out and details of these training activities are provided in other technical chapters of this final report.

In addition to training, there were various other activities conducted in the provinces related to the CRC program. One important event was the CRC Award that was conducted for Cohort 1 in December 2008, and for Cohort 2 at the beginning of 2010. The outcome of these activities was the naming of the best CRCs from each cohort. The purpose of holding this event was not simply to select the best CRCs but to motivate CRCs to apply what they had learned through training, to use the resources provided through grants, and to develop CRCs as an organization. It also gave opportunities for CRCs to meet with one another and share information, products and the experience of managing their CRCs.

To select the best CRCs, DBE 2 appointed external assessors from sub-district/district Dinas and Kemenag offices as well as members of LPMP. The program also employed DLCs as internal assessors in this process. During the process, the assessors visited the CRCs and interviewed CRC staff members. They asked a number of questions concerning the physical condition of CRCs, administrative management structures and processes in place at the CRCs, application of management concepts in the CRCs, the use and maintenance of learning resources in the CRCs, and strategies to become an independent organization. The two tables that follow present a summary of the activities conducted in support of DBE 2's CRC program.

Training Activities and Participants in Attendance

No.	Activity	Cohort	Participants								Total
			Teachers		Principals		Supervisors		Other		
			M	F	M	F	M	F	M	F	
1	Lokakarya Persiapan PSBG/ *Preliminary CRC Workshop*	1	72	122	27	27	5	2	2	0	257
	Lokakarya Persiapan PSBG/ *Preliminary CRC Workshop*	2	130	190	57	16	34	3	7	3	440
2	Lokakarya Pemantapan PSBG/ Initial CRC, Grants & Procurement Workshop	1	0	0	0	0	0	0	0	0	0
	Lokakarya Pemantapan PSBG/ Initial CRC, Grants & Procurement Workshop	2	121	351	49	56	22	17	4	0	620
3	Roll-out Lokakarya Pemantapan PSBG/ Initial CRC, Grants & Procurement Workshop Roll-out	1	97	261	42	53	12	6	3	0	474
	Roll-out Lokakarya Pemantapan PSBG/ Initial CRC, Grants & Procurement Workshop Roll-out	2	694	944	195	137	126	26	197	51	2,370
4	Lokakarya Pengelolaan PSBG/ *CRC Management Workshop*	1	1	10	1	0	0	0	17	3	32
	Lokakarya Pengelolaan PSBG/ *CRC Management Workshop*	2	128	199	144	138	40	16	40	2	707
5	Roll-out Lokakarya Pengelolaan PSBG/*CRC Management Workshop Roll-out*	1	52	91	27	21	1	1	3	1	197

No.	Activity	Cohort	Participants								Total
			Teachers		Principals		Supervisors		Other		
			M	F	M	F	M	F	M	F	
	Roll-out Lokakarya Pengelolaan PSBG/*CRC Management Workshop Roll-out*	2	316	236	112	93	48	7	52	15	879
6	Lokakarya Pengembangan Kapasitas Gugus: Pemasyarakatan dan Promosi PSBG/*CRC Capacity Building: CRC Socialization and Promotion*	1 & 2	140	78	37	23	4	2	48	15	347
7	Pelatihan Perawatan dan Pencarian Solusi Perangkat TIK di PSBG/*CRC - ICT Maintenance and Troubleshooting*	1 &2	130	61	24	10	7	1	11	7	251
8	Lokakarya Penguatan/Keberlanjutan PSBG dan Praktik Terbaik Program DBE 2/*CRC Strengthening and DBE 2 Best Practices*	1 & 2	115	49	37	17	3	3	7	0	231

Non-training Activities and Participants in Attendance

No.	Activity	Cohort	Participants								Total
			Teachers		Principals		Supervisors		Other		
			M	F	M	F	M	F	M	F	
1	CRC Best Practices Workshop: National level	1	8	2	8	2	0	0	6	0	26
2	The making of Low Cost Materials Catalog Competition	2	23	41	6	4	0	0	2	1	77
3	CRC Awards: District level	1	62	38	127	75	10	5	8	0	325
4	CRC Awards: Provincial level	2	37	15	29	26	6	2	27	1	143
5	CRC Exhibition	2	14	12	13	3	4	4	0	0	50
6	Instructional CD Competition	2	21	3	8	3	5	0	7	3	50
7	Establishment of CRC Agreement	2	0	0	50	58	14	6	0	0	128
8	The Making of CRC Bulletin: Competition	2	17	10	21	6	0	0	4	1	59
9	The Making of CRC Workplan: Competition	2	14	12	13	3	4	4	7	3	60

Summary of Transition Activities

Transition activities for the CRC program took various forms which included:

- socialization of the management concept of CRCs to existing PKGs/KKGs in DBE 2 and non-DBE 2 areas. The objective of this activity was to encourage and improve the application of effective management approaches in PKGs/KKGs;
- socialization of the CRC concept to non-DBE 2 sub-districts/districts with the objective of encouraging the non-DBE 2 sub-districts to establish new CRCs.
  CRCs, with the support from the DBE 2 field staff, exerted a lot of effort in supporting transition

activities using the approaches mentioned above. It must be noted, however, that due to the complexity of the program, the process was not easy.

Below is a summary of the transition activities that took place from December 2010 to July 2011 (data was taken from the Transition Report produced by the DBE 2 provincial offices):

Program	Province						
Province	Aceh	North Sumatra	West Java & Banten	Central Java	East Java	South Sulawesi	Total Activities
CRC	8	0 (No data available from M&E)	0 (No data available from M&E)	5	1	24	38

Below are details of the newly established CRCs in non-DBE 2 clusters/sub-districts/districts:

Province	Number of New CRCs established	Districts	
West Java & Banten	14	Bogor Cianjur Bandung Barat Bandung Garut Tasikmalaya Ciamis	Sumedang Majalengka Kundingan Cirebon Subang Purwakarta Bekasi
Central Java	8	Purworejo Wonosobo Banjarnegara	
East Java	1	Pasuruan	
South Sulawesi	9	Sidrap	

Through the DBE 2 Best Practices/Transition program, the project provided guidance and vital training to new staff with the hope that they will one day be able to effectively manage the newly established CRCs.

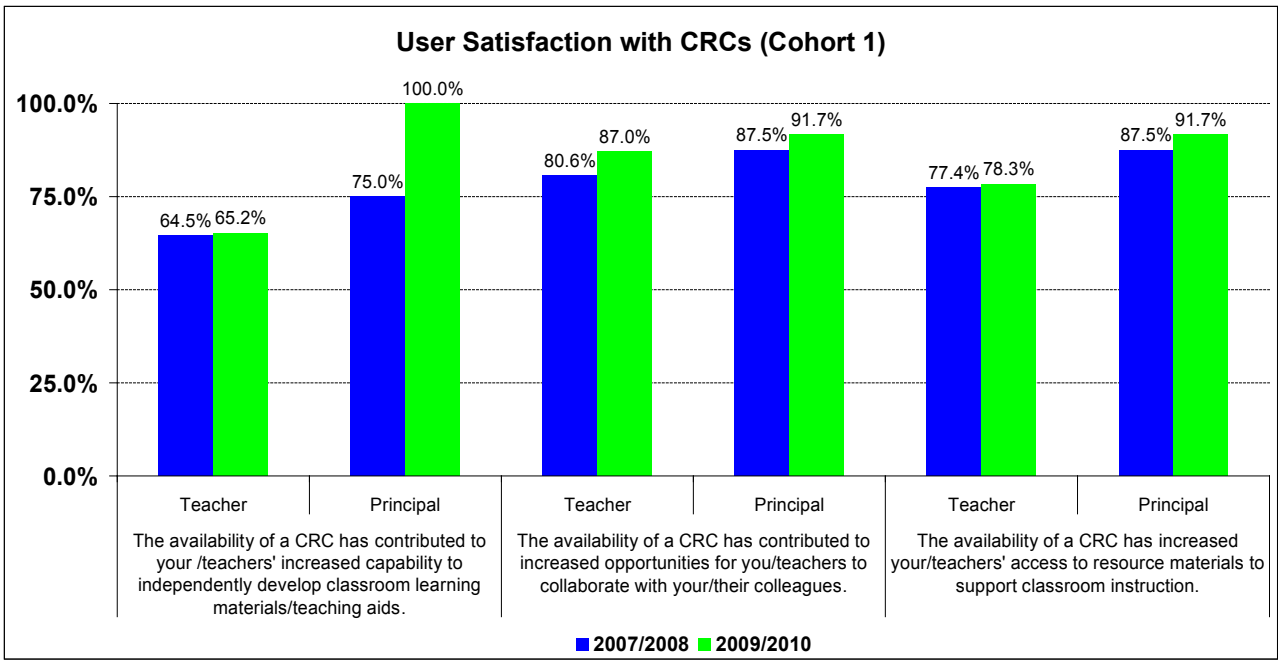
Accomplishments: Monitoring and Evaluation Results and Impact

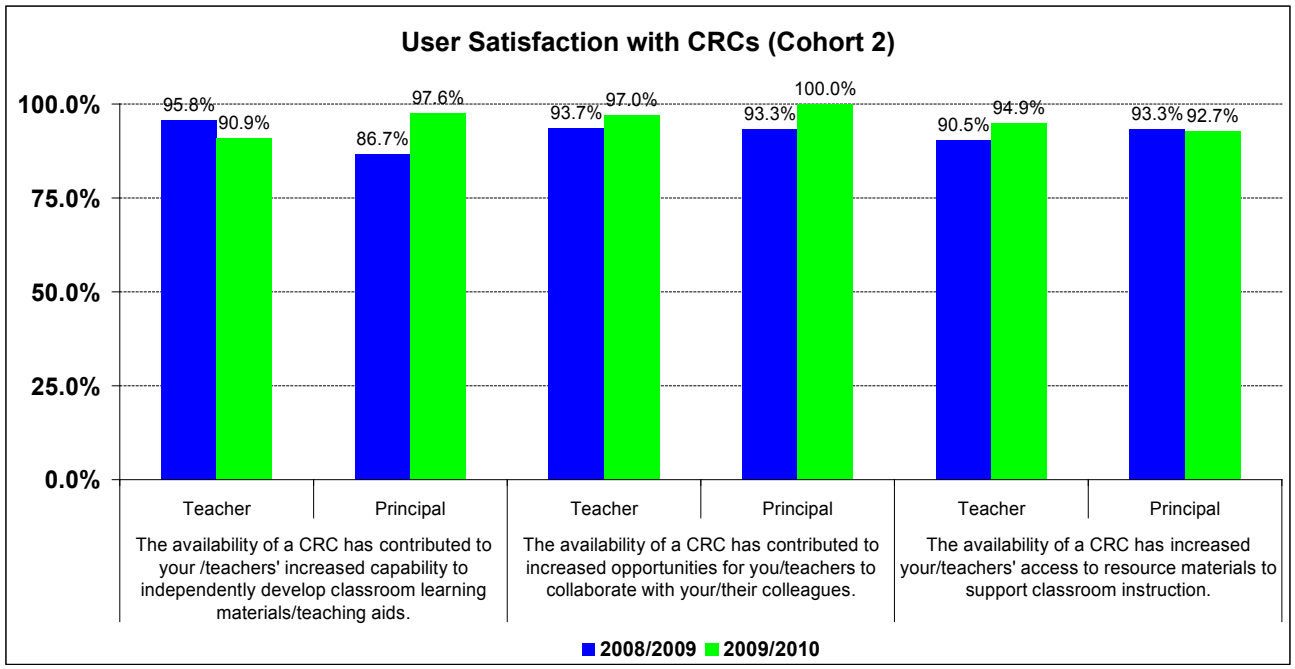
Based on the survey carried out by the M&E team, CRCs performed a key role in assisting teachers, school principals, and other educational stakeholders to improve their knowledge and skills in teaching and learning. They have proven to be useful centers that have enhanced educators‘ professional competencies. This is partly due to the availability of various learning materials and equipment, it is partly due to the provision of many activities conducted in the CRCs, partly due to the skilled and committed CRC staff, and also due to the various trainings at CRCs that supported teacher capacity building.

The M&E data summary shown below concluded that the CRC program had proven to be beneficial for teachers. The activities provided opportunities for teachers to increase their competencies in promoting effective teaching and learning, they have aided in increasing the availability of resource materials and the conduct of various activities in the CRCs. Activities have also helped improved capacity and management of activities in the KKG and KKKS. This means that the CRC program achieved its goals and objectives in strengthening and maximizing the functions of PKG and improved the capacity and professionalism of teachers in the clusters. The data below

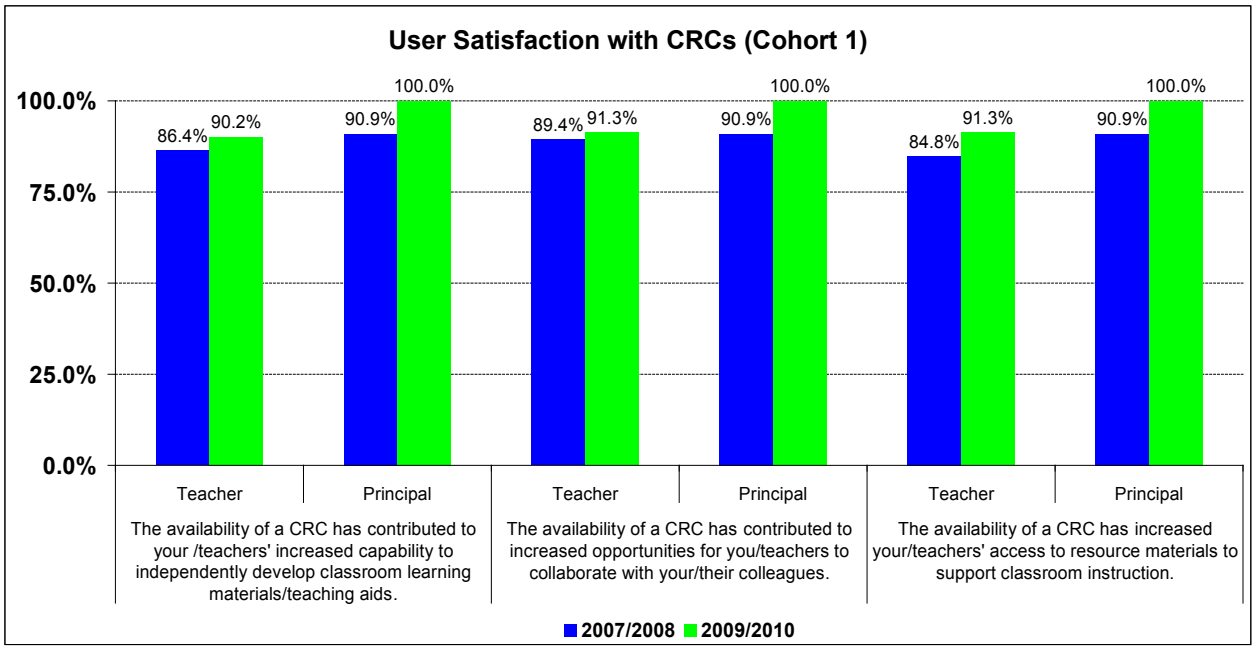
were gathered through the M&E surveys conducted in 2008/2009 and 2009/2010 on user satisfaction with CRCs for both Cohort 1 and 2 CRCs:

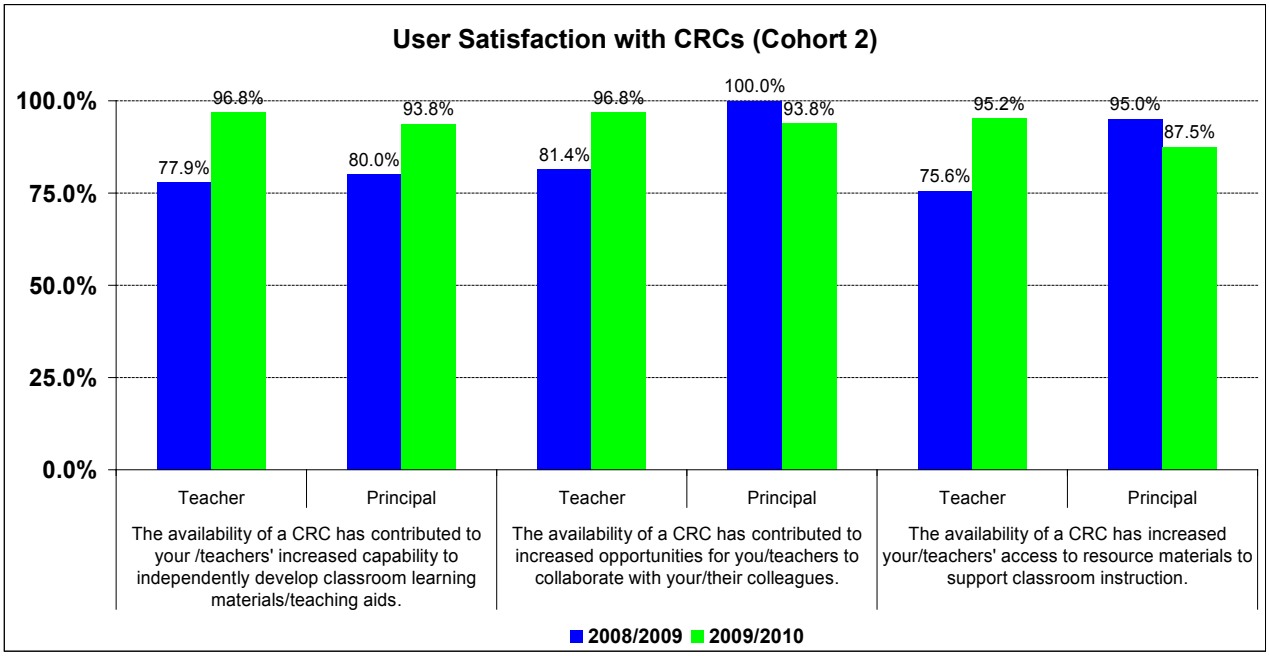
Aceh



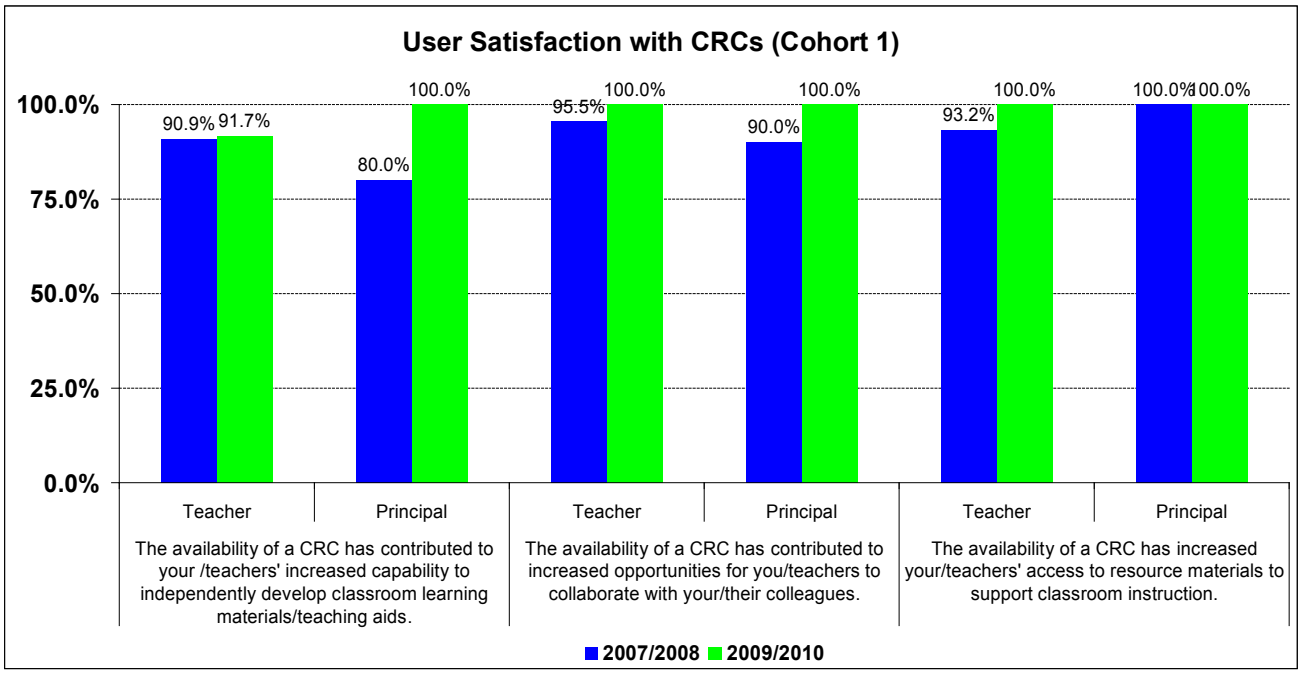


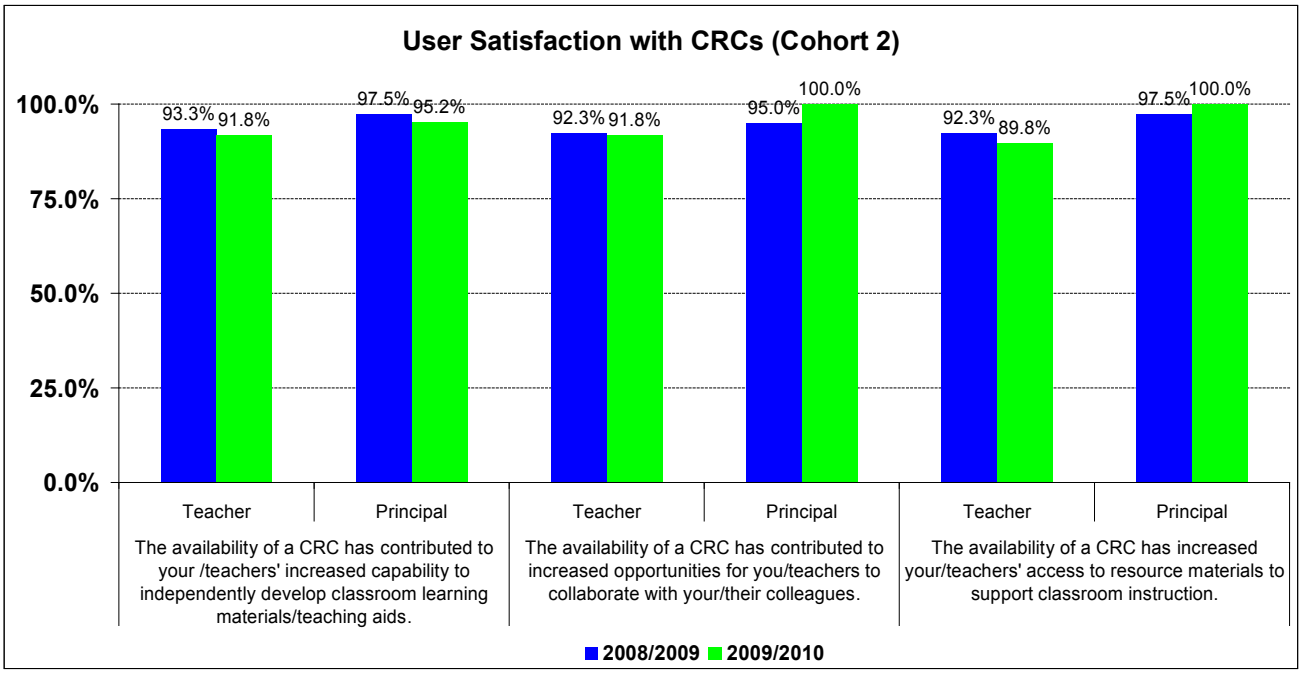
North Sumatra



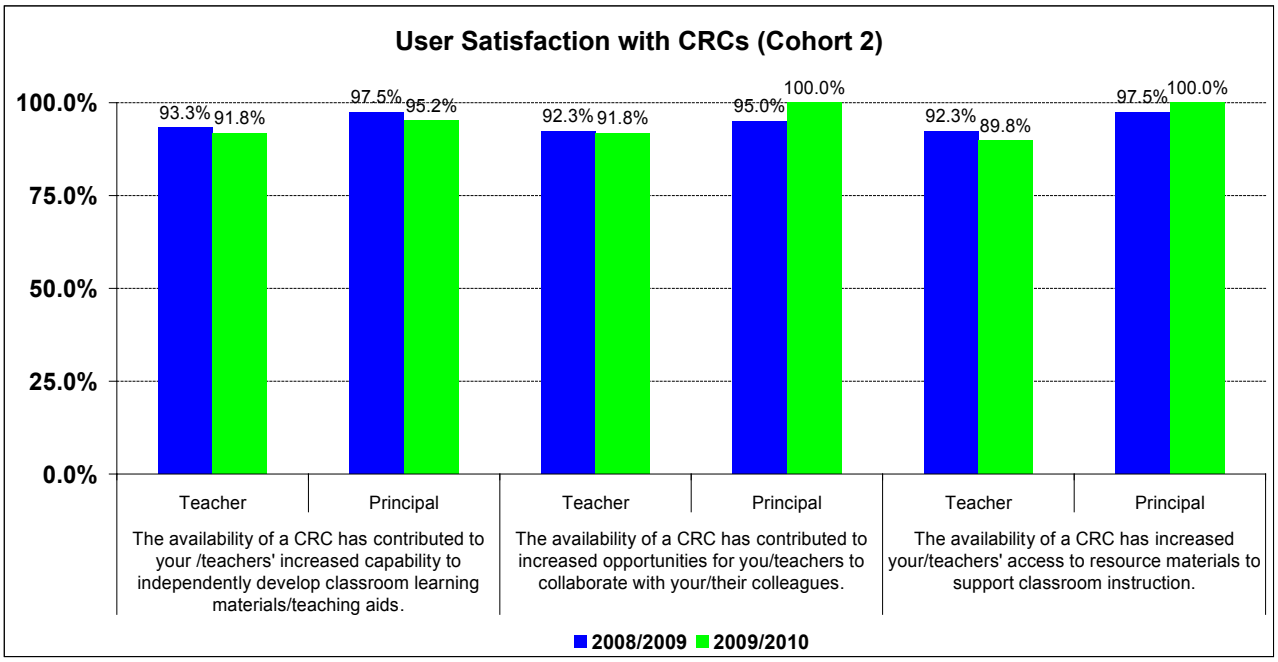


West Java


User Satisfaction with CRCs (Cohort 1)
100.0%
75.0%
50.0%
25.0%
0.0%
90.9%
91.7%
80.0%
100.0%
95.5%
100.0%
90.0%
100.0%
93.2%
100.0%
100.0%
100.0%
Teacher
Principal
Teacher
Principal
Teacher
Principal
The availability of a CRC has contributed to your /teachers' increased capability to independently develop classroom learning materials/teaching aids.
The availability of a CRC has contributed to increased opportunities for you/teachers to collaborate with your/their colleagues.
The availability of a CRC has increased your/teachers' access to resource materials to support classroom instruction.
2007/2008
2009/2010

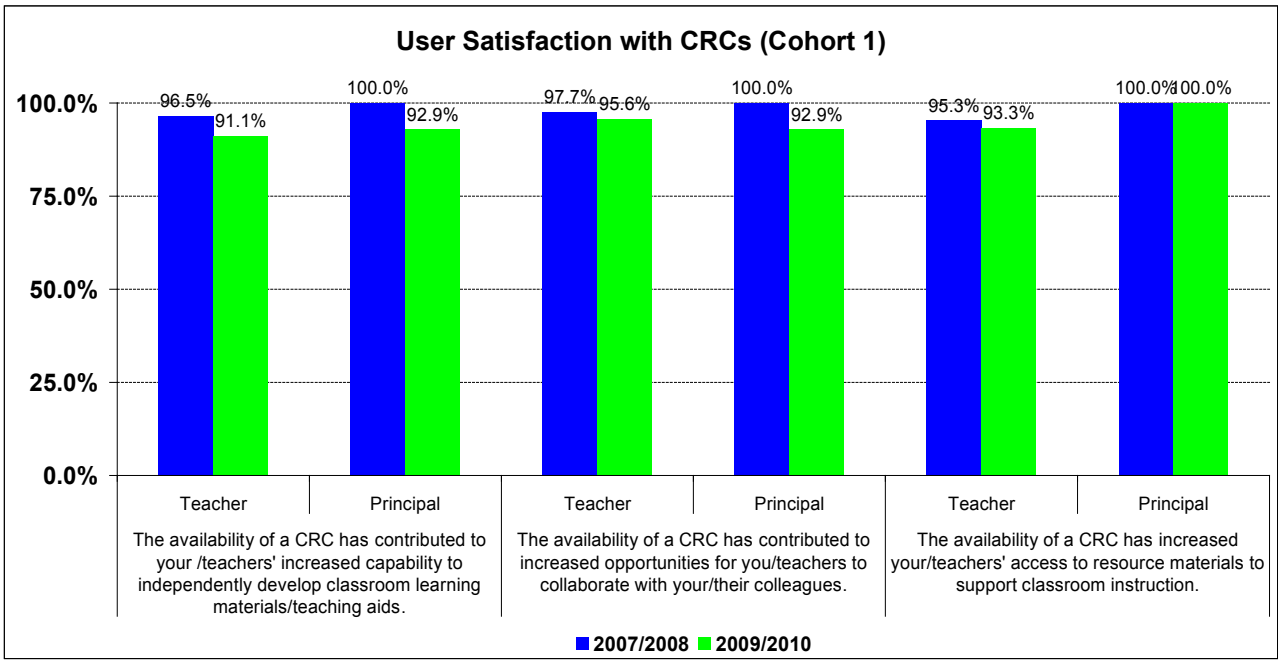

User Satisfaction with CRCs (Cohort 2)
100.0%
75.0%
50.0%
25.0%
0.0%
93.3%
91.8%
97.5%
95.2%
92.3%
91.8%
95.0%
100.0%
92.3%
89.8%
97.5%
100.0%
Teacher
Principal
Teacher
Principal
Teacher
Principal
The availability of a CRC has contributed to your /teachers' increased capability to independently develop classroom learning materials/teaching aids.
The availability of a CRC has contributed to increased opportunities for you/teachers to collaborate with your/their colleagues.
The availability of a CRC has increased your/teachers' access to resource materials to support classroom instruction.
2008/2009
2009/2010

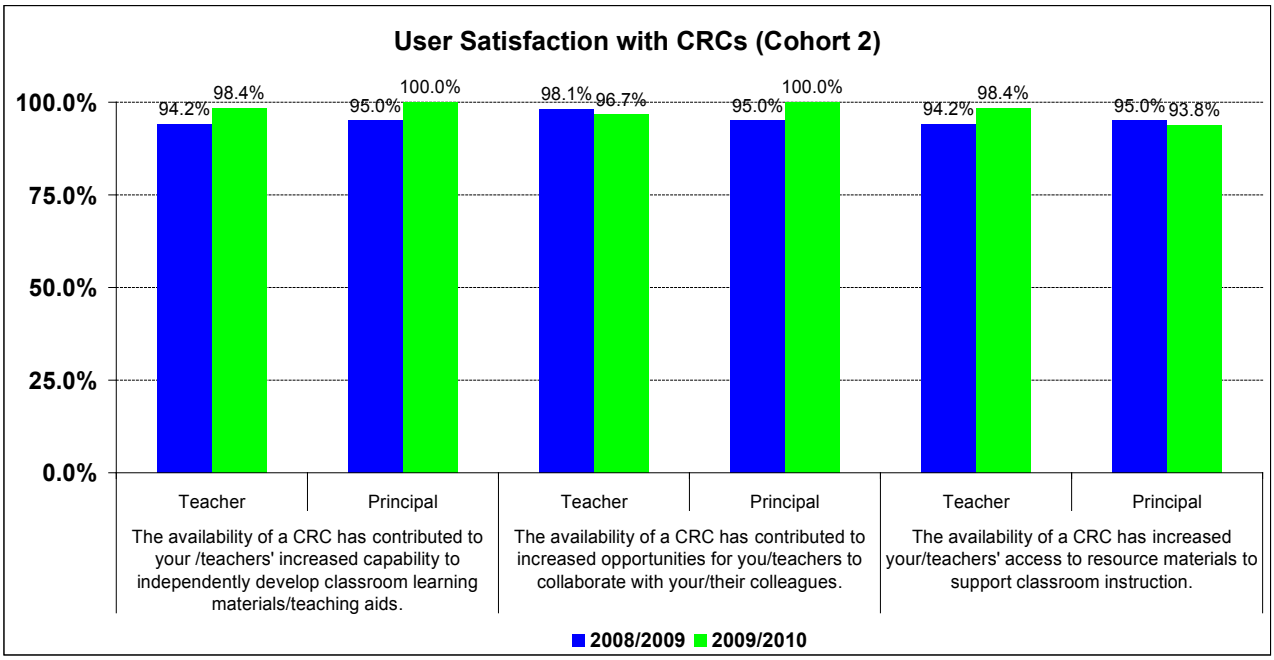
Banten



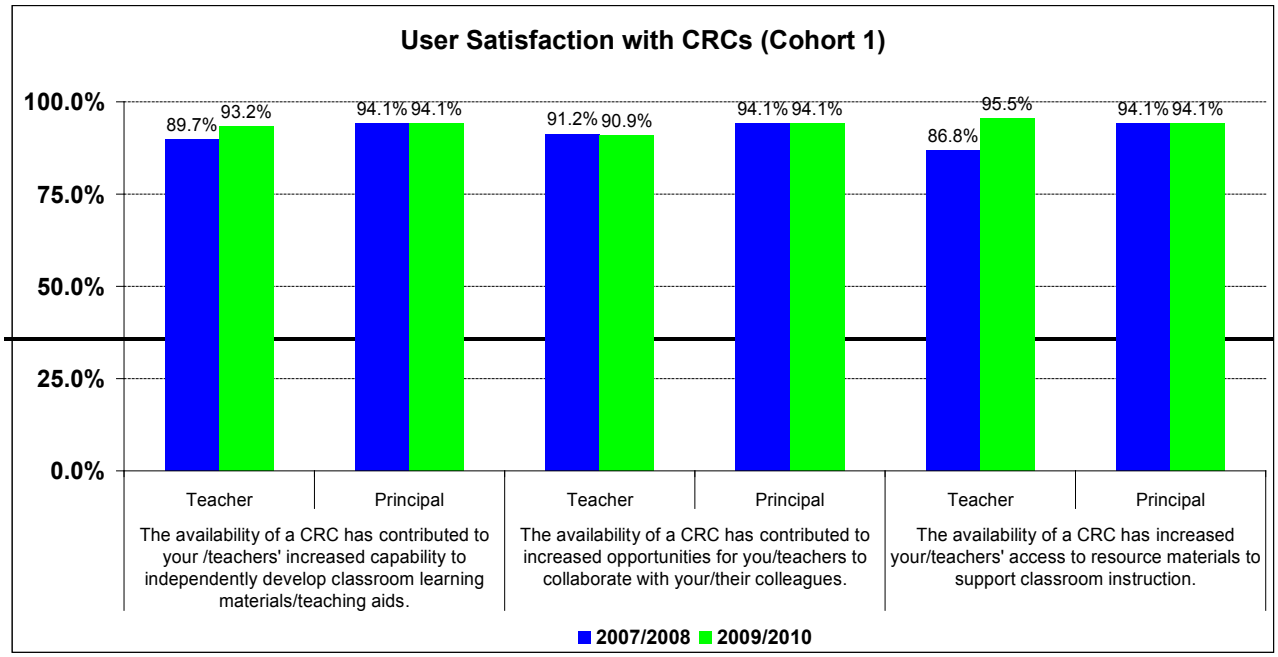
Note: there are no CRCs in Cohort 2 in Banten.

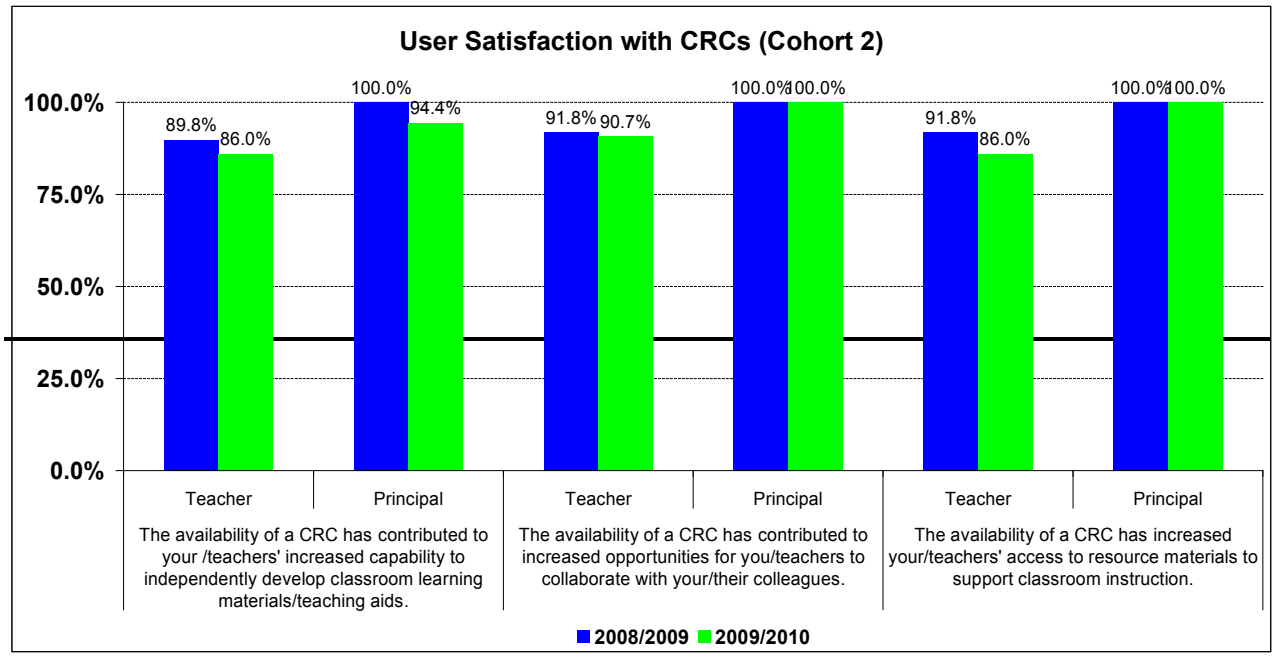
Central Java



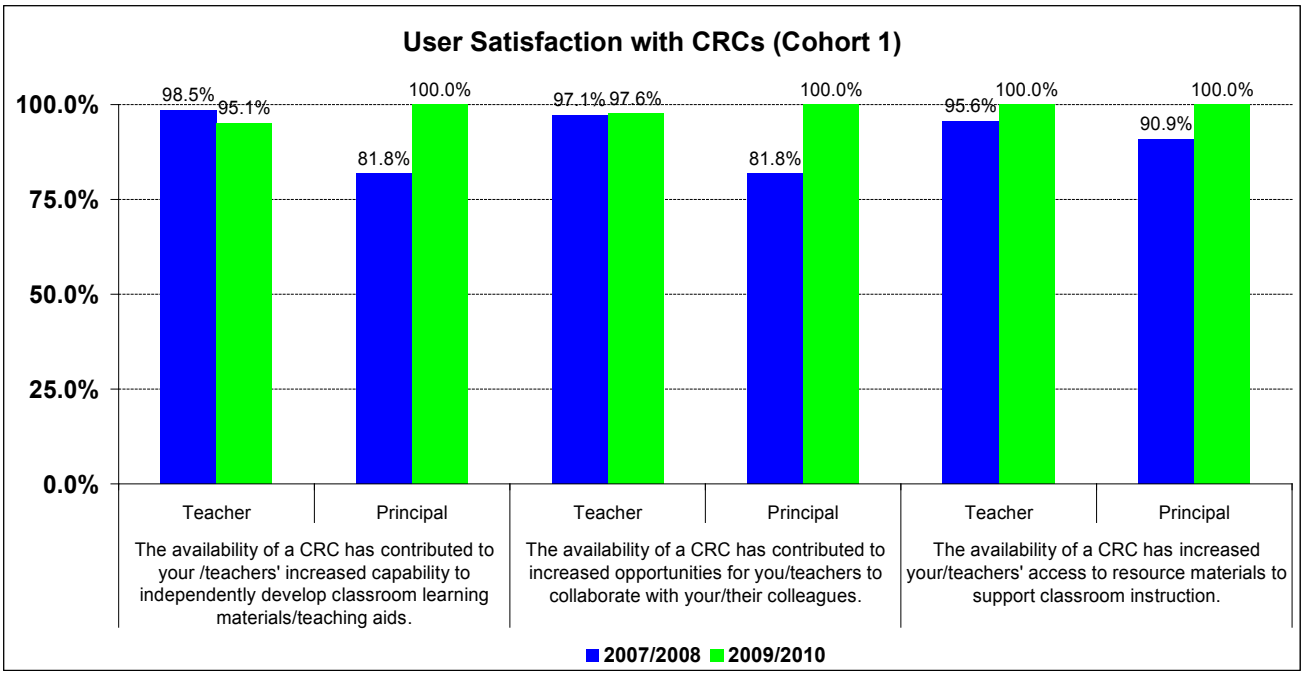


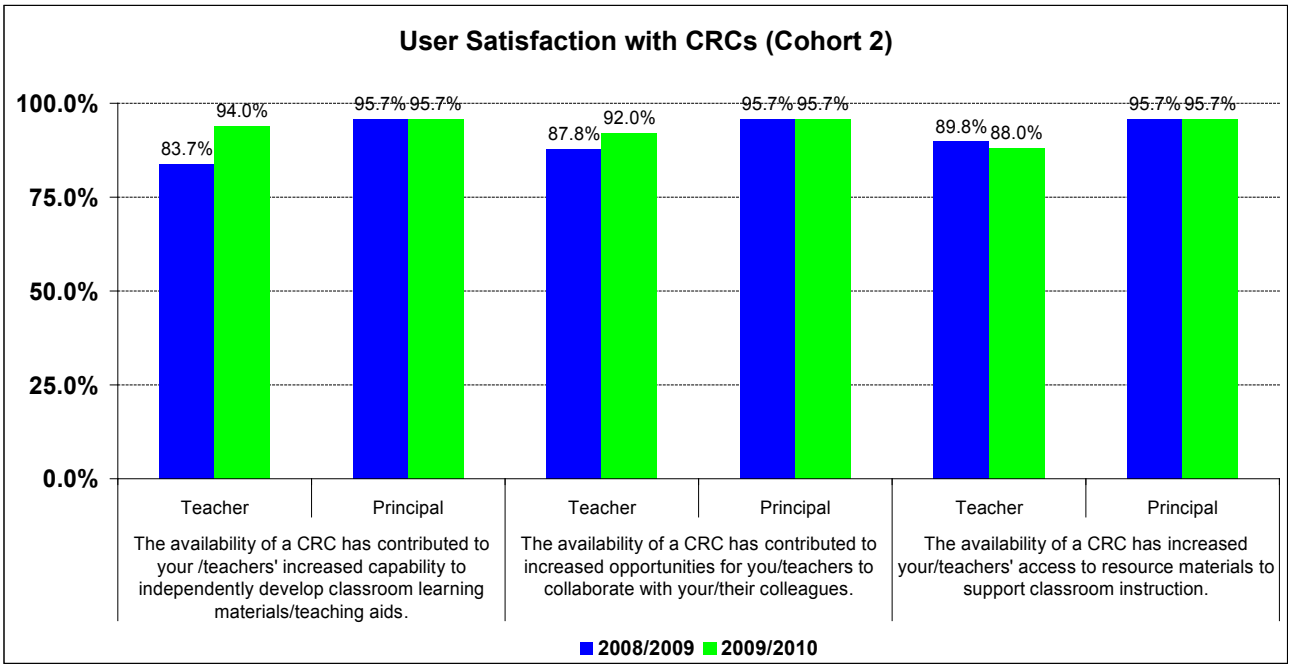
East Java


User Satisfaction with CRCs (Cohort 1)
100.0%
75.0%
50.0%
25.0%
0.0%
89.7%
93.2%
94.1%
94.1%
91.2%
90.9%
94.1%
94.1%
86.8%
95.5%
94.1%
94.1%
Teacher
Principal
Teacher
Principal
Teacher
Principal
The availability of a CRC has contributed to your /teachers' increased capability to independently develop classroom learning materials/teaching aids.
The availability of a CRC has contributed to increased opportunities for you/teachers to collaborate with your/their colleagues.
The availability of a CRC has increased your/teachers' access to resource materials to support classroom instruction.
2007/2008
2009/2010


User Satisfaction with CRCs (Cohort 2)
100.0%
75.0%
50.0%
25.0%
0.0%
89.8%
86.0%
100.0%
94.4%
91.8%
90.7%
100.0%
100.0%
91.8%
86.0%
100.0%
100.0%
Teacher
Principal
Teacher
Principal
Teacher
Principal
The availability of a CRC has contributed to your /teachers' increased capability to independently develop classroom learning materials/teaching aids.
The availability of a CRC has contributed to increased opportunities for you/teachers to collaborate with your/their colleagues.
The availability of a CRC has increased your/teachers' access to resource materials to support classroom instruction.
2008/2009
2009/2010

South Sulawesi





Program Implementation, Problems and Solutions

Implementing DBE 2's CRC program was a complex undertaking, involving various activities of interest toeducators. The implementation process was also complex and involved various educational stakeholders. As a result, each province faced a number of challenges during the implementation of this program. The following table summarizes the nature of the problems and the solutions applied:

Problems	Solutions
Establishment of CRCs: • Difference between the DBE 2 clusters and Government of Indonesia clusters caused confusion for some teachers in attending activities managed by CRCs and KKGs/PKGs, as activities sometimes took place at the same time. • The core school where the CRC was located tended to dominate the CRC.	• Encouraged teachers to participate in both activities or attend activities that can benefit teachers most • After the close-out of the project in the provinces, some CRCs became sub district organizations (combined PKG/PSBG), making them a more developed PKG/PSBG • Encouraged the involvement of schools in the cluster to participate in managing the CRC, contribute to the work and activities in the CRC, and provide funds to support operational costs in the CRC.
Management of CRCs: • Administration • Implementation of good administration needed to be improved. This included the use of logbooks to record visitors coming to CRCs and borrowing learning resources from CRCs, the development of a catalog for the production of low cost materials and instructional CDs/videos, and the consistent application of CRC regulations.	With the approval from the stakeholders in the cluster, the CRC Manager appointed teachers who could voluntarily be responsible in the daily administration in the CRC.
Maintenance: Maintenance of various learning resources in the CRCs (kits, reference books, ICT equipment) needed improvement.	• Within the CRC organizational structure, established specific division that was responsible for the maintenance of the various learning resources in the CRC. • Created activities that generated income in order to cover costs for maintenance of ICT equipment
CRC organizational structure: • Head of CRC/CRC Manager also held similar position in KKG/PKG which often caused a lack of concentration in carrying his/her tasks, and resulted in a conflict of interest in the ownership of assets and funds to support operational costs of CRCs • Lack of understanding on the roles and responsibilities of each CRC staff • Relocation of trained CRC staff to other schools/sub districts/districts	• Established combined CRC/PKG that has one board that accommodated the interest of CRC/PKG • Combined the divisions between the two, but use the CRC management concept. • CRC Manager to discuss, develop, and agree with each member of staff about his/her scope of work, and ensured that every staff understands and execute their roles and responsibilities. • Head of CRC/CRC Manager to ensure that staff who participated in helping to transfer their knowledge and skills to others were acknowledged and rewarded professionaly.
CRC work plan was not regularly reviewed	Head of CRC/CRC Manager conducted review of the annual work plan with other members and agreed on follow-ups.
Relationship with Dinas/Mappenda offices: • Lack of promotion from MTTs and CRC staff to	• CRCs continuously built good relationships with Dinas/Mappenda offices to obtain support, either in

Problems	Solutions
Dinas/Mappenda offices in publicizing the work of CRCs; • Changes in the Dinas staff resulted in unstable support from the Dinas offices to the CRCs	the form of informal/formal visit/ meeting with the Dinas/Mappenda staff, or by sending publications (brochures/leaflets, CRC profile) or progress report of CRCs on a regular basis. • Socialization/promotion of CRCs to Dinas/Mappenda offices should be included in the CRC work plan.
Funds for Operation and Maintenance: • CRCs only relied on contribution from schools, the School Operational Support (BOS) block grant to fund activities in the CRCs • Lack of support from Dinas/Mappenda office to help in providing financial assistance to CRCs • Lack of initiative in carrying out activities that can generate income to fund operational costs in the CRCs	• CRCs should submit proposals to the government as well as to private companies (under the Corporate Social Responsibility program) to seek the possibilities of obtaining financial support to fund activities in the CRCs. • CRCs needed to be more creative in being independent and carrying out activities that can generate income to fund activities as well as operational costs.

As the DBE 2 project neared an end, starting in late 2010 through the beginning of 2011, CRCs were handed-over to the GOI. The purpose of the handover was for the GOI, through the regional offices of Kemendiknas and Kemenag, to assist in the improvement and development of CRCs in order to support the sustainability of the DBE 2 programs and capacity building of teachers and other educational stakeholders.

The formal handover of CRCs was carried out either at CRCs or mayor/regent offices and attended by stakeholders from the CRCs and local education offices. The handover of CRCs was responded positively by the GOI who have expressed their appreciation towards the work of the DBE 2 project and have agreed to continue their support to CRCs. The handover of all 113 CRCs in the seven provinces were completed in May 2011. Below is a summary of the CRC handover in each province:

CRC Handover – Aceh

	Name of CRC	Cohort	Sub-District	District	Date of handover
1	PSBG Beudoh Besare	Cohort 1	Syiah Kuala	Banda Aceh	October 2010
2	PSBG Cut Nyak Dhien	Cohort 1	Banda Raya		
3	PSBG Nyak Adam Kamil	Cohort 1	Baiturrahman		
4	PSBG Tajuk Renggali	Cohort 2	Silih Nara	Aceh Tengah	December 2010
5	PSBG Atang Mujungket	Cohort 2	Pegasing		
6	PSBG Bebesan	Cohort 2	Bebesan		
7	PSBG Lut Tawar	Cohort 2	Lut Tawar		
8	PSBG Timoh Beusare	Cohort 2	Kuala	Bireuen	February 2011
9	PSBG Gugus Juli	Cohort 2	Juli		
10	PSBG Bungong Kupula	Cohort 2	Samalanga		
11	PSBG Sukma	Cohort 1	Suka Makmur	Aceh Besar	June 2011
12	PSBG Malahayati	Cohort 1	Masjid Raya		
13	PSBG Tgk Chik Ditiro	Cohort 2	Indrapuri		
14	PSBG Gemar Belajar	Cohort 2	Jantho		
13	PSBG Harapan Bangsa	Cohort 2	Grong-Grong	Pidie	July 2011

CRC Handover – North Sumatra

	Name of CRC	Cohort	Sub-District	District	Date of handover
1	PSBG Taman Ilmu	Cohort 1	Binjai Selatan	Binjai	July 2010
2	PSBG Pelita Ilmu	Cohort 1	Binjai Utara		
3	PSBG Wahana Ilmu	Cohort 1	Lubuk Pakam	Deli Serdang	July 2010
4	PSBG Sumber Ilmu	Cohort 1	Deli Tua		
5	PSBG Taman Kreatif	Cohort 1	Padang Hilir	Tebing Tinggi	July 2010
6	PSBG Study Center	Cohort 1	Padang Hulu		
7	PSBG Bintang Silindung	Cohort 1	Tarutung	Tapanuli Utara	July 2010
8	PSBG Pahae Nauli	Cohort 1	Pahae Julu		
9	PSBG Sipoholon Lestari	Cohort 2	Sipoholon		
10	PSBG Abadi	Cohort 2	Pangaribuan		
11	PSBG Bersama	Cohort 2	Sidikalang	Dairi	July 2010
12	PSBG Mitra	Cohort 2	Sumbul		
13	PSBG Natama	Cohort 2	Padang Sidempuan	Tapanuli Selatan	July 2010
14	PSBG Bona Ilmu	Cohort 2	Batang Angkola		
15	PSBG Saiyo Sakato	Cohort 1	Sibolga Kota	Sibolga	July 2010
16	PSBG Cemerlang	Cohort 1	Sibolga Selatan		August 2010
17	PSBG Tanjung Berseri	Cohort 2	Tanjung Balai Selatan	Tanjung Balai	December 2010
18	PSBG Bandar Ilmu	Cohort 2	Datuk Bandara		

CRC Handover – West Java and Banten

	Name of CRC	Cohort	Sub-District	District	Date of handover
1	PSBG Sipatahunan	Cohort 2	Bogor Tengah	Bogor	July 2010
2	PSBG Padjadjaran	Cohort 2	Tanah Sereal		
3	PSBG Ki Hajar Dewantara	Cohort 2	Tarogong	Garut	July 2010
4	PSBG Purohita	Cohort 2	Cikajang		
5	PSBG Bougenville	Cohort 2	Pagaden	Subang	July 2010
6	PSBG Hegarsari	Cohort 2	Jalan Cagak		
7	PSBG Udang	Cohort 1	Indramayu	Indramayu	August 2010
8	PSBG Anyelir	Cohort 1	Sliyeg		
9	PSBG Flamboyan	Cohort 2	Balongan		
10	PSBG WIjaya Kusuma	Cohort 2	Jatibarang		
11	PSBG Dhasa Mitra	Cohort 1	Cisolok	Sukabumi	August 2010
12	PSBG Samudra Mandiri	Cohort 1	Pelabuhan Ratu		
13	PSBG Mutiara Ilmu	Cohort 1	Bayah	Lebak	August 2010
14	PSBG Multatuli	Cohort 1	Rangkasbitung		
15	PSBG Cerdas	Cohort 1	Purwakarta	Cilegon	August 2010
16	PSBG Ki Hajar Dewantara	Cohort 1	Cilegon		
17	PSBG Proklamasi	Cohort 1	Rengasdengklok	Karawang	September 2010
18	PSBG Seruni	Cohort 2	Kotabaru		
19	PSBG Satria	Cohort 1	Karawang Barat	Karawang	September 2010
20	PSBG Rumpun Padi	Cohort 2	Talagasari		
21	PSBG Bengkel Ilmu	Cohort 1	Tangerang	Tangerang	October 2010
22	PSBG Ki Hajar Dewantara	Cohort 1	Karawaci		

CRC Handover – Central Java

	Name of CRC	Cohort	Sub-District	District	Date of handover
1	PSBG Dirgantara	Cohort 2	Bener	Purworejo	May 2010
2	PSBG Kendalisodo	Cohort 2	Gebang		
3	PSBG Gajah Mada	Cohort 1	Nalumsari	Jepara	September 2010
4	PSBG Pratiwi Sudarmono	Cohort 1	Tahunan		
5	PSBG KH Dewantara	Cohort 2	Kaliwungu	Kudus	September 2010
6	PSBG Sukun	Cohort 1	Gebog		
7	PSBG Sultan Fatah	Cohort 2	Demak	Demak	October 2010
8	PSBG Ki Hajar Dewantoro	Cohort 2	Demak		
9	PSBG Borobodur	Cohort 2	Banjarejo	Blora	November 2010
10	PSBG Dwarawati	Cohort 2	Blora		
11	PSBG RA Kartini	Cohort 2	Grobogan	Grobogan	November 2010
12	PSBG K Ageng Selo	Cohort 2	Tawangharjo		
13	PSBG Raden Mas Said	Cohort 1	Karanganyar Kota	Karanganyar	March 2011
14	PSBG RA Kartini	Cohort 1	Jatipuro		
15	PSBG Dwijo Utomo	Cohort 1	Ngemplak	Boyolali	April 2011
16	PSBG Diponegoro	Cohort 1	Cepogo		
17	PSBG Nusa Indah	Cohort 1	Klaten Utara	Klaten	April 2011
18	PSBG Gatotkaca	Cohort 1	Jogonalan		
19	PSBG KH Dewantara	Cohort 1	Ceper		
20	PSBG Sawojajar	Cohort 2	Karanganom		

CRC Handover – East Java

	Name of CRC	Cohort	Sub-District	District	Date of handover
1	PSBG Sukses	Cohort 1	Magersari	Mojokerto	October 2010
2	PSBG Mekarmulya	Cohort 1	Prajurit Kulon		
3	PSBG Pangudi Luhur	Cohort 2	Kertosono	Nganjuk	October 2010
4	PSBG Anom Tirto	Cohort 2	Tanjunganom		
5	PSBG Puspa Ilmu	Cohort 2	Beji	Pasuruan	November 2010
6	PSBG Kusuma Ilmu	Cohort 2	Grati		
7	PSBG Baktropen	Cohort 2	Baureno	Bojonegoro	November 2010
8	PSBG Angling Darmo	Cohort 2	Dander		
9	PSBG Tingkir	Cohort 1	Palang	Tuban	November 2010
10	PSBG Gemes Banget	Cohort 1	Jenu		
11	PSBG Dewantoro	Cohort 2	Merakurak		
12	PSBG Akbar	Cohort 2	Semanding		
13	PSBG Utama	Cohort 2	Kedundung	Sampang	November 2010
14	PSBG Kacong	Cohort 2	Camplong		
15	PSBG Mojo Giri	Cohort 1	Gubeng	Surabaya	December 2010
16	PSBG Ngudi Ilmu	Cohort 1	Kenjeran		
17	PSBG Godong Kemanting	Cohort 1	Tulangan	Sidoarjo	December 2010
18	PSBG Juanda Media	Cohort 1	Sedati		
19	PSBG Cakraningrat IV	Cohort 1	Kota Bangkalan	Bangkalan	April 2011
20	PSBG Ganis Poja	Cohort 1	Blega		

CRC Handover – South Sulawesi

	Name of CRC	Cohort	Sub-District	District	Date of handover
1	PSBG Pelita Ilmu	Cohort 1	Ma'rang	Pangkep	January 2011
2	PSBG Mabbulo Sibatang	Cohort 1	Pangkajene		
3	PSBG Kreatif	Cohort 2	Maritengae	Sidrap	January 2011
4	PSBG Mamminasae	Cohort 2	Pituriawa		
5	PSBG Tunas Harapan	Cohort 1	Enrekang	Enrekang	January 2011
6	PSBG Sipangingaran	Cohort 1	Anggeraja		
7	PSBG Wanua Mappatuwo	Cohort 2	Belopa	Luwu	February 2011
8	PSBG Sawerigading	Cohort 2	Bajo		
9	PSBG Lagaligo	Cohort 1	Wara	Palopo	February 2011
10	PSBG Telluwanua	Cohort 1	Telluwanua		
11	PSBG Bukit Ilmu	Cohort 1	Bangkala	Jeneponto	May 2011
12	PSBG Harapan Baru	Cohort 1	Binamu		
13	PSBG Sipammase-mase	Cohort 2	Lalabata	Soppeng	May 2011
14	PSBG Harapan	Cohort 2	Lilirilau		
15	PSBG Karya Mandiri Guru	Cohort 2	Mamajang	Makasar	May 2011
16	PSBG Bina Karya Guru	Cohort 2	Tamalanrea		
17	PSBG Pelangi	Cohort 2	Sawitto	Pinrang	May 2011
18	PSBG Samudra Ilmu	Cohort 2	Mattirobulu		

Lessons Learned

After five years of implementation of the CRC program, the strengthening of clusters through the support of CRCs has proven to be quite successful. However, during the process there were also challenges that contributed to the difficulties in ensuring the smooth running of the program. Lessons learned from these experiences are summarized below:

What worked well:
Commitment and willingness of teachers/school principals to take part as CRC staff members was remarkable even though they were not being paid for undertaking the tasks (DBE 2 does not pay salaries to CRC staff).
The teachers and education stakeholders benefitted from various learning resources in the CRCs provided through the grants program.
There was a markedly improved understanding and application of the management concept in the CRCs. This includes: Administration: the use of logbooks to record visitors coming to the CRC and people borrowing kits, reference books, ICT equipment etc from the CRC; maintaining list of inventory to record the types, number and condition of learning resources available in the CRC on a monthly basis; and documentation of the low cost material and instructional CDs/videos produced by the CRCs. Implementation and monitoring of the four functions of CRC that are reflected in the CRC work plan CRC staff gained a better understanding of their roles and responsibilities within the CRC organizational structure, and they were committed to carry out their tasks as best as possible. CRCs produced biannual/annual work plans that are reviewed every three months. Production of monthly financial report.
Teachers, school principals, and supervisors have managed to improve their knowledge and skills from the various trainings held by the CRCs.
The trainings given at CRCs/clusters have encouraged teachers and other education stakeholders in producing various low cost materials and ICT-based learning materials to support teaching and learning activities.
CRCs have been used as learning resources and references by other clusters in improving PKGs' management system.
The regional government has used the various learning resources available in CRCs, the CRC management concept, and MTTs/PBS to support their programs.
Sixty to seventy percent of CRCs have managed to conduct activities that could generate income to support funding for operational costs and activities in the CRCs.
The success of CRCs has also inspired other clusters/sub-district/districts in applying the concept of CRC in their PKGs or established new CRCs.

What did not work well:
Most of the CRC staff were teachers/school principals who were required by Dinas offices to prioritize their main duties. Hence, some of the programs in the CRCs could not be carried out according to the work plan.
Changes in the CRC staffing due to promotion or transfer to other sub-districts/districts caused difficulties in maintaining continuity and in following through the activities that were scheduled in work plans.
CRCs had limited budgets and relied heavily on contributions from schools (through dana BOS) to fund activities, cover operational costs incurred in the CRCs, and cover the costs for maintenance/repairing ICT equipment.
Not all CRCs had the ability or the experience required to conduct activities that can generate income. This has caused difficulties in the CRCs' efforts of covering operational costs and maintenance/repairing ICT equipment all of which can be quite costly.
Weaknesses of the CRC staff in communicating and promoting CRCs was an obstacle to obtaining financial support or executing possible collaboration with stakeholders.
Integration of other DBE 2 programs (ICT, Classroom Reading Program, and Kindergarten IAI) including planning and scheduling of related activities into the CRC at times did not involve the CRC staff. This led to difficulty in facility management and coordination.

Recommendations

The CRC program was proven successful in contributing to the achievements of the project especially in the development of teacher competencies and professionalism. From the inputs obtained from the stakeholders in the provinces, the implementation of the CRC program was considered to be systematic, well structured, and carefully planned, starting from the selection and establishment of the CRCs; recruitment of the CRC board; provision of grants; and trainings given to the CRCs; strengthening the roles and functions of the CRC, monitoring visits, and mentoring to the CRCs and awarding the best CRCs.

Based on the experience of implementing the CRC program, below are proposed recommendations for the improvement and success of the program:

- Establishment of donor project clusters should be in line with GOI clusters. This would ensure overall support from the GOI stakeholders for the smooth operation and sustainability of the DBE 2 programs including the CRC program.
- There should be sufficient time allocated for the implementation of all DBE 2 programs in order to ensure that each program is implemented properly, starting from the preparation, the trainings given, implementation of activities in the field, and mentoring. The fact that the DBE 2 programs were implemented at the same time sometimes led to a lack of focus from the field staff (especially the MTTs) in assisting with the implementation of the CRC program and exhaustion from the various trainings that were carried out simultaneously.
- Since the beginning and especially during the implementation of the CRC program, DBE 2 should involve and work closely with the GOI, especially Dinas Pendidikan, in order to obtain support and full commitment to CRC including issuance of regulations that can support the CRC program.
- Recruitment of MTTs should ensure a more rigorous standard of competencies and skills that is applied across all project provinces, as well as a commitment to execute the CRC program successfully.
- Relevant training should be provided to field staff before the start of the CRC program to ensure they have the necessary skills to manage the program in the field and support the development of CRCs prior to activity rollout.
- MTTs and stakeholders involved in the selection of CRCs should be provided with proper guidance in order to ensure that the selected CRCs meet all the requirements and can function as expected.
- Field staff (MTTs) should be supported with ICT equipment (especially laptops) to assist them with preparing for training workshops (producing power point presentations, required data, etc.) and for writing progress reports. This is to avoid MTTs borrowing ICT equipment from the CRC for a long period of time to conduct required routine tasks.
- Recruitment of CRC staff should involve relevant stakeholders to ensure putting ‗the right person in the right place.‘
- Training for CRC staff should cover all personnel to ensure standard competencies are spread across every CRC staff member so that they all have the same capability to manage and develop CRCs. This practice is also to anticipate the mutation of CRC staff to other sub districts/districts.
- As resource centers, CRCs have proven to be successful in continuously developing teacher competencies, therefore CRCs should be considered to function as extensions of LPMP.

Appendices

Appendix 1

List of CRCs (Total Number of CRCs, Name, and Location of CRCs)

Total Number of CRCs Cohorts 1 and 2

Province	Cohort 1	Cohort 2
Aceh	5	10
North Sumatra	10	8
West Java	6	10
Banten	6	-
Central Java	10	10
East Java	10	10
South Sulawesi	10	8
Total per Cohort	57	56
Total	**113**	

Appendix 2

List of Learning Resources (provided to CRCs through the DBE 2 Grants Program)

Tier 1 Grants	List of Goods
	Modules (from Open University) Regulations for Teachers and Lecturers Encyclopedia Books on Active Learning Books on Experiments for Math and Science Starter Kits (for Math and Science) Non-printed learning materials: instructional VCDs from Pustekkom Printed learning materials: reference books and dictionaries Basic furniture to support activities in the CRC Electronic equipments: television, VCD/DVD player, laminating machine, stand fan, stabilizer Stationeries Expendable supplies
Tier 2 Grants	**List of Goods**
	Computers (desktop and laptop) Printer LCD Infocus Tripod + screen Digital camera Digital Camcorder Terms of Agreement USB Flashdisk CDRW Verbatim CDR Verbatim Mini cassettes Software MS Office OLEP 2007 Software Operating system Window XP-Pro UPS APC 1500VA

Tier 3 Grants	List of Goods
	Internet connection LAN Additional ICT equipment: printer Software Pinnacle Video Studio Books on ICT and internet
ICT Program and Intel Teach	**List of Goods**
	Computers (desktop and laptop) UPS APC Digital camera Digital camcorder Handphone Software Microsoft Office Professional
Kindergarten Interactive Audio Instruction	**List of Goods**
	CD player Boombox Batteries Instructional CD Unit 1 s/d Unit 4 (106 CDs) + binder Teachers Guide Posters Worksheets CDs consisting of IAI materials Catalogue for Low Cost Materials
Classroom Reading Program	**List of Goods**
	500 supplementary non-text books

Note: The information only covers the summary of in-kind grants given to CRCs. Detailed information on the type, brand and number of goods given are available in the CRC Best Practices toolkit in www.pustakapendidik.org.

Appendix 3

Photos of Activities in the CRCs

CRC Function: Information. The CRC functions as a resource center where educators and other educational stakeholders can have access to a variety of information.

CRC Function: Meeting. The CRC is used as a place for meeting amongst educators to discuss educational issues, work plans, budgeting, etc.

CRC Function: Production. CRCs are used as a place where educators can produce various kinds of learning resources (low cost materials and instructional CDs) to support teaching and learning activities.

University Partnership Report

Introduction

The USAID Decentralized Basic Education Teaching and Learning component (DBE 2) aimed to improve the quality of teaching and learning in primary schools in each of the target provinces. It was expected that the project's interventions would improve teacher performance through a decentralized in-service teacher training effort, which would promote better student and school performance as well as improvements to the learning environment in target schools. University partnerships played a key role in developing and delivering in-service training across Indonesia.

Universities play a strategic role in the improvement of basic education in Indonesia. The project therefore established close working partnerships with 15 Indonesian universities plus the Open University (Universitas Terbuka, or UT) to design and deliver this in-service training for educators at the cluster and school level. In partnership with these universities, DBE 2 developed and implemented 26 active learning–based training packages, providing some 18,000 primary school teachers and principals with university- accredited, on-the-job professional development across 113 school clusters in seven provinces.

This in-service training development and delivery benefited not only targeted districts and schools but also the university partners. Lecturers who participated in the development and delivery of DBE 2 in-service training packages gained valuable experience working in schools, through which they came to better understand the schools' practical needs. Lecturers used this knowledge to revise the content and instructional approach of preservice teacher training courses. A University Working Group (UWG) was established and met regularly to address the needs of preservice and in-service teacher training programs. A consortium of Indonesian universities and the University of Pittsburgh (Pitt) was then formed, facilitating collaboration in areas of mutual interest. An Active Learning for Higher Education (ALFHE) training package was developed and used to train more than 2,500 lecturers from 117 universities across the country in using active learning at the university level and applying media, including Information and Communication Technology (ICT), to the teaching and learning process on campus; that package continued to be replicated on new university campuses when the project ended. Universities were strategically positioned to support the replication of training packages and to promote access to DBE 2 training materials well after the project closed. All training materials and instructional videos were made publicly available through a digital library hosted on eight partner university websites.

DBE 2 also established partnerships with three U.S universities that have strong education departments: Florida State University (FSU), Pitt, and the University of Massachusetts (UMass). The project encouraged the development of links between the Indonesian and U.S. universities through a program of degree-granting fellowships, study visits, and technical assistance. These relationships produced tangible results, including an international journal titled Excellence in Higher Education, which launched its first biannual issue in July 2011.

The activities, their implementation, the challenges encountered, and the lessons learned from the process are described in further detail below.

Objectives of Program

The DBE 2 university partnerships were intended to strengthen decentralized, in-service training programs, bring universities closer to the real world of teaching and learning in schools, and promote the sustainability of project outcomes. At the same time, the project set out to enhance Indonesian universities' capacity to provide high-quality teacher education relevant to the needs and conditions of clusters and schools in DBE provinces.

Within that broad scope, the university partnerships specifically set out to do the following:

- Foster collaboration with Indonesian universities, and in so doing support the Indonesian government's initiative to develop decentralized basic education, particularly through in-service teacher education offered within districts, clusters, and schools.
- Involve Indonesian universities in DBE 2 project activities aimed at improving the teaching and learning environment in classrooms and schools.
- Empower Indonesian universities' capacity to address the needs of teachers, schools, and communities by strengthening links between the universities and schools, clusters, and districts.
- Support the creation of academic credit programs for in-service professional development made accessible to teachers.
- Train selected faculty members to develop and manage in-service training.
- Establish partnerships between Indonesian and U.S. universities.
- Provide support for the improvement of teaching and learning materials and effective uses of ICT.
- Develop links among Indonesian universities that promote the sharing of training; modules, materials, and experience.

Partnerships with the three U.S. universities were established to achieve the following three objectives:

1. Strengthen decentralized, provincial in-service training systems.
2. Enhance the capacity of Indonesian universities to provide high-quality in-service teacher education relevant to the needs and conditions in clusters and schools in DBE 2 provinces.
3. Foster relationships between Indonesian and U.S. universities that will continue beyond the life of the project.

Implementation Strategy

University partnerships, particularly those with teacher training universities (Lembaga Pendidikan Tenaga Kependidikan) played a strategic role in achieving DBE 2 goals. The partnerships helped not only to improve the quality of teaching and learning at primary schools but also to promote sustainability by encouraging partner universities to become stewards of the products and best practices of the program. The following strategy was developed and implemented to achieve these goals:

- Carefully select the university partners.
- Hire staff to manage and foster the relationship with the universities.
- Obtain the commitment of each selected university.
- Obtain the commitment of university staff resources.
- Bridge the gap between university and schools.
- Systematically design and develop the training packages.
- Facilitate the full participation of university faculty members in implementing the training programs.
- Allow universities to adapt the original training packages to make them more relevant to the needs and characteristics of individual provinces.
- Obtain university accreditation and agreement on transfer of credit.
- Involve Indonesian university partners in the planning of partnership programs with the U.S. universities.
- Maintain good communication and coordination with university partners.
- Prepare guidelines for the university and other stakeholders to replicate and disseminate DBE 2 best practices.
- Promote the university partners as the agents of transition, allowing them to take over DBE 2 best practices, use them to support their programs, or disseminate them to broader target audiences inside or outside the university.

Summary of Activities and Participants

1. Indonesian University Partnership

University Partner Selection. The selection of university partners in each province was made between October and December 2005, based not only on geographic considerations but also on their potential for contributing to the success of the program and active willingness to work with other stakeholders, educational institutes, and administrators and to institutionalize DBE-developed programs. Fifteen teacher training universities were selected.

University Adviser. To adequately coordinate with partner universities, a University Adviser (UA) for each province was hired at the start of the project. These UAs were Abdul Murad (Aceh), Parapat Gultom (North Sumatra), Thamrin Gunardi (West Java/ Banten), Sukarno (Central Java), Hadi Soekamto (East Java), and Asfah Rahman (South Sulawesi). Their main responsibilities were to foster relationships with Indonesian and U.S. university partners and to contribute to capacity building of the school and university personnel. The UAs were instrumental in liaising with DBE 2 university partners to integrate DBE 2 best practices into professional development for faculty and quality improvement for educational programs.

Memorandum of Understanding. To establish a firm foundation for existing and future collaboration, Memoranda of Understanding (MOUs) between rectors of 13 universities and the DBE 2 Chief of Party were signed in the third quarter of 2006, while MOUs with the remaining two universities (IAIN Araniry and the University of Muhammadiyah Aceh) were signed in the last quarter of 2006. A ceremony and reception to mark the launch of this university partnership program, hosted by DBE 2 and USAID at the Dharmawangsa Hotel in Jakarta on June 20, were attended by rectors of the universities, the deputy minister of People‘s Welfare, and representatives of the Ministry of National Education (MONE), the Department of Religious Affairs (MORA), USAID, Education Development Center (EDC), and DBE 2. The general agreement was followed by the signing of the University Task Order (Perjanjian Kerjasama/PKS), with more detailed information on the activities, rights, and responsibilities of each party. Universitas Pendidikan Indonesia (UPI) in Bandung signed the MOU, but was not willing to accept some of the terms of the standard PKS agreement.

University Contact Person (UCP). As part of the agreement, the universities officially assigned their faculty members to be involved in the agreed activities such as module development, DBE 2 program cluster, and school-level training activities. Each university also assigned a UCP to work together with the DBE 2 UA and represent the university in dealing with day-to-day collaboration with DBE 2. Appendix A lists the university partners, their rectors, and the UCPs.

Training Package Development and Adaptation. A Module Development Team (MDT), led by university partners, was formed to design, develop, and implement the training packages. Putting university staff in a team with school practitioners (school supervisors, principals, and teachers) bridged the gap between university and school.

The development of training packages started with MDT training workshops, which involved all university partners. These activities took place in Makassar, Medan, and Bandung in the third quarter of 2006. The workshops‘ output was not just training materials, but also the establishment of a strong and solid team consisting of university personnel and school practitioners. Each package was then adapted by a Module Adaptation Team (MAT) to ensure its relevance to local needs and characteristics. The training packages are listed below shows the list of training packages.

List of Training Packages

No.	Type of Package	Title
1	Foundation Package	1. Effective Instruction in Core Academic Subjects
2	Academic Subject Package	2. Math Instruction 3. Natural Science Instruction 4. Bahasa Indonesia Instruction 5. Values in Civic Education Instruction
3	School Development Package	6. Planning and Assessment 7. Classroom and Personnel Management 8. Learning Community Development 9. Guidance and Counseling

Training Package Accreditation. Accreditation was determined by a designated body at each university, typically the senate or accreditation board, and was ultimately sanctioned by the Higher Education Accreditation Board at the Ministry of National Education. However, since it was stated explicitly in the MOU that the university should grant credit, and since university faculty members had been involved in the development and implementation of training packages from the beginning, it was not difficult to obtain accreditation even from UT, which was not part of the MDT. (See the University Credits (Sistem Kredit Semester, or SKS) granted by university partners listed in Appendix B.)

Transfer of Credit among DBE 2 University Partners. All DBE 2 university partners agreed to transfer credit among themselves. Consortium of Indonesian Universities–Pittsburgh (CIUP) members signed a joint decree on transfer of credit in December 2010 during the Twelfth University Consortium Meeting in Jayapura.

Instructional Video Development. Based on the recommendation made during the sixth UWG meeting on December 4–5, 2007 that instructional video programs should be developed to support DBE 2 training and other related programs, a planning workshop was held at the UT campus on March 24–27, 2008. The purpose of the workshop was to establish an instructional video development team and train team members to write video scripts and draw up an action plan. Facilitated by four resource people from UT, the workshop was attended by university partners, members of the MDT, Center for Teacher and Education Personnel Development and Empowerment (P4TK) Math and Science staff, and DBE 2 provincial staff with a primary school teaching background.

As a follow-up to the UT workshop, a five-day instructional video scriptwriting workshop was held in Batu, East Java, on September 30–October 4, 2009. It was attended by 23 faculty members from eight university partners—Universitas Negeri Malang (UM), Universitas Negeri Makassar (UNM), Universitas Nasional Surabaya (UNESA), Institut Agama Islam Negeri (IAIN) North Sumatra, Universitas Negeri Medan (UNIMED), Syiah Kuala University (UNSYIAH), Universitas Nasional Semarang (UNNES), and UT—DBE 2 provincial staff, and representatives from the State University of Jakarta (UNJ) and P4TK Mathematics. Thirty-three scripts were written, two of them supported by the ALFHE program.

Instructional video shooting activities

Team members worked together with university media production units or local private production houses to produce the scripts and prepare teacher‘s guides (see the list of instructional video programs in Appendix C). The programs were revised based on feedback from the field, and the final versions were duplicated and distributed to relevant stakeholders (see the list of institutions in Appendix D).

Samples of the instructional video programs

University Working Group (UWG). DBE 2 established the UWG to strengthen ties between the project and universities, to facilitate the effective conduct of university partnership activities, and to act as a forum that could promote coordination and communication among all parties involved. UWG meetings were held regularly to review activities, discuss issues relevant to the members, identify challenges and solutions, and plan upcoming activities. The UWG included UCPs from each partner university; UAs; representatives from MONE, MORA, the Coordinating Ministry for the People‘s Welfare (KEMKO KESRA), and USAID; and various DBE 2 technical staff.

Summary of UWG Meetings

Location and Date	Agenda
Jakarta, November 16, 2005	Establish working relationship between DBE 2, UT, and Pustekkom; define the scope of work of the DBE 2 UA, and review a draft MOU between DBE 2 and partner universities.
Jakarta April 20–21, 2006	Examine the UT and Pustekkom action plan as a possible model for other universities; prepare UAs and UCPs for their roles; examine the draft PKS; and finalize the first round of training packages.
UT, Tangerang, May 3–4, 2006	Discuss the PKS and provincial reports on MDT identification, needs, and training.
Jakarta, June 21, 2006	Discuss the PKS; establish a shared understanding concerning the responsibilities of UAs, their outputs, and their role in coordinating MDT activities.
Jakarta, March 5–7, 2007	Reflect on the first round of training; showcase the mathematics, science, and Bahasa Indonesia training packages; identify strengths, weaknesses, and improvement strategies; determine further activities with partner universities; discuss U.S. partner university initiatives; and align the project with MONE (Directorate General of Improvement of Teacher and Education Personnel Quality/ PMPTK, Directorate General of Higher Education/ Dikti) and MORA initiatives.
Jakarta, December 4–5, 2007	Reflect on the foundation package and training package adaptation; identify strengths, weaknesses, and improvement strategies; discuss sustainability and the replication of project interventions; determine the role of partner universities in promoting sustainability; and align DBE 2 with MONE (DG of PMPTK, DG of Dikti) and MORA initiatives.
Makassar, South Sulawesi, June 25–26, 2008	Review training package adaptation; report on non-print materials development, ALFHE, and potential collaboration with Hybrid Learning for Indonesian Teacher Education/ HYLITE (PJJ PGSD); and prepare inputs for UC meeting.
Medan, North Sumatra, December 3–4, 2008	Review progress status of DBE 2 university- certified training; draw up action plan for promoting ALFHE in partner universities; share information on relevant DBE 2 programs; discuss the DBE 2 transition strategy; and prepare inputs for UC meeting.
Grand Aquila Hotel, Bandung, June 2 – 3, 2009	Update participants; discuss the transition strategy; review progress of DBE 2 university-certified training; discuss CIUP/KPTIP; prepare inputs for UC meeting.
Bogor, West Java, December 2–3, 2009	Review the revised scope of work, progress on university-certified training, academic credit, and transfer of SKS among university partners; review the distance education pilot, progress on the transition strategy implementation, the DBE 2 website and digital library, and ALFHE. Review KPTIP programs, provide an update on FSU and Pitt partnership programs, and prepare inputs for the sixth UC meeting.
Makassar, May 4– 5, 2010	Discuss finalization of transfer of credits among university partners, ALFHE and potential expansion to Kopertis in Sulawesi, the distance education pilot, the transition plan and the role of university partners, the DBE 2 website and digital library, and PPG programs. Review progress of the CIUP and provide an update on FSU and Pitt partnership programs.
Jayapura, Papua, November 29–30, 2010	Focus on dissemination and transition of DBE 2 best practices; roles of university partners in transition; ALFHE and plans to work through the private university consortia for region IX in Sulawesi (KOPERTIS Wilayah IX), which falls under the auspices of the director general for higher education in MONE; distance education activity; the possibility of signing letter of agreement for distance education; and the DBE 2 website and digital library.
Semarang, July 6–7, 2011	Aim to strengthen the role of university partners as strategic agents of transition that can make use of DBE 2 products and best practices to serve greater numbers of education personnel in both schools and universities; prepare recommendations for KPTIP regarding consortium sustainability; and officially hand over DBE 2 products and best practices to the university partners.

Participants at the 11th UWG meeting

The 13th UWG meeting sessions, Semarang, July 6–7, 2011

CIUP. One of the outputs of the rectors‘ study visit to Pittsburgh (September 17–28, 2007) was the establishment of the CIUP, or Konsorsium Perguruan Tinggi Indonesia–Pittsburgh (KPTIP). The consortium, established by seven signatory members — UNSYIAH, UNNES, IAIN Walisongo, Universitas Nasional Surakarta (UNS), UM, UNESA, and Universitas Muhammadiyah (UNISMUH) Makassar—aimed to establish a vehicle that would promote coordination among Indonesian and U.S. university members; encourage partnership and collaboration among consortium members in Indonesia and the United States; and facilitate the sharing of knowledge, experience, and expertise. CIUP also aimed to improve the quality of teachers and education personnel in Indonesia and strengthen decentralized basic education there. DBE 2 strongly supported this initiative and worked with CIUP as a forum for strengthening the partnership. The project also facilitated regular University Consortium (UC) meetings, which were organized under a cost-sharing arrangement between DBE 2 and the universities to promote program sustainability. UC meetings were typically held on dates adjoining the UWG meetings and were attended by university rectors, UAs, UCPs, and representatives of USAID, KESRA, MONE, MORA, and U.S. university partners.

Participants at the 9th University Consortium Meeting visit the Ki Hajar Dewantara CRC

Active Learning for Higher Education Program (ALFHE). Building on the success of the project's university-accredited training package program for primary school teachers, and in response to rectors' requests, DBE 2 developed an ALFHE training package designed to familiarize university lecturers with active learning instructional strategies. Before developing the program, project members conducted a needs assessment study on active learning for the university during the last quarter of 2007 to gain a better understanding of the conditions on university campuses. The program was developed and tried out in collaboration with three universities in Aceh (UNSYIAH, IAIN Ar-Raniry, and UnMuha Aceh), after which it was tested at Universitas Cenderawasih (UNCEN) in Papua as part of a DBE 2 public-private alliance program. The ALFHE intervention had four main components: (1) the Active Learning in School (ALIS) workshop and accompanying school visit, (2) the Active Learning in Higher Education (ALIHE) workshop, (3) implementation and supervision of Active Learning in the Class, and (4) portfolio assessment and student feedback.

ALFHE Program for UNCEN. The ALIS workshop, the ALIHE workshop, and implementation and supervision of Active Learning in the Class were conducted in December 2008 with 40 participants: 30 lecturers from the Teacher Training Faculty (FKIP) at UNCEN and 10 teachers from Bintuni Bay District (who were also students of PGSD FKIP UNCEN). In the third and fourth activities of the ALFHE program held in Papua, the participants included only the lecturers from FKIP UNCEN.

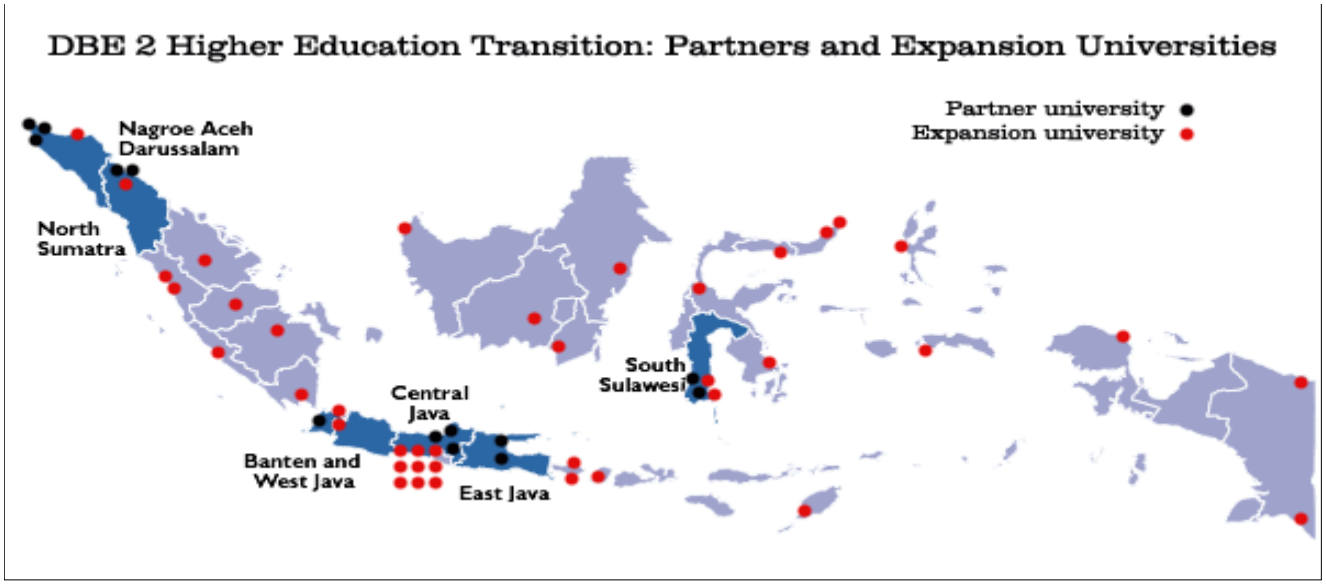
Participants at the Active Learning in School (ALIS) Workshop

National TOT Workshop on ALIS. The program was disseminated after being revised based on feedback from the Aceh and Papua tryouts. The National Training of Trainers (TOT) Workshop on ALIS was conducted on August 10–14, 2009 in Yogyakarta; 60 faculty members from 12 university partners participated, and 5 lecturers from 5 private universities attended as observers.

National TOT on ALIHE. This training was held at Hotel Kartika Wijaya, Batu, East Java on October 5–7, 2009. Ten university partners participated in this program by sending four to five faculty members (except UNISMUH Makassar, which sent only one staff member) designated as the core facilitators for the ALFHE rollout in their respective universities. The objectives of this training were to refresh the concept and various models of active learning; to use higher-order thinking in planning, implementing, and assessing student learning; to understand the concept of authentic assessment in assessing learning; and to develop an active learning lesson plan to be implemented in participants‘ classrooms as they returned to campuses.

Signing of MOU for ALFHE expansion with 41 new university partners

ALFHE Expansion. DBE 2 expanded the ALFHE program beyond the original 15 partners to other state universities in eastern and western Indonesia as well as Central Java and Yogyakarta. Collaboration agreements were signed by DBE 2 and the executive director of the Consortium of East Indonesia State University (KPTN-KTI) on December 11, 2009, and between DBE 2 and the chairman of the Consortium of West Indonesia State University on December 14, 2009, to disseminate the ALFHE program among their consortium members. A letter of agreement was signed by 18 members of KPTN-KTI in Makassar on January 31, 2010; by 13 state universities from BKS-PTN Barat in Medan on February 8, 2010; and by 9 state and private universities in Central Java/Yogyakarta in Kaliurang, Central Java, on February 14, 2010. In less than three years, ALFHE added 41 new universities across the country.



The expansion not only increased the number and geographic diversity of participating universities but also extended the range of academic disciplines involved beyond education to general subjects such as medicine, law, agriculture, economy, science, and technology. (ALFHE TOT and rollout participant universities and lecturers are listed in Appendix E).

National Seminar on ALFHE. As part of the ALFHE training series, DBE 2 conducted a National Seminar on Active Learning for Higher Education at MONE auditorium on July 5–6, 2010. Participants in the seminar were chairmen/presidents of the state university associations; representatives from 41 new university partners from eastern, western, and central parts of Indonesia (rectors, deans, and faculty members); MONE, MORA, KESRA, USAID, and DBE 2 staff.

At the end of the seminar a list of recommendations was presented, which Professor Illah Saillah, director of Academics, welcomed—particularly items that were addressed to the Directorate General of Higher Education. She wanted to make use of DBE 2 ALFHE facilitators as her champions in promoting the directorate‘s program (Competency-Based Curriculum and Student-Centered Learning). She also encouraged rectors of university partners to allocate sufficient funds for ALFHE dissemination in their respective annual budgets. (A list of recommendations is provided in Appendix F.)

List of ALFHE Activities

No.	Activity	Venue and Date	Participant		
			M	F	Total
1	Workshop on Active Learning in Schools (ALIS)	LRC. UNSYIAH Lab School Aceh, February 4–7, 2008	23	20	43
2	Workshop on Active Learning for Higher Education (ALFHE)	LRC. UNSYIAH Lab School Aceh, March 3–6, 2008	23	20	43
3	Workshop on Active Learning in Schools (ALIS) for FKIP UNCEN	Mercure Hotel Makassar, October 13–16, 2008	28	12	40
4	ALIHE workshop for FKIP UNCEN	Abepura, Papua, November 10–13, 2008	18	9	27
5	National TOT ALIS	Yogyakarta, August 10–15, 2009	44	31	75
6	National TOT ALIHE	Batu, October 5–9, 2009	45	24	69
7	National TOT – Expansion (ALIS) Eastern Part of Indonesia	Makassar, February 1–5, 2010	82	47	129
8	National TOT – Expansion (ALIS) Western Part of Indonesia	Medan, February 8–12, 2010	53	28	81
9	National TOT – Expansion (ALIS) Central Java & Yogyakarta	Kaliurang , February 15–19, 2010	33	29	62
10	National TOT – Expansion (ALIHE) Eastern Part of Indonesia	Mataram, February 22–26, 2010	31	23	54
11	National TOT – Expansion (ALIHE) Eastern Part of Indonesia	Gorontalo, March 1–5, 2010	44	24	68
12	National TOT – Expansion (ALIHE) Western Part of Indonesia	Batam, March 8–12, 2010	51	31	82
13	National TOT – Expansion (ALIHE) Central Java & Yogyakarta	Solo, March 29– April 2, 2010	38	35	73
14	ALFHE Portfolio Assessment	Bandung, May 16– 22, 2010	10	9	19
15	ALFHE National Seminar	Jakarta, July 5–6, 2010	105	60	165
		TOTAL	**628**	**402**	**1,030**

Distance Education Assessment Study. The Government of Indonesia (GOI) has been trying to reduce the number and percentage of underqualified teachers, which make up 63.1 percent of the workforce in the primary education sector. A comprehensive evaluation study, conducted by a team comprising representatives from the University of Southern Florida, UT, MONE, MORA, and DBE 2, helped the GOI to consider the more effective use of distance education in its goal to upgrade the capabilities of primary school teachers.

Four scenarios were proposed for the output of the study: (1) online professional development and online course development; (2) online learning for teachers with face-to-face support; (3) a combination of the first two scenarios; and (4) interactive audio instruction. (For a full version of the report, see Upgrading Indonesian Primary School Teachers Through Distance Education: Toward Systemic Improvement Final Report.)

Distance Education Pilot. In response to USAID's focus on distance education and following the recommendation of the study, DBE 2 implemented two distance education pilots designed to further DBE 2's work in professional development through online education. Pilot 1 focused on the use of online learning to cultivate the skills of school-based coaches to help teachers integrate learner-centered instructional activities supported by technology in East Java, West Java, Central Java, North Sumatra, South Sulawesi, and Aceh.

Pilot 2 focused on university faculty participating in online professional development and online course design.

A total of 132 participants from 11 partner universities participated in Pilot 2 courses. They were divided into two groups: 68 participated in Online Course Design, which took eight weeks, and 64 participated in Online Professional Development Delivery, which ran for six weeks. The pilot ended on July 31, 2010, and a total of 72 online course designs were developed. The 11 universities and the number of courses they developed were IAIN Walisongo (8 courses), UNNES (5), UKSW (4), UNS (6), UNSYIAH (2), UNMUHA (1), IAIN Sumut (11), UNIMED (10), UM (4), UNESA (10), and UNM (11).

Digital Library. One of the agreements made under the MOU between DBE 2 and UT was that UT would assist in the development and management of a DBE 2 digital library at UT, containing DBE 2 products and best practices as learning resources for teachers, school principals, and other education personnel. The launch of the completed digital library (www.pustakapendidik.org) at UT on March 23, 2010 was attended by representatives from USAID, EDC, DBE 2 Jakarta, MONE, MORA, the Sampoerna Foundation, and others—with UNM (Makassar), UNSYIAH (Aceh) and UNNES (Semarang) participating via videoconference. The library is now hosted by eight university partners and linked to four other universities.

University Partners Hosting and Hyperlinking DBE 2 Digital Library

No.	University	Hyperlinked	Hosted	URL Address
1	IAIN North Sumatra	✓	✓	http://118.98.31.3/pustakapendidik/
2	UNESA	✓	✓	http://pustakapendidik.unesa.ac.id/
3	UM	-	✓	http://pustakapendidik.um.ac.id/
4	UT	✓	-	http://gurupintar.ut.ac.id/
5	UNS	✓	✓	http://www.uns.ac.id/pustakapendidik
6	UNM	-	✓	http://pustakapendidik.unm.ac.id/
7	UKSW	-	✓	http://library.uksw.edu/pustakapendidik
8	IAIN Walisongo	-	-	
9	UNNES	-	-	
10	UNIMED	-	-	
11	UNSYIAH	-	✓	Local Server
12	UNMUHA	-	-	
13	IAIN Ar-Raniry	-	-	
14	UNISMUH	-	-	
15	UMY			
16	UAD	-	✓	http://pustakapendidik.uad.ac.id
	TOTAL	4	8	

2. U.S. Universities Partnership

Florida State University (FSU)

FSU provided technical assistance in three areas: local development and adaptation of curricula and instructional methods, action research focused on the assessment and revision of educational interventions, and use of relevant technology for educational objectives.

Partnering with UNSYIAH, IAIN Ar-Raniry, UnMuha Aceh, UNIMED, IAIN North Sumatra, Universitas Sultan Ageng Tirtayasa (UNTIRTA), and UT, FSU worked with UT in developing appropriate uses of ICT for distance teacher education. It trained partner university lecturers in action research in education through active participation in a research collaboration with FSU faculty. It assisted UNSYIAH FKIP personnel in developing the organizational infrastructure necessary to support and manage research grants from external sources, as well

as in conducting relevant research.

- ***FSU Start-up Visit.*** FSU started its working relationship with Indonesian universities by making a start-up visit to Indonesia in August 2006. The first team, Drs. Jeffrey Milligan and King Beach, visited a total of six Indonesian university partners in Aceh, North Sumatra, and Banten on August 10–22. The second team, Drs. Michael Spector and Tom Luschei, visited UT in Jakarta and UT regional centers in Bandung and Surabaya on August 18–29.

- ***Workshop on Action Research.*** To help improve the research capacity of lecturers in UNSYIAH FKIP, IAIN Ar-Raniry Tarbiyah, and UnMuha Tarbiyah, FSU conducted three workshops on Action Research in Education. The first workshop was held on June 25–30, 2007. There were 25 participants (16 male and 9 female) from UNSYIAH FKIP, IAIN Tarbiyah, and UnMuha Tarbiyah. A second, follow-up workshop was conducted on April 23–25, 2008 with the same participants. The third workshop, conducted on July 13–17, 2009, focused on data analysis and writing for publication. The workshop participants were research teams from UNSYIAH FKIP, IAIN Tarbiyah, and UnMuha Tarbiyah.

- ***UT Workshop.*** On September 18–21, 2007, FSU conducted workshop activities based on needs suggested by UT. Topics included modification of DBE 2 training packages into self-learning materials, curriculum development and evaluation, technology-based learning and instructional methods, use of technology for strategic planning, and action research.

- Jeffrey Milligan and Michael Young from FSU visited on February 28–March 14, 2009 to meet with members of the action research teams at UT, UNTIRTA Serang, UNIMED, IAIN North Sumatra, UNSYIAH, IAIN Ar-Raniry, and UnMuha Aceh. The trip had five objectives: (1) to review initial analysis of data gathered by the teams, (2) to identify and plan interventions based on initial research, (3) to plan data gathering on proposed interventions, (4) to make preliminary plans for final workshops in July–August 2009, and (5) to discuss preliminary plans for a proposed action research conference to be held in late 2009.

- ***Workshop on Conducting Research and Writing for International Journals.*** This workshop, held at UT on October 6–9, 2009, constituted the second of a four- to five-workshop series spanning 10 to 12 months. UT participants, numbering 23 in all, came from upper academic levels at UT, including deans and department chairs.

- Topics and activities of the workshops included an overview of academic writing, identification of topics for papers, and the drafting of an initial abstract for a journal article.

- ***National Action Research Conference.*** As a collaborative program of FSU, DBE 2, and UT, this conference was held at UT on December 4–5, 2009. Since 2006 FSU has collaborated with 7 of the 15 DBE 2 partner universities to train university education lecturers in action research. The seven universities are IAIN Ar-Raniry, UNSYIAH, UnMuha, IAIN North Sumatra, UNIMED, UNTIRTA, and UT. This conference was held as part of the program to improve university faculty members‘ collaborative action research and was attended not only by all action research teams from these seven universities but also by participants of the 10th UWG meeting, a representative from Jakarta State University (UNJ), and eight resource personnel from FSU. The total number of participants was 125.

- Evaluation of the Bahasa Indonesia for Foreigners (Bahasa Indonesia untuk Penutur Asing, or BIPA) Online Program in Bahasa Indonesia for Non-Native Speakers. UT developed an online program in Bahasa Indonesia for non-native speakers (http://bipa.ut.web.id/). The beginners‘ course was launched in August 2009. The objective of this workshop, which was conducted on October 12–13, 2009, was to follow up on an initial workshop conducted by Luschei and Spector in May 2009, and to offer

recommendations based on evaluations conducted by doctoral students at FSU, who enrolled in the BIPA online beginners‘ course and conducted evaluations as the course progressed.

- UT also used BIPA online and was assisted by FSU in the development process.

- ***Workshop on Academic Writing.***Two workshops were conducted at UT on March 8–12, 2010 by Michael Spector and Anne Mendenhall, a PhD candidate at FSU, to prepare high-quality academic research for publication in international journals. The objectives of the workshop were (1) to provide support and advice to UT faculty seeking to improve their professional experience and stature in the international academic community and (2) to help UT to increase its international profile as a center for both high-quality research and instruction.

- ***Workshop on Action Research in Education.*** The FSU-UNTIRTA team delivered three five-day Action Research in Education workshops between April 25 and May 25, 2010, with 86 participants. Hosted by UNNES Semarang, UM Malang, and UNM Makassar, these workshops involved a total of10 universities: UNNES, IAIN, UNS, and UKSW in Semarang; UM, UNESA, Universitas Muhammadiyah Malang, and Universitas Kanjuruhan Malang in Malang; and UNM and UNISMUH in Makassar.

13th UWG meeting sessions, Semarang, Central Java, July 6–7, 2011

- ***Symposium on Building the Research University.*** FSU organized a three-day symposium, hosted by UM, on July 11–13, 2011. Moderated by six senior FSU researchers, it was designed to review the accomplishments of the FSU-DBE 2 Indonesian University collaboration in research capacity development; collaboratively identify the critical needs of the Indonesian university partners in the areas of research, as well as the governance structures and procedures, necessary to support development of university research and service missions; and draft the outlines of a tentative strategic plan for research capacity development in Indonesian universities to include possible areas of future collaboration between the U.S. and Indonesian university partners.

  The 21 participants in the symposium came from five different universities: UNNES, UNS, Universitas Kristen Satya Wacana (UKSW), Sampoerna School of Education (SSE), and Universitas Kanjuruhan. The facilitators were Dr. Laura Hassler Lang, Dr. Carolyn Herrington, Dr. Paul Parker, Dr. Alan R. Lang, Dr. Robert von Bruning, Dr. Jeffrey Ayala Milligan, and Dr. Flavia Ramos-Mattoussi.

- ***Workshop in Disseminating the Action Research in Education Training Module.*** Since 2006 one of FSU‘s primary contributions to the DBE 2–USAID project has been in the training of university lecturers in action research. The final product of the action research initiative was a training module that was

translated into Bahasa Indonesia, suitable for use by university lecturers to train junior colleagues and/or students in action research. The workshop, held at Best Western Premier Hotel, Surakarta, on July 18–21, 2011, aimed to build the lecturers' capacity to use the module as the basis for continuous professional improvement in conducting action research and reporting the results in an academic manner.

FSU Partnership Program Activities

No.	Activity	Date and Venue	Participating Universities	Participants
1	Workshop on Action Research	Banda Aceh, June 25–30, 2007	IAIN Ar-Raniry, UNSYIAH, UNMUHA Aceh	25
2	Workshop for Open University	UT, Tangerang September 18–21, 2007	UT	NA
3	Workshop on Action Research	Banda Aceh, April 23–25, 2008	IAIN Ar-Raniry, UNSYIAH, UNMUHA Aceh	25
4	Workshop on Action Research	Banda Aceh, July 13–17, 2009	IAIN Ar-Raniry, UNSYIAH, UNMUHA Aceh	25
5	Workshop on Conducting Research and Writing for International Journals	UT, Tangerang October 6–9, 2009	UT	23
6	Evaluation of BIPA Online Program in Bahasa Indonesia for Non-Native Speakers	UT, Tangerang October 12–13, 2009	UT	NA
7	National Action Research Conference	UT, Tangerang December 4–5, 2009	IAIN Ar-Raniry, UNSYIAH, UNMUHA Aceh, IAIN North Sumatra, UNIMED, UNTIRTA, UT, UNNES, UNS, IAIN Walisongo, UM, UNESA, UNM, UNMUHA, UKSW.	125
8	Workshop on Action Research in Education	Semarang, Malang, Makassar April 25 and May 25, 2010.	UNNES, IAIN Walisongo, UNS, UKSW,UM , UNESA, UNIVERSITAS MUHAMMADIYAH MALANG, UNIVERSITAS KANJURUHAN MALANG, UNM and UNISMUH	86
9	Workshop on Academic Writing	UT, Tangerang March 8–12 , 2010	UT	NA
10	Symposium on Building the Research University : Policy, Organization, and Process	Universitas Negeri Malang July 11–13, 2011	UNNES, UNS, UKSW, SSE, and Universitas Kanjuruhan	21
11	Workshop in Disseminating the Action Research in Education Training Module	UNS, Surakarta July 18–21, 2011	UNS, UNNES, SSE, UKSW, Universitas Muhammadiyah Purworejo, Universitas Muhammadiyah-Semarang, Universitas Tidar Magelang, Universitas Slamet Riyadi , Universitas Widya Dharma-Klaten, Universitas. Ahmad Dahlan Yogyakarta	25
		TOTAL		**355**

Note: NA indicates that data is not available

University of Massachusetts (UMass)

UMass worked specifically in the area of educational assessment and partnered with Padjadjaran University (UNPAD) to support project assessment. UMass also provided support through its fellowship and study visit program to national education assessment institutions, including the National Education Standards Board (BSNP) and the National Testing Center (Puspendik), as well as to other university partners.

One of UMass's tasks was to conduct student evaluations to observe the impact of DBE 2 programs on student achievement. The goals of the baseline 1 student learning evaluation were (1) to provide information relevant to comparing the educational achievements of children in grades 3 and 6 in the different provinces participating in the project, and (2) to provide DBE 2 project staff with relevant information about academic achievement in the three targeted content areas of Bahasa Indonesia, math, and natural science.

The tests were administered in February 2006 to 3,088 grade 3 students and 2,997 grade 6 students from rural, urban, public, and private schools. (The findings and analysis of these test results were published regularly in DBE 2 M&E annual reports that examined the project's impact and results.)`

- ***Workshop on Developing Performance Tasks and Assessments.*** This workshop was hosted by UNIMED, Medan on July 17–18, 2009. The total number of participants in this workshop was 40, and both DBE 2 university partners (IAIN North Sumatra and UNIMED) sent their faculty members to participate. The second workshop, on differentiated instruction and assessment, was hosted by IAIN Walisongo, Semarang on July 21–22, 2009. In addition to faculty members from UNNES, IAIN Walisongo, and UM, the workshop was attended by representatives from the State College of Islamic Studies (STAIN) Pekalongan, Purwokerto, and Salatiga, and DBE 2 staff from East, Central, and West Java.

UMass Seminar at UM in Malang

Participants and facilitator before closing

- ***Active Learning Assessment Module Tryout.*** As one of the DBE 2 U.S. university partners, UMass, in collaboration with Indonesian universities, developed four instructional modules on topics deemed of interest to the Indonesian educational measurement community. The topics of these modules were (1) Test Construction, (2) Test Equating, (3) Assessing Active Learning, and (4) Standard Setting.

- The third module of the series, ***Assessment of Active Learning***, was tested at UM on July 20–22, 2010. UMass consultants Professor Royer and Dr. Tia Sukin carried out the field test with 11 respondents, consisting of lecturers and laboratory school teachers.

- ***Seminar on Education Measurement and Evaluation.*** A survey to determine what courses Indonesian university partners were currently teaching that included content on educational measurement indicated that both undergraduate and graduate courses could make use of the modules. A series of seminars was held to discuss how the DBE 2 university partners could integrate the four instructional modules into their higher education programs; these were hosted in Aceh by UNSYIAH on March 17–18 2011 UNSYIAH, in Malang by UM on March 21–22, and in Makassar by UNM on March 24–25.

- The goal of the seminars was to demonstrate how the instructional modules could be integrated into existing course offerings and to indicate how these course offerings might be expanded to include additional content on educational measurement.

- The three resource people for this program were James M. Royer and Tia Sukin from UMass and Urip Purwono from the University of Padjadjaran (UNPAD), Bandung.

The One-Day Seminar on Education Project Monitoring and Evaluation at UIN Jakarta

- ***UMass One-Day Seminar on Education Project Monitoring and Evaluation.*** Mike Royer of UMass and Urip Purwono of the University of Padjadjaran held two one-day seminars on education project monitoring and evaluation on October 12–13, 2011. The goal of the seminar was to share DBE 2 experience in designing, developing, and implementing project monitoring and evaluation. The first seminar was hosted by the State Islamic University (UIN) Syarif Hidayatullah, Jakarta, and attended by 36 lecturers from 15 universities.

  The second seminar, held at Hotel Atlet Century Park, Senayan, was attended by participants from nine technical units within the Ministry of National Education and one unit from the Ministry of Religious Affairs, as well as representatives from DBE 1, DBE 3, and USAID.

UMass Partnership Program Activities

No.	Activity	Location and Date	Participating Universities/ Institutions	Participants
1	Workshop on Education Assessment	Banda Aceh June 16–18, 2008	UNSYIAH, IAIN Ar- Raniry, UnMuha	25
2	Workshop on Developing Performance Tasks and Assessments to Improve Student Learning	Medan, North Sumatra July 17–18, 2009	IAIN North Sumatra, UNIMED	40
3	Workshop on Differentiated Instruction and Assessment	IAIN Walisongo, Semarang July 21–22, 2009	UNNES, IAIN Walisongo, UM, STAIN Pekalongan, Purwokerto, and Salatiga	NA
4	One-Day Seminar on Education Project Monitoring and Evaluation (for University)	State Islamic University (UIN), Jakarta October 12, 2011	UIN Jakarta, UIN Alaudin Makassar, UIN Maulana Malik Ibrahim-Malang, IAIN Walisongo Semarang, IAIN Mataram, IAIN Sultan Maulana Hasanuddin - Banten, IAIN North Sumatra , IAIN Raden Intan Lampung, IAIN Sultan Thaha Saifuddin-Jambi, UNNES, Sampoerna School of Education, UNSYIAH, UPI, UNIMED, UNJ	36
5	One-Day Seminar on Education Project Monitoring and Evaluation (for GOI Officials – MONE and MORA)	Atlet Century Hotel, Jakarta, October 13, 2011	Center for Policy Research, Center for Education Examination, Office of National Education Standardization, Directorate of Teacher and Education Personnel for Secondary Education, Directorate of Teacher and Education Personnel for Basic Education, Center for Education Personnel Development, Directorate of Teacher and Education Personnel for Early Childhood, Non Formal and Informal Education, Putekkom, P4TK Language, P4TK Science, MORA Jakarta Provincial Office, USAID, DBE 1, 2, and 3.	20–25 (approx.)
6	Seminar on Using the UMass Educational Measurement Modules	UNSYIAH, Aceh March 17–18, 2011	UNSYIAH, IAIN Ar Raniry, UnMuha	30
7	Seminar on Using the UMass Educational Measurement Modules	UM, Malang, East Java March 21–22, 2011	University of Udayana- Bali, SSE, UNS, UNNES, UIN Malang, Universitas Kanjuruhan, UM, Malang Islamic University, University of Muhammadiyah Malang, UNTIRTA, University of Jember	21
8	Seminar on Using the UMass Educational Measurement Modules	UNM, Makassar, South Sulawesi March 24–25, 2011	UNM, UNISMUH	35
		TOTAL		**212**

University of Pittsburgh (Pitt)

Pitt worked to support its university partners‘ capacity to become providers of relevant in-service training, and Pitt‘s activities with DBE 2 led to the development of a DBE 2 university partner consortium.

- ***University of Pittsburgh (Pitt) Start-up Visit.*** Pitt partnered with 10 universities: UNSYIAH, IAIN Ar Raniry, UnMuha Aceh, IAIN North Sumatra, UNIMED, UNNES, UNS, IAIN Walisongo, UNM, UNISMUH Makassar, UNESA, and UM.

  Drs. Maureen McClure and Clementina Acedo visited these university partners in Aceh, Central Java, East Java, and South Sulawesi on August 1–17, 2006.

  The partnership focused on the development of university-based laboratory schools, the CIUP/ KPTIP website, and the establishment of a KPTIP journal on higher education. ***Videoconference on Laboratory Schools.*** During the Third University Consortium Meeting hosted by UM, a videoconference was held between the UC meeting participants and Professor McConnaha, Director of the Falk School, and Professor Noreen B. Garman of Pitt; this was followed by a presentation on the Laboratory School by UNJ, UM, and UKSW on July 17, 2008. The conference objective was to formulate the draft of laboratory school development framework.

  Dr. James Jacob from Pitt visited IAIN North Sumatra and UNS, Solo on February 19–27, 2010 to consult and work together with Indonesian partners in establishing the KPTIP website, organizing the editorial team of the KPTIP-sponsored journal, and outlining the upcoming laboratory schools workshop in April 2010.

  While in Solo, Dr. Jacob also conducted a higher education management (HEM) training workshop, Achieving Greater Autonomy in Indonesian Higher Education, at UNS on 22 March 2010 for all of the senior administrators, vice rectors, and deans.

- ***KPTIP Website.***The website was designed by UNS. A timeline and milestones for KPTIP website development were set up, running from February 24 through May 7, 2010. After going through the process of design, development, review, and revision, the website was soft launched (http://www.kptip.org) on March 20, 2010.

- ***Journal on Higher Education.*** The journal *Excellence in Higher Education* (EHE) was established as a result of the partnership with Pitt. The publication was the result of considerable initiative demonstrated by IAIN North Sumatra and was developed with support from Pitt, FSU, and other partner universities. In cooperation with an international publisher, EHE launched its first biannual issue in July 2011.

- ***Higher Education Management* (HEM) *and Laboratory School Workshops.***Two workshops, one on HEM and another on laboratory schools, were conducted simultaneously in Malang on December 9–11, 2009, hosted by UM. The HEM workshop focused on strategic planning and quality assurance, as well as the furthering of two consortium action projects: establishing an HEM academy and creating a KPTIP website. A total of 18 participants from nine KPTIP universities attended the HEM workshop, as did two DBE 2 staff and two resource persons from Pitt.

  The laboratory school workshop focused on planning for the establishment or renewal of university laboratory schools. As collaborative efforts proved highly successful, participating universities decided to carry forward these efforts by establishing a national association of laboratory schools.

On May 1–12, 2010 Professors James Jacob, John Weidman, and John Yeager traveled to Indonesia to provide follow-up guidance and support activities to the KPTIP and to build partnership relationships at UM, UNS, and UNM in accordance with the Pitt Institute for International Studies in Education FY2010 Planning Matrix.

During the visit to UNS, Pitt organized an HEM training seminar, Enhancing Research Quality in Higher Education. Approximately 300 faculty members and graduate students were in attendance. Issues discussed included strategies to strengthen the international laboratory schools partnerships, the establishment of an HEM graduate program, and ways to develop greater university autonomy. Other topics addressed during their visit to UNM, Makassar were the building of partnerships through faculty and student exchanges, joint research possibilities, and ways to become more involved with KPTIP and the KPTIP-sponsored journal.

- ***Editorial Board Meeting.*** The first EHE Editorial Board meeting was held in Makassar on May 5–6, 2010. Eight members of the Board were in attendance throughout the two-day meetings: Irwan Nasution, IAIN North Sumatra, editor-in-chief; W. James Jacob, University of Pittsburgh, associate editor; John C. Weidman, University of Pittsburgh, Editorial Advisory Board member; John L. Yeager, University of Pittsburgh, Editorial Advisory Board member; Vincent P. Costa, DBE 2 provincial coordinator, Central Java, Editorial Advisory Board member; Tien Rafida, IAIN North Sumatra, managing editor; Rahmah Fithriani, IAIN North Sumatra, managing editor; and Agus D. Priyanto, UNS Solo, KPTIP website coordinator.

- ***International Workshop on Establishing and Maintaining University-Based Laboratory Schools.*** This third and final workshop in the series was hosted by UNS Surakarta on April 19–22, 2010. The first and second workshops were held in Malang in July and December 2008 respectively. Facilitated by Professor Wendell McConnaha, director of the Falk School at Pitt, and Professor Hall Knight, dean of the School of Education at East Tennessee State University, the third workshop was attended by 40 participants from 13 universities—including non-partner universities, since not all DBE 2 partners have laboratory schools. Of the DBE 2 partner universities, UT, UNS, UNESA, UNM, IAIN Walisongo, UNSYIAH, UNNES, and IAIN Ar Raniry participated. The other universities, which were self-financing, were the University of Pattimura (Ambon), University of Palangka Raya (Central Kalimantan), Satya Wacana Christian University/UKSW (Salatiga), the University of Riau, the State University of Padang, and STAIN Surakarta.

  One of the key results of the workshop was a concrete action plan to establish or reshape the laboratory schools in these universities. Follow-up supervision and discussion with both Wendell and Hall will be maintained through online mechanisms.

Pitt Partnership Program Activities

No.	Activity	Venue and Date	Participating Universities	Participants
1	Videoconference on Lab School	Malang, July 17, 2008	UM.UNESA, UNM,UNISMUH, UNTIRTA, UNS, IAIN Walisongo, UNIMED, IAIN North Sumatra, UNSYIAH, IAIN Ar-Raniry and UnMuha	40
2	HEM Workshop	Malang, December 9–11, 2009	UM, UNESA, UKSW, UNM, IAIN Walisongo, UNSYIAH, UnMuha, and University of Brawijaya Malang	18
3	University-Based Lab Schools Workshop	Malang, December 9–11, 2009	UM, UNESA, UKSW, UNM, UNJ, University of Brawijaya, UNNES, UNSYIAH	16
4	International Workshop on	UNS, Solo	UT, UNS, UNESA, UNM, IAIN Walisongo,	40

No.	Activity	Venue and Date	Participating Universities	Participants
	Establishing and Maintaining University-Based Lab Schools	April 19–22, 2010	UNSYIAH, UNNES, and IAIN Ar-Raniry , University of Pattimura (Ambon), University of Palangka Raya (Central Kalimantan), UKSW, University of Riau, Padang State University, and STAIN Surakarta	
5	HEM training workshop (Achieving Greater Autonomy in Indonesian Higher Education)	UNS, Solo March 22, 2010	UNS	NA
6	The first EHE Editorial Board Meeting	Makassar, Santika Hotel May 5–6, 2010	IAIN North Sumatra, UNS,	9
7	Enhancing Research Quality in Higher Education Training Seminar	UNS, Solo May 2, 2010	UNS	300
		TOTAL		**423**

Short-term and Degree Program Fellowship

- ***UMass Study Visit.*** Two participants from Puspendik (Center for Examination, MONE) and two from BSNP took part in a two-week assessment and testing study visit at UMass in August 2007. The study visit covered topics related to national testing policy, as well as technical topics related to standards-based assessment. The study visit included a visit to the Massachusetts Department of Education, where the Massachusetts Comprehensive Assessment System (MCAS) was developed.

- ***FSU Study Visit.*** FSU hosted a short-term study visit in August 2007 that included eight representatives from FSU's DBE 2 Indonesian university partners. This core group was later joined by representatives from MONE, the Indonesian Embassy in the United States, UT, and DBE 2. The visit focused on acquainting Indonesian university partners with FSU capacities relevant to current collaborations, discussing possible future collaborative endeavors, and cementing the professional and personal relationships that would enable FSU to carry out these collaborative projects.

- ***Pitt Study Visit.*** Pitt hosted a study visit from DBE 2 Indonesian university partners in September 2007. The core group contained 11 participants, including six rectors, one dean, and one vice dean. Due tothe status of the group, the Pitt visit was designed to engage participants in issues surrounding the growing role of universities in in-service training and accreditation. During the study visit, the Indonesian team discussed many issues related to the kinds of partnerships they would need, not only to meet current mandates but also to continue to work together in other areas of mutual interest, such as international university partnerships for joint research and teaching and continuing professional improvement in local schools. As a result of the study visit, the KPTIP consortium of rectors was formed, initially to support DBE 2 initiatives and assist universities in institutionalizing DBE 2 activities.

- A second group of five GOI-funded MONE officials joined the core group of participants midway through the study visit. The group consisted of Mr. Sediono, head of the Subdirectorate of Education and Training Program Development, PMPTK, Jakarta; Mr. Jhoni Runtuwene, head, LPMP Manado, North Sulawesi; Mr. Harmanto, head, LPMP, Yogyakarta; Mr. Murtoyo, head, P4TK, Malang, East Java; Mr. Murtoyo, head, P4TK, Malang, East Java; and Ms. Nursaadah, head, LPMP Bangka Belitung.

- ***GOI Officials visit.*** On August 13–23, 2007, DBE 2 sponsored a study visit to the United States for three high-level Indonesian officials: Professor Dr. Fuad Hamid, deputy minister of People‘s Welfare; Dr. Fasli Jalal, director general of Quality Improvement for Teachers and Education Personnel/ PMPTK-MONE; and Prof Dr. Atwi Suparman, rector of UT. Their visit included the following aims: to develop an understanding of U.S. policies and initiatives regarding standards-based teacher professional development and the assurance of student access; to discuss issues of accreditation of schools, colleges, and departments of education/education programs; to visit institutions dealing with professional teacher development and research on quality teaching and student access; and to use their experience to update and/or confirm Indonesian policies of quality assurance for teaching and learning.

- ***Fellowship Program (Long-term Training).*** Through partnership with three U.S. university programs, five fellows from Aceh completed master‘s degrees in the United States. All participants in the USAID DBE 2 fellowship program participated in programs that were in line with project objectives in Aceh. Ms. Afrida Yahya from UNSYIAH completed her studies at Pitt in August 2008, earning a master‘s in facilities management. Upon her return from the United States, Ms. Yahya became involved in facilities management at UNSYIAH FKIP, allowing UNSYIAH to take advantage of her newly gained knowledge and to assist with the effective use and integration of the new FKIP facility within the UNSYIAH community. Ika Kana Trisnawati from IAIN Ar-Raniry obtained a master‘s degree in assessment from UMass; Sayed Mahdi from UNSYIAH earned a master‘s in facilities management from Pitt; and Anton Widyanto and Khairil from IAIN both completed master‘s degrees in evaluation and research methods from FSU. A fellow from UT obtained a master‘s degree from FSU in ICT and education, while Puspendik staff obtained the same degree from UMass on education assessment.

Summary of Transition Activities

DBE 2 relied on university partners for dissemination and transition, as the university was able to maintain the required standards in collaboration with MONE, MORA, and other stakeholders. UWG and UC meetings were used as a forum for discussing DBE 2 program sustainability, even when the project was still in its first year of implementation, and for finding ways in which the university partners could play a role in maintaining best practices of the program, integrating or using them to support their programs, and disseminating them to broader audiences within and outside the campus. Partner universities took the following measures:

- **UNM**
    - UNM and DBE 2 formed a joint team to implement the transition activities using their strengths, one of which was the Center for Effective Schools (Pusat Sekolah Efektif).
    - In May 2010, UNM negotiated with the Luwu Timur government to establish a Cluster Resource Center (CRC).
- **UNSYIAH**
    - DBE 2 packages were already prepared and offered to the local government.
    - UNSYIAH prepared several Project Terms of Reference (TOR) proposed to the local parliament (DPRD).
    - Some posters were made to encourage others to adopt or implement the program.
- **Universitas Sebelas Maret (UNS)**
    - UNS required students to take courses relevant to the DBE 2 program—for example, active learning, action research.
    - An MOU between UNS and a district in Central Java was signed in 2009 to implement an active learning package.
- **IAIN North Sumatra**
    - ALFHE and Action Research were considered useful courses for students to take.
    - IAIN supported a transition plan in its own institution, including the use of an active learning approach for certification process through Teacher Professional Education (PPG).
    - Tarbiyah faculty recommended that students do their final writing assignment using classroom action research.
- **UM**
    - A collaborative agreement on the dissemination of DBE 2 best practices between UM and DBE 2 was signed by the UM rector and DBE 2 COP in November 12, 2010. As a follow-up to this agreement, a special workshop was organized by UM on December 14, 2010. The workshop was attended by 22 participants from UM and DBE 2 staff from Jakarta and East Java. The objective of the workshop was to discuss and arrange plans for adopting DBE 2 best practices. An action plan for making use of the best practices— developing active learning with ICT and one-computer classroom activities, CRC and ALFHE, classroom reading programs and interactive audio instruction, School Report Card, and accredited training—was developed as the output of the workshop.

Best Practices Dissemination Planning Workshop at UM

- **Strengthening Collaboration Between FSU and KPTIP**
    - An agreement for strengthening collaboration between FSU and KPTIP beyond the life the DBE 2 project was signed during a special meeting at the KPTIP Secretariat at UNS, Solo on November 8, 2010. It was attended by 22 people, including the chairman and vice chairman of KPTIP (Professor Syamsulhadi, rector of UNS and Professor Suparno, rector of UM); the KPTIP executive secretary and coordinator; the rector of UNESA; the vice rector of UNNES; the vice rector of UKSW; and representatives from IAIN Walisongo, UNS, DBE 2 Jakarta, and FSU.
- **ALFHE Rollout**
    - All 15 university partners rolled out an ALFHE program to train their faculty members, except UNISMUH, UT, and UNTIRTA. In all, 591 lecturers joined the ALFHE training program. Out of 41 new partner universities, 23 executed the ALFHE rollout, with 1,473 university lecturers participating. From the western Indonesia state university consortium, only four universities— University of Bengkulu, University of Lampung, University of Malikulsaleh, and Jakarta State Islamic University— conducted the rollout, with a total of 329 participants. Out of 10 state and private universities in Central Java and Yogyakarta, seven universities trained 469 lecturers through the ALFHE rollout activity: the University of Tidar Magelang, Sampoerna School of Education, University of Widya Dharma/ Yogyakarta, University of Muhammadiyah Surakarta, Yogyakarta State University, and IKIP PGRI/ Semarang.
    - The number in eastern Indonesia was larger. Out of the 18 universities that joined the ALFHE National TOT, the following 13 rolled out the program to train 685 faculty members: Hasanuddin University/ Makassar, State University of Papua/ Manokwari-Papua, University of Education Ganesha/ Bali, University of Tadulako/ Central Sulawesi, University of Udayana /Bali; University of Halu Uleo /Southeast Sulawesi; State University of Gorontalo/ North Sulawesi, Ujung Pandang Polytechnique; University of Musamus/ Papua, University of Palangkaraya/ Central Kalimantan, University of Mataram/ Lombok, University of Patimura/ Ambon, University of Lambung Mangkurat/ South Kalimantan.
    - The program was expanded further to 62 additional private and public universities, so that a total of 117 universities, 349 facilitators, and 2,554 university lecturers benefited from the ALFHE program.
- **Active Learning Facilitators Association (ALFA) National Seminar**
    - The DBE 2 Central Java office and alumni of project training programs established the Active Learning Facilitators Association (ALFA) in July 2011. The goal of ALFA was to promote stewardship of DBE 2 training packages and further develop and disseminate those packages.

- **Endorsement from GOI Officials**
    - A formal endorsement from the government, most notably the Ministry of National Education, was an important element in establishing the programs‘ acceptability. DBE 2–accredited training packages were endorsed by the Directorate General of Quality Improvement of Teacher and Education Personnel, while the ALFHE program was endorsed by both the Directorate of Education personnel and the Directorate General of Higher Education, as one can see from their remarks in the packages.
- Best practices guidelines were developed to assist those who are interested in replicating or implementing DBE 2–accredited training packages, ALFHE programs, and other best practices.

Accomplishments: Monitoring and Evaluation Results and Impact

Partnering with Indonesian universities, DBE 2 developed and implemented a series of 26 active learning–based training packages, providing some 18,000 primary school teachers and principals with university-accredited, on-the-job professional development across 113 school clusters in seven provinces.

All products and best practices were uploaded into a digital library (www.pustakapendidik.org), which is now hosted by eight university partners and linked to four other universities.

A total of 26 officials from MONE, KESRA, and university partners joined the short-term program to visit the three U.S. university partners and relevant educational institutions in the United States; seven fellows joined a degree program.

DBE 2 stakeholders responded well in replicating and disseminating DBE 2 best practices after seeing the impact of the programs.

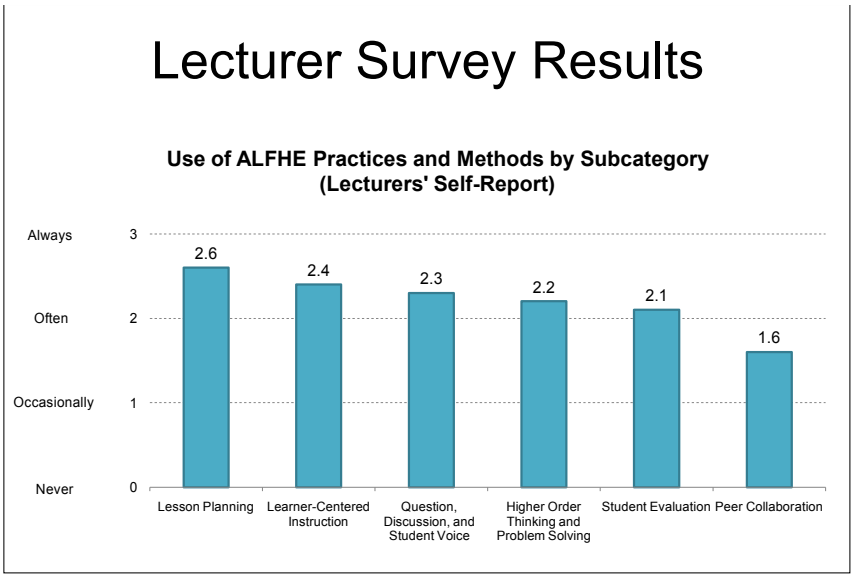
a) ALFHE Evaluation

Evaluation of ALFHE expansion was carried out in April–May 2010, after approximately one year of implementation, to examine:

- How far the ALFHE technique and methodology had been adopted by TOT participants
- How many lectures ALFHE had implemented in classroom teaching
- How many students had benefited from the lectures‘ ALFHE application

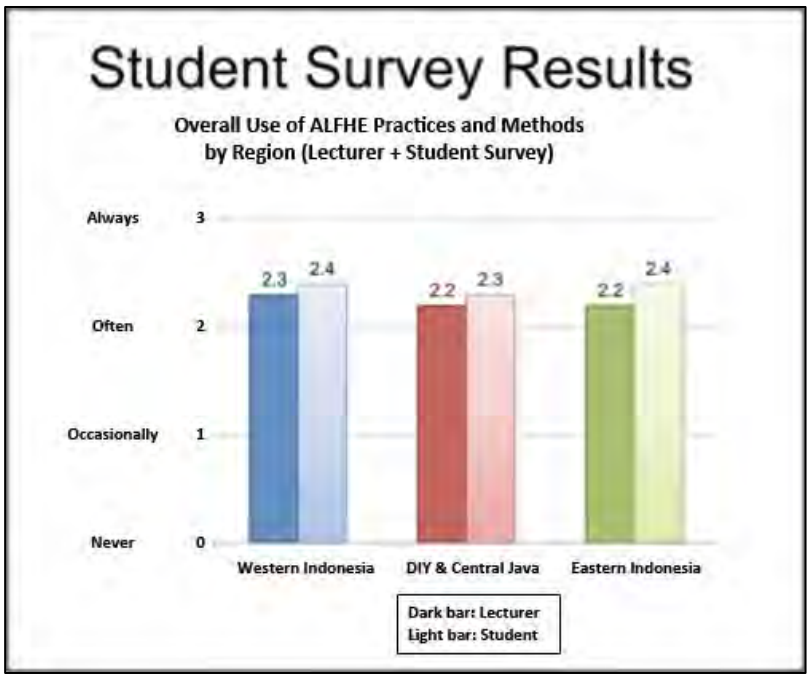
Of 40 universities participating in ALFHE (not including the Sampoerna School of Education), 13 were selected from central, western, and eastern Indonesia to participate in the DBE 2 sample. Selection criteria were based on universities with and without education faculty, Islamic and general universities, geographic location, and number of students. Data were collected from 60 lecturers and 233 students using survey and classroom observation instruments. Many lecturers reported that they used the practices and methods introduced by ALFHE fairly often in their instruction on campus. This was true across all three regions.

Across the nation, instructors with more than 20 years of teaching experience at the university level, as well as those with 6 to 10 years‘ experience, reported using ALFHE practices and methods more often than their peers.

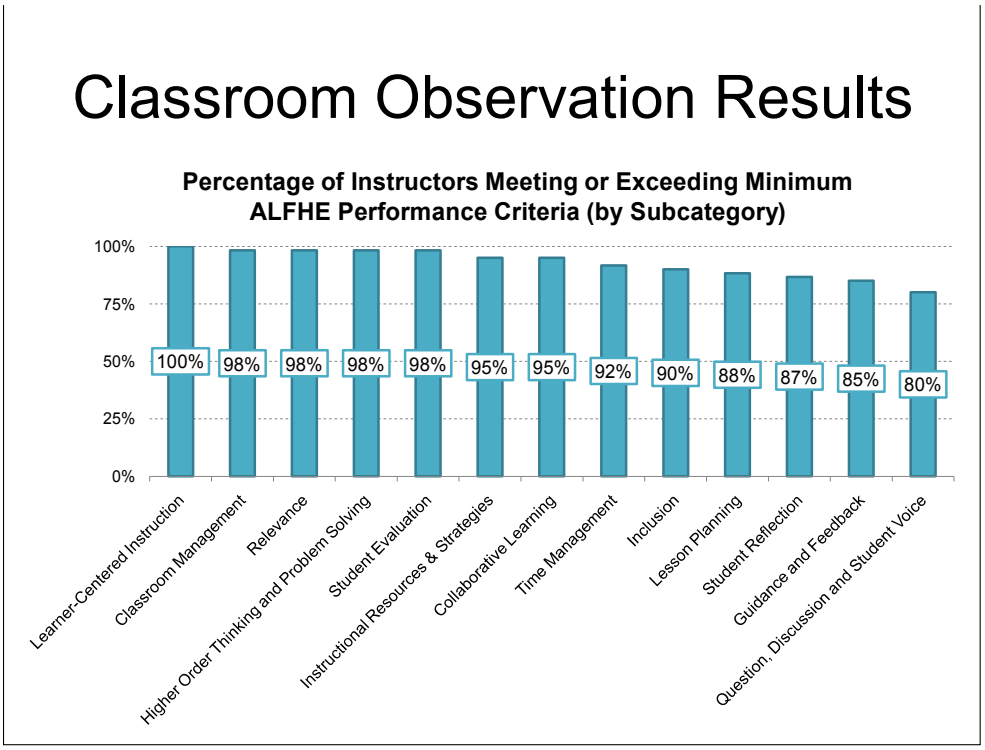


When looking at results by subcategory, one can see that participating instructors reported using ALFHE lesson-planning techniques most often, and engaged in peer collaboration least often.

As can be seen from the student survey results collected in April-May 2010, students reported that their instructors used ALFHE practices and methods slightly more often than their instructors actually reported doing so.



National results from these classroom observations show that a high percentage of the participants observed either met or exceeded the minimum criteria across performance categories. (For more details regarding this evaluation, see the ALFHE Evaluation Report.)



b) University Partnerships Evaluated in the Midterm Evaluation

The midterm evaluation of USAID/Indonesia's DBE project conducted from December 2007 to February 2008 noted that the linkage between DBE 2 and university partners was a positive aspect of the overall DBE program. It specifically mentioned that the partnerships built university partners' capacity to prepare new teachers. It also observed that DBE 2–accredited training was groundbreaking, both because it marked the first time that a basic education project had produced in-service training that received university certification and because it had brought university lecturers out to schools and clusters where they learned much and expanded their professional practice. The midterm evaluation also noted that at that time the project involved only a few university partner lecturers and staff, and as a result there were many on campuses who were unaware of the project activity.

Program Implementation, Problems, and Solutions

For the most part, the university partnership activities conducted by the project were successful. The development and implementation of accredited training packages, university coordination meetings (UWG and UC meetings), the distance education pilot, ALFHE, the creation of the digital library, instructional video program development, and partnership with the U.S. universities all achieved their primary aims. That is not to say that problems did not exist. The following list identifies problems faced during the implementation of the programs:

- One strategically important university partner candidate in West Java (UPI) withdrew from the partnership and did not want to sign the working agreement. This left no university partner for that province. To solve this problem, the project focused on developing the partnership with UNTIRTA.
- Not all rectors who signed the MOU with DBE 2 demonstrated strong commitment. UNNES and UNESA initiated the creation of the KPTIP, but neither was actively involved in KPTIP programs afterwards. Provincial UAs and UCPs were asked to intensify coordination and work closely with the new rectors at each of these institutions in response to this problem.
- Although formal agreements were signed between the project and universities, some faculty could not join training program implementation and/or mentoring activities due to their other commitments. Provincial project teams created contingency staffing plans to ensure that field activity did not come to a standstill as a result.
- A change of rector generally had a negative impact on agreements made between the project and a university. In most cases the university commitment weakened, because new rectors usually had their own priorities. The project responded to this problem by helping UAs and UCPs to inform new rectors about partnership activities.
- A change of UCP also had a negative impact on the partnership, as there was often no continuation or handover of responsibility to new personnel.
- Inadequate internal communication within the university, most notably among the rector, UCP, and those faculty members involved in DBE 2 project activity, had the effect of leaving few faculty members aware of the partnership. This problem was addressed over time by UAs. The ALFHE package rollout also helped to expand awareness.
- During the first UC meeting in Jakarta in December 2007, the decision was made to expand membership to include all 15 DBE 2 partner universities. Although the size of the consortium subsequently grew, its long-term sustainability remains in question. Sustainability of the consortium beyond the life of the project became one of the leading topics of discussion among members.
- While consortium bylaws and a strategic plan were developed and approved, it was clear after the third UC meeting in July 2008 that tangible progress since the first meeting had been limited. One likely reason was that all UC faculty members were working informally, outside their official job functions. This problem was addressed by hiring one staff member each from UNS and UM to act as UC coordinators. This change helped to sustain consortium operations.
- Training package accreditation took considerable time, as it involved various different units within each university. Project staff initiated intensive meetings with those people within each requisite unit to facilitate and expedite this process.
- Because each university is an autonomous institution, establishing transfer credit arrangements among university partners proved a challenge, despite the fact that all university partners worked under the same collaborative framework with DBE 2.
- Distance and communication via e-mail and telephone proved to be obstacles in finalizing the video scripts and production. Not all scriptwriters finished their tasks within the agreed time, mostly because

faculty did not have adequate time due to their involvement in too many other activities.

- Some universities did not complete the ALFHE rollout because they had not budgeted for it during the current fiscal year.
- Some ALFHE participants considered portfolio evaluation an additional burden and did not complete their assignments on time as a result. Mentoring proved an effective tool in changing this perception.
- The number of participants from each of the private universities that participated in the ALFHE TOT for KOPERTIS Region IX was insufficient to conduct the rollout at each participating university campus (most participating universities sent only one participant). The project addressed this problem by creating teams of facilitators comprising one person from each of four or five neighboring universities, so that they could facilitate jointly and in sequence on each campus.
- Many candidates for degree program fellowships did not have adequate TOFL scores, which posed a significant obstacle to this effort. Candidates were selected far in advance to give them sufficient time to improve their English competency.

Lessons Learned

- To some extent, the training package development process provided capacity building for university partners. Faculty members who participated in module development learned from the experience of working with primary school practitioners as they developed training packages together and implemented training at the school level. Lecturers learned about active and contextual learning as it is applied at the primary school level, as well as how to use simple and low cost teaching-learning materials. They also came to understand the real needs of schoolteachers in a way that allowed them to combine academic theory with real practice. Some of them adopted training package models in the courses they taught at university. In these ways, the experience filled the gap between teacher training universities and schools.
- Peer mentoring, or Pendampingan (school, professional assistance) was useful for both participants and facilitators. Participants/mentees found it helpful to meet with facilitators directly to discuss issues. Facilitators/mentors gathered information on how well participants understood the content of training and conditions in schools and classrooms.
- Data gleaned from the distance education pilots showed that a pure online model was not as effective for lecturers in Indonesia as one that also offered some degree of face-to-face interaction.
- Cooperation with the leadership of partner universities was critical to success. Strong support and commitment from the academic staff was also important, particularly among those persons assigned to follow up and implement activities agreed to by rectors. MOUs should state clearly what the university will be responsible for providing in terms of both in-kind and financial support. Faculty members assigned to participate in program implementation must receive the appropriate official releases from their institution so that they can discharge their tasks in a reliable and effective manner. Many university lecturers were overburdened, and some were called away at the last minute to deal with a sudden crisis. Such sudden, unexpected absences were predictably detrimental to project activity. This issue needs to be addressed explicitly in future partnership agreements.
- The relationship between project schools and lecturers benefited both sides. Experience in schools and classrooms brought relevance to university preservice education programs. The involvement of lecturers and higher education institutions in project development and implementation brought legitimacy and expertise to DBE 2 professional development in the eyes of district and school stakeholders.
- University involvement in DBE 2 training package design, development, and implementation allowed the accreditation of training modules to become a reality, so that training not only improved educator capacity but also addressed the national priority of upgrading teachers‘ qualifications.
- University partnerships were valuable in promoting sustainability. University involvement in project implementation fostered relationships between districts and universities, thereby promoting universities as viable providers of teacher in-service training to districts based on practical, field-tested approaches.

- Over time, the involvement of university faculty in promoting active learning in primary schools caused rectors to realize the value of a similar program at the university level. ALFHE was developed in response to this demand. Although active learning is not new for university faculty, it has remained largely theoretical. The ALFHE training package was not only well received by the original 15 university partners but was also taken up by numerous other universities across the country.
- Partnerships between Indonesian and U.S. universities brought mutual benefit to all involved. Indonesian universities expect these partnerships not only to facilitate opportunities for Indonesian lecturers to study in the United States but also to help U.S. universities send students and faculty to study in Indonesia.

Recommendations

The following recommendations may help to promote the sustainability of DBE 2 best practices, as well as to inform future education projects supported by USAID.

- Maintain and strengthen university commitments to replicate DBE 2 best practices. Universities should also be encouraged to continue to integrate elements of the project into preservice courses, as well as to make use of existing training packages as learning resources. Provide all project products and best practices (such as lists of facilitators) to university partners to help them carry on as service providers.
- Involve MONE and MORA at the national level as actively as possible, from project planning through implementation and even during project evaluation. This will encourage acceptance and possibly ownership among national decision- makers.
- Partnerships with universities should be continued in future efforts aimed at improving the quality of basic education; however, selection of partner universities must be conducted carefully to ensure a strong and lasting commitment. MOUs should list clear expectations about university responsibilities and enumerate the types of in-kind and financial support that the university will provide.
- When the project closed, there was strong momentum in the working relationship between national ministries and USAID. To bridge the gap between the end of DBE 2 and the start of a future project, it would be prudent to identify someone who can sustain this momentum by coordinating and facilitating ongoing dialogue between USAID and the Ministry of Education, Ministry of Religious Affairs, and the Coordinating Ministry for the People‘s Welfare (MONE/MORA/KESRA).
- The bottom-up initiatives such as ALFA, the North Sumatra Professional Educator Association, and others should be supported so that they can contribute to the sustainability of project best practices.
- A post-project evaluation should be undertaken in order to determine the project‘s lasting impact.

Appendix A

DBE 2 University Partners (2011)

No.	Location	Institution	University Contact Person	University Rector
1	West Java/Banten	1. Universitas Sultan Ageng Tirtayasa, Serang, Banten Jl. Raya Jakarta =, Km.4, Pakupatan, Serang, Banten 42124 Ph:0254-280330/281434 Fax :0254-281254	H. Chusaery Rusdy S, Drs, M.Si chussaery_untirta@yahoo.com 081316716574	Prof Dr. Ir. Rahman Abdullah MSc rahmanabdullah@telkom.net 0811450723
2	Central Java	2. Universitas Negeri Semarang Kampus Unnes Sekaran, Gunung Pati, Semarang. Ph. 024 850 8081 Fax 024 850 8082	Dr. Abdurrahman Faridi, M.Pd pakdur@uyahoo.com 0811276461	Prof. Dr. Sudijono Sastroatmodjo, MSi unnes@indo.net.id
		3. Universitas Negeri Surakarta Jl. Ir. Sutami No. 36A, Kentingan Solo, Ph / Fax 0271 642 283	Prof. Dr Sunardi M.Sc nardi_ip@uns.ac.id 08122971431	Prof Dr. Rafik Karsidi MPd rector@uns.ic.id 08122650300
		4. Institut Agama Islam Negeri Walisongo Jl. Walisongo No. 34, Semarang, Ph 024 760 4554 Fax 024 760 1293	Ismail FM, M.Ag 08122821021	Prof Dr H Abdul Djamil MA abdul_djamil@yahoo.com 08122933472
		5. Universitas Kristen Satya Wacana Jalan Diponegoro No 52-60 Salatiga 50711 Ph: (0298) 321212 Fax : 0298 321 433	Dr. Bambang Suteng Sulasmono, M.Si	Prof. Pdt. John A.Titaley, Th.D
3	South Sulawesi	6. Universitas Negeri Makassar Jl. Andi Pangeran Pettarani, Makassar Ph:0411.869834	Dr. Baso Jabu M Hum basojabu@unm.ac.id basojabu@yahoo.com 08124133488	Dr. Arismunandar, MPd rektor@unm.ac.id risnandar2003@yahoo.com 0811464813
		7. Universitas Muhammadiyah Jl. Sultan Alaudin No.259, Makassar Ph:0411.866972	Drs. H. Bachrun Amin M Hum bahrunamin@yahoo.com 08164395357	Drs Iwan Akib Msi irwan_akib63@yahoo.com
4	East Java	8. Universitas Negeri Surabaya Kampus UNESA Jl. Ketintang, Surabaya 60231 Ph:031.8280009 ext.104	Drs. Suharsono, M.Phil, Ph.D kangharaono@yahoo.com.au 081615131753	Prof Dr. Muchlas Samani MPd rektor@unesa.ac.id 08123002274

		9. Universitas Negeri Malang Jl. Surabaya No.6 Malang 65145	Dr. Sri Rachmajanti, Dip. TESL, M.Pd loekisr@gmail.com 085234472363	Prof Dr. H. Suparno rektorat@malang.ac.id suparno_um@yahoo.com 0812330300
5	North Sumatra	10. Institut Agama Islam Negeri Sumatra Utara Jl. Williem Iskandar Pasar V Medan Estate Medan 20731	Drs. Irwan Nasution MSc Irwan_arafah@yahoo.com.sg 08126024032	Prof Dr. H. M. Yasir Nasution mynasution@iainsu.ac.id 08126005493
		11. Universitas Negeri Medan Jl. Williem Iskandar Pasar V Medan Estate Medan 20221	Dr. Abdul Hamid K MPd abdhamid_k@yahoo.co.id	Drs. Syawal Gultom, MPd syawalgultom@gmail.com
6	Nangroe Aceh Darussalam	12. Universitas Syiah Kuala Kampus UNSYIAH, Darussalam, Banda AcehS Ph .0651 - 7551242	Dr. Syamsul Bahri MA sby_ina@yahoo.com 0811687122	Prof Dr. Darni Daud MA darnidaud@yahoo.com 06517551242
		13. Institut Agama Islam Negeri Ar-Raniry Darussalam. Banda Aceh	Dra. Tri Qurniati Mag triqurnati.arraniry@gmail.com 08126917221	Prof. Dr. H. Farid Wajdi Ibrahim, MA
		14. Universitas Muhammadiyah Jl. Muhammadiyah No. 91, Batoh, Lueng Bata, Banda Aceh	Drs. Nur Alam MPd nuralam.unmuha@gmail.com 0812 6910384	Drs. H. Murarir Asy'ari MA 0812 690 6203
7	Papua	15. Universitas Cenderawasih Kampus UNCEN Abepura, Jl. Sentani, Abepura, P.O Box 172, Jayapura	Drs. Festus Simbiak, M. Pd. fkip07_uncen@yahoo.com 081527961000	Prof Dr. B Kambuaya, MBA fkip07_uncen@yahoo.com
8	National	16. Universitas Terbuka Jl. Cabe Raya, Pondok Cabe. Tangerang	Dr. Daryono, MSc daryono@mail.ut.ac.id 081310619795	Prof Dr. Tian Belawati tian.belawati@gmail.com tian@mail.ut.ac.id 0811146720

Appendix B

SKS Granted by DBE 2 Indonesian University Partners

No.	Kind of Packages	Title	Partner University	Granted SKS		SKS from Open University	
				Equivalence Course	No. of SKS	Course	SKS
A	Foundation Packages	Pengenalan Pembelajaran Efektif dalam Mata Pelajaran Pokok	Universitas Negeri Medan, Sumatra Utara	Perencanaan **atau** Pembelajaran Pembelajaran Tematik (untuk guru) Manajemen Berbasis Sekolah (untuk KepSek)	3 SKS or 3 SKS (guru) 3 SKS (KS)	Pemantapan Kemampuan Mengajar (PDGK 4208)	4 SKS
			Universitas Syiah Kuala, Aceh	Strategi Belajar Mengajar	3 SKS	idem	idem
			Universitas Sultan Ageng Tirtayasa, Serang, Banten/ Jawa Barat	Perencanaan Pembelajaran **dan** Strategi Belajar Mengajar	2 SKS 2 SKS	idem	idem
			Universitas Negeri Semarang, Jawa Tengah	Perencanaan Pembelajaran **dan** Pembelajaran Terpadu	2 SKS 2 SKS	idem	idem
			Universitas Negeri Malang, East Java	Pengembangan Kurikulum	4 SKS	idem	idem
			Universitas Negeri Makassar, Sulawesi Selatan	Strategi Belajar Mengajar	3 SKS	idem	idem
B	Subject matter packages (first version)	Pembelajaran Matematika	Universitas Negeri Semarang, Jawa Tengah	Pengembangan Pembelajaran Matematika di SD **dan** Pembelajaran Matematika di SD	3 SKS 2 SKS		
		Pembelajaran Sains	Universitas Negeri Medan, Sumatra Utara	Pendidikan IPA SD atau Pengembangan Bahan Ajar dan Media IPA SD	4 SKS 3 SKS		
		Pembelajaran Bahasa Indonesia	Universitas Negeri Malang, East Java	Bahasa Indonesia	3 SKS	Materi dan Pembelajaran Bahasa Indonesia (PDGK4504)	3 SKS
		Pembelajaran Bahasa Indonesia	Universitas Negeri Makassar, Sulawesi Selatan	Materi dan Pembelajaran Bahasa Indonesia	3 SKS		
		Civics (Learning to Live Together)	Institut Agama Islam Negeri Ar-Raniri, Aceh	Pendidikan Kewarganegaraan	3 SKS		

No.	Kind of Packages	Title	Partner University	Granted SKS		SKS from Open University	
				Equivalence Course	No. of SKS	Course	SKS
C	School develop-ment packages	Perencanaan dan Penilaian	Institut Agama Islam Negeri Medan, Sumatra Utara	Perencanaan Pengajaran **and**	2 SKS		
				Evaluasi Pendidikan	2 SKS		
		Pengelolaan Kelas dan Personil	Universitas Sebelas Maret, Surakarta, Jawa Tengah dan IAIN	Strategi Pembelajaran di SD **and** Pengembangan Profesi Keguruan	2 SKS 2 SKS	Strategi Pembelajaran di SD (PDGK42405)	4 SKS
		Manajemen Kelas dan Personil	Universitas Sultan Ageng Tirtayasa, Serang, Banten	Pengelolaan Kelas Administrasi Sekolah	4 SKS	Strategi Pembelajaran di SD (PDGK42405)	4 SKS
		Guidance and Counseling	Universitas Syiah Kuala, Aceh	Pengantar Konseling	4 SKS		
		Masyarakat Belajar	Universitas Negeri Surabaya, Jawa timur	Antropologi Pendidikan SD	2 SKS		
		Pengembangan Komunitas Belajar	Universitas Muhammadiyah Makassar, Sulawesi Selatan	Perencanaan dan Pembelajaran **dan** Evaluasi Pembelajaran	3 SKS 3 SKS		
D	Subject matter packages (adapted version)	Pendalaman Pembelajaran Efektif Mata Pelajaran Sains	Universitas Muhammadiyah Makassar, Sulawesi Selatan	Materi dan Pembelajaran Sains	3 SKS	Pembelajaran IPA di SD (PDGK4202)	3 SKS
		Pembelajaran Sains	Universitas Sultan Ageng Tirtayasa, Serang, Banten	Pengantar Pembelajaran Sains	4 SKS	Pembelajaran IPA di SD (PDGK4202)	3 SKS
		Pembelajaran Matematika	Istitut Agama Islam Negeri Medan, Sumatra Utara	Pendidikan Matematika I	2 SKS	Pembelajaran Matematika di SD (PDGK4406)	3 SKS
		Pembelajaran Matematika	Universitas Syiah Kuala, Aceh	Pembelajaran Matematika	3 SKS	Pembelajaran Matematika di SD (PDGK4406)	3 SKS
		Pembelajaran Matematika	Universitas Negeri Surabaya, Jawa timur	Pembelajaran Matematika	3 SKS		
		Pembelajaran Bahasa Indonesia	Universitas Negeri Surakarta, Jawa Tengah	Keterampilan Berbahasa Indonesia **dan** Pembelajaran Bahasa dan Sastra Indonesia di SD	(2 SKS) (3 SKS).	Materi dan Pembelajaran Bahasa Indonesia (PDGK4504)	3 SKS

Appendix C

Instructional Video Programs

No.	Topic/ Title	Script Writer	Target Audience	Produced by	Running Time/ Minutes
1	Pembelajaran Perkalian Bilangan Pecah melalui pendekatan STAD (Teknik Pembelajaran Perkalian Bilangan Pecah)	Wahyuningsih (UNNES)	Primary School Teachers/PGSD Students	Central Java	28:33
2	Pembelajaran Baca Tulis Permulaan (Cara Membelajarkan Membaca dan Menulis di Kelas Awal)	Ahmad Sarjita	Primary School Teachers/PGSD Students	Central Java	29:20
3	Mengenal dan Merawat Komputer (Ada apa dengan komputerku?)	Donovan (ICT Specialist)	Primary School Teachers/PGSD Students	East Java	42:49 *
4	Fenomena Alam Longsor dan Banjir	Muslim Daud (UA)	Primary School Teachers/PGSD Students	Jakarta - Aceh	27:25
5	Pembelajaran Aktif di PT (Jigzaw dan ICT)	Adlim (FKIP UNSYIAH)	University Lecturers	Jakarta - Aceh	25:07
6	Pembelajaran Aktif untuk Pendidikan Agama Islam di SD/MI (Menyayangi Sesama)	Mardianto (UC-IAIN)	Primary School Teachers/PGSD Students	North Sumatra	15:33
7	Pembelajaran IPA yang Efektif	Subaer – Nurlina (UNM)	University Lecturers	Jakarta	21:46
8	Pembuatan dan pemanfaatan APM (Merangkai Nusantara)	Iman Sukiman (DLC)	Primary School Teachers/PGSD Students	West Java/ Banten	26:33
9	Model pembelajaran Problem Based Learning (Selamat Hutanku, Lestari Lingkunganku)	Ely Djulia (UA-UNIMED)	University Lecturers	North Sumatra - Jakarta	29:26
10	Ulat Sutera /Science Visit (Merajut Sutera)	Esther Roseanty (Training Coordinator)	Primary School Teachers/PGSD Students	West Java/ Banten	39:29
11	Aplikasi Bimbingan dan Konseling dengan cara Home Visit	Susi Fitri (UNJ)	Primary School Teachers/PGSD Students	Jakarta	35:17
12	Kemampuan Keterampilan Proses IPA (Mengembangkan Keterampilan Proses Sains)	Subaer (UA –UNM)	University Lecturers	Jakarta – South Sulawesi	30:31
13	Pembelajaran Komunikasi (IPS) Media Komunikasi dalam Sepenggal Catatan Harian	Wisnu Hanggoro (Com Specialist)	Primary School Teachers/PGSD Students	Central Java	25:56
14	Penggunaan dan Perawatan Kamera Digital (Membingkai Pengetahuan dengN Kamera Digital)	Dian Kusuma Dewi (Com Specialist)	Primary School Teachers/PGSD Students	East Java	29:59
15	Penelitian Tindakan Kelas Sederhana	Hadi Sukamto	Primary School	East Java	22:18

No.	Topic/ Title	Script Writer	Target Audience	Produced by	Running Time/ Minutes
		(UA – University of Kanjuruhan)	Teachers/PGSD Students		
16	Pembuatan dan Penggunaan APM Matematika	Sigit Tri Guntoro (P4TK Mathematic)	Primary School Teachers/PGSD Students	Central Java	20:30
17	Gunung Meletus (Guncang dan Bergetar)	Esther Roseanty (Train. Coord.)	Primary School Teachers/PGSD Students	West Java-Banten	20:45
18	Penggunaan Alat Peraga Murah Matematika	Kasman Baron (DLC)	Primary School Teachers/PGSD Students	East Java	22:12
19	Banjir (Airku Sayang, Airku Meluap)	Esther Roseanty (Train Coord)	Primary School Teachers/PGSD Students	West Java-Banten	36:35
20	Camcorder, Mata Produksi	Gora Winatswan (ET Officer)	Primary School Teachers/PGSD Students	Jakarta	44:23**
21	Bantuan Teknik Pendampingan Pembelajaran	Muchsan Hudi (DLC)	Primary School Teachers/PGSD Students	East Java	22:26
22	PembelajaranTematik/IPS	Mardianto (UC-IAIN)	Primary School Teachers/PGSD Students	North Sumatra	14:30
23	Teknik Pembelajaran Pengurangan Bilangan bulat	Wahyuningsih (UNNES)	Primary School Teachers/PGSD Students	Central Java	23:00
24	Pembelajaran Tematik/Lingkungan	Ahmad Sarjita (DLC)	Primary School Teachers/PGSD Students	Central Java	24:00
25	Pengantar Pembelajaran IPA / Science Visit (Belajar Bersama Alam)	Ely Djulia (UA-UNIMED)	Primary School Teachers/PGSD Students	North Sumatra	27:58
26.	Mengintegrasikan Bimbingan dan Konseling dalam Pembelajaran Bahasa Indonesia	Susi Fitri (UNJ)	Primary School Teachers/PGSD Students	Jakarta	30:52

*Note: * Consists of five tracks ** Consists of seven tracks*

Appendix D

Distribution List of DBE 2 Instructional Video Programs

No.	Institution	Number of sets
1	Cluster Resource Center	113
2	University Partners	16
3	Directorate of Primary School and Kindergarten, MONE	1
4	Office of Education Human Resources Development and Quality Assurance, MONE	1
5	Directorate of Teacher and Education Personnel, DG of Basic Education, MONE	1
6	Directorate of Teacher and Education Personnel, DG of Higher Education, MONE	1
7	Directorate of Instruction and Student affairs, DG of Higher Education, MONE	1
8	Pustekkom	1
9	DG of Islamic Education, MORA	1
10	Directorate of Madrasah Education, MORA	1
11	Directorate of Islamic Higher Education, MORA	1
12	Coordinating Ministry of People's Welfare	1
13	Dinas Pendidikan and Provincial Office of MORA from partner districts and cities	58
14	USAID	1
15.	State and private university members of West, East, and Central Indonesia University Consortium	41
16	DBE 2 Provinces	6
17	KOPERTIS Region IX	1
	TOTAL	245

Note: Each set contains 26 titles and user guides.

Appendix E

ALFHE TOT and Rollout: Participant Universities and Lecturers

Region	No.	University	Type	Location	No. Faculty members TOT	No. Faculty members Rollout *
DBE 2 partner universities	1	Universitas Syah Kuala	Edu	Aceh	30	150
	2	IAIN Ar Ar-Raniry	Edu	Aceh	8	20
	3	Universitas Muhammadiyah Aceh	Edu	Aceh	5	29
	4	Universitas Negeri Medan	Edu	Medan	5	53
	5	IAIN Sumatra Utara	Edu	Medan	5	30
	6	Universitas Sultan Ageng Tirtayasa	Edu	Serang	5	
	7	Universitas Negeri Semarang	Edu	Semarang	5	30
	8	IAIN Walisongo	Edu	Semarang	5	30
	9	Universitas Sebelas Maret	Edu	Surakarta	5	69
	10	Universitas Negeri Malang	Edu	Malang	5	80
	11	Universitas Negeri Surabaya	Edu	Surabaya	5	30

Region	No.	University	Type	Location	No. Faculty members TOT	No. Faculty members Rollout *
	12	Universitas Negeri Makassar	Edu	Makassar	5	30
	13	Universitas Muhammadiyah Makassar	Edu	Makassar	5	NA
	14	Universitas Cendrawasih	Edu	Jayapura	30	40
TOTAL	**14**				**123**	**591**
		ALFHE Expansion Universities				
West Indonesian University Consortium	1	Universitas Malukussaleh	Edu	Banda Aceh	4	50
	2	Universitas Sumatra Utara	Non Edu	Medan	5	NA
	3	Universitas Riau	Edu	Pekan Baru	5	NA
	4	Universitas Andalas	Non Edu	Padang	5	NA
	5	Universitas Negeri Padang	Edu	Padang	5	NA
	6	Universitas Jambi	Edu	Jambi	4	NA
	7	Universitas Sriwijaya	Edu	Palembang	5	NA
	8	Universitas Bengkulu	Edu	Bengkulu	5	100
	9	Universitas Lampung	Edu	Bandar Lampung	5	79
	10	Institut Pertanian Bogor	Non Edu	Bogor	5	NA
	11	Universitas Negeri Jakarta	Edu	Jakarta	5	NA
	12	Universitas Negeri Syarief Hidayatullah	Edu	Jakarta	5	100
	13	Universitas Tanjungpura	Edu	Pontianak	5	NA
TOTAL	**13**				**63**	**329**
Central Java/Yogyakarta University Consortium	1	Universitas Negeri Yogyakarta	Edu	Yogyakarta	5	40
	2	Universitas Muhammadiyah Yogyakarta	Edu	Yogyakarta	5	NA
	3	Universitas Islam Sunan Kalijaga	Edu	Yogyakarta	5	NA
	4	Universitas Muhammadiyah Surakarta	Edu	Surakarta	5	175
	5	Universitas Kristen Satya Wacana	Edu	Salatiga	5	90
	6	Universitas Widya Dharma	Edu	Klaten	5	40
	7	Universitas Muhammadiyah Magelang	Edu	Magelang	5	NA
	8	Universitas Tidar Magelang	Edu	Magelang	5	44
	9	IKIP PGRI Semarang	Edu	Semarang	5	60
	10	Sampoerna School of Education	Edu	Jakarta	3	20
TOTAL	**10**				**48**	**469**

Region	No.	University	Type	Location	No. Faculty members TOT	No. Faculty members Rollout *
East Indonesian University Consortium	1	Universitas Hasanuddin	Non Edu	Makassar	6	60
	2	Universitas Negeri Papua	Edu	Manokwari	5	45
	3	Universitas Pendidikan Ganesha	Edu	Singaraja	5	40
	4	Universitas Khairun	Edu	Ternate	5	NA
	5	Universitas Tadulako	Edu	Palu	5	40
	6	Universitas Musamus	Edu	Merauke	5	80
	7	Universitas Sam Ratulangi	Edu	Manado	5	
	8	Universitas Negeri Gorontalo	Edu	Gorontalo	5	80
	9	Universitas Halu Oleo	Edu	Kendari	5	50
	10	Universitas Mataram	Edu	Mataram	5	40
	11	Universitas Palangkaraya	Edu	Palangkaraya	5	40
	12	Universitas Mulawarman	Edu	Samarinda	5	NA
	13	Universitas Udayana	Non Edu	Denpasar	5	40
	14	Universitas Patimura	Edu	Ambon	5	30
	15	Universitas Nusa Cendana	Edu	Kupang	5	NA
	16	Universitas Negeri Manado	Edu	Manado	5	NA
	17	Universitas Lambung Mangkurat	Edu	Banjarmasin	5	50
	18	Politeknik Negeri Ujung Pandang	Non Edu	Makassar	5	90
TOTAL	**18**				**91**	**685**
UNIVERSITY-TO-UNIVERSITY TRANSITION						
Yogyakarta and Toraja	1	Universitas Ahmad Dahlan	Edu	Yogyakarta	5	40
	2	UKI Toraja	Edu	Makale, Toraja	NA	71
	3	Politeknik Aceh	Non Edu	Aceh	NA	30
	4	University of Jabal Ghafur Sigli	Non Edu		NA	39
TOTAL	**4**				**44**	**180**
ALFHE TRANSITION TO PRIVATE UNIVERSITY						
Private university Consortium region IX	1	AKPER Baramuli	Non Edu	Manado	119	NA
	2	STIA AL Gazali	Non Edu	Barru	NA	NA
	3	STIA Panca Marga	Non Edu	Palu		
	4	STIE Panca Bhakti	Non Edu	Palu		
	5	STIE YPUP	Non Edu	Makassar		
	6	STIEM YPBUP	Non Edu	Makassar		
	7	STIKES Kurnia Jaya	Non Edu	Palopo		
	8	STIKES Lakipadada	Non Edu	Toraja		
	9	STIKES Mega Buana	Non Edu	Palopo		
	10	STIKES Mega Rezky	Non Edu	Makassar		

Region	No.	University	Type	Location	No. Faculty members TOT	No. Faculty members Rollout *
	11	STIKES Tanawali	Non Edu	Takalar	NA	NA
	12	STIM Publik	Non Edu	Makassar		
	13	STKIP PGRI	Edu	Manado		
	14	STKIP Prima Sengkang	Edu	Sengkang		
	15	STKIP Yapti Jeneponto	Edu	Jeneponto		
	16	STKIP YPUP	Edu	Makassar		
	17	STMIK Dipanegara	Non Edu			
	18	Univ.Islam		Makassar		
	19	STMIK Kahrisma	Non Edu			
	20	UKI Tomohon		Tomohon		
	21	UKIP Makassar	Edu	Makassar		
	22	Unidayan Bau-Bau	Non Edu	Bau-bau		
	23	Unismuh Parepare		Parepare		
	24	Universitas 45		Makassar		
	25	Univ. Indonesia Timur	Edu			
	26	Univ. Indonesia Timur	Non Edu			
	27	Univ. Islam	Edu			
	28	Univ. Satria	Edu	Makassar		
	29	Univ.Ichsan	Edu	Gorontalo		
	30	Univ.Islam	Edu	Makassar		
	31	STIKPER Gunung Sari	Non Edu			
	32	Univ.Muslim Indonesia	Non Edu			
	33	STIKES Tanawali Takalar	Non Edu	Takalar		
	34	Univ.Pancasakti	Non Edu	Makassar		
	35	Univ.Sawerigading	Non Edu	Makassar		
	36	Univ.Tomakaka	Non Edu	Mamuju		
	37	Universitas 45	Non Edu	Makassar		
	38	Unsultra Kendari	Edu	Kendari		
	39	STKIP Muhammadiyah	Edu	Bone		
	40	STIMED Nusa Palapa	Non Edu	Makassar		
	41	STMIK Kharisma	Non Edu	Makassar		
	42	STMIK Dipanegra	Non Edu			
	43	STMIK Handayani	Non Edu			
	44	STMIK Lamappapoleonro Soppeng	Non Edu	Soppeng		
	45	STMIK Profesional	Non Edu			
	46	UKIP Makassar	Edu	Makassar		
	47	UNI 45 Makassar	Edu	Makassar		
	48	UNI Muhammadiyah Parepare	Edu	Parepare		
	49	Univ Satria Makassar	Non Edu	Makassar		
	50	AKBID Minasa Upa Makassar	Non Edu	Makassar		
	51	AKBID Muhammadiyah Makassar	Non Edu	Makassar		
	52	ATEM Muhammadiyah Makassar	Non Edu	Makassar		

Region	No.	University	Type	Location	No. Faculty members TOT	No. Faculty members Rollout *
	53	AKPER Muhammadiyah Makassar	Non Edu	Makassar	NA	NA
	54	STIK Makassar	Non Edu	Makassar		
	55	STIK Stella Maris Makassar	Non Edu	Makassar		
	56	STIK Tamalatea Makassar	Non Edu	Makassar		
	57	STIKES Mega Buana Palopo	Non Edu	Palopo		
	58	STIKES Mega Rezky	Non Edu			
TOTAL	**58**				**119**	
GRAND TOTALS	**117**				**349**	**2,554**

Note:

- *NA indicates that the project could not independently verify attendees.*
- **Not all university rollout was identical in content or approach. Universities were individually responsible for campus rollout to other lecturers. Therefore, each institution modified the approach depending on the budget available and schedule that was most feasible.*

Appendix F

Recommendations
National Seminar on ALFHE
"Improving Instructional Quality in Higher Education Through ALFHE:
Creating New Academic Culture in the 21st Century"
Auditorium, Directorate General of Higher Education, D Building, MONE
Jakarta, July 5–6, 2010

National Seminar on Active Learning for Higher Education (ALFHE), held at the Directorate General of Higher Education, Ministry of National Education on July 5–6, 2010, recommended the following:

- Active learning should be implemented at all levels and streams of education as part of the Competency-Based Curriculum.
- GOI (Directorate General of Higher Education, universities, Islamic higher education, local governments, and other relevant parties) should provide support and develop further the ALFHE program initiated and implemented by DBE 2–USAID to ensure its sustainability.
- The Directorate General of Higher Education should make use of facilitators and ALFHE network to develop curriculum and instructional program improvement at the Directorate General.
- The ALFHE package should integrated into AA PEKERTI, Lesson Study, PTK, PLPG, PPG & Serdos, and other similar programs for instructional quality improvement.
- Rectors of state universities that belong to the West Indonesia State University Consortium (BKS-PTN Barat) and the East Indonesia State University Consortium (KPTN-KTI), as well as other university associations, should commit to maintaining the sustainability of ALFHE. (They included the ALFHE program in their university budget allocation.)
- University associations should coordinate the use of resources across the regions to make sure that the ALFHE program will be sustained.
- Rectors should provide more intensive support for ALFHE program implementation in their own universities.
- Instructional quality improvement should be achieved by implementing the ALFHE program in their respective universities.
- In disseminating the ALFHE program, "the essential component and competency in the ALFHE package" should be maintained.
- Results of ALFHE implementation should be disseminated by faculty members and facilitators through a variety of media and scientific paths.
- Implementation of active learning should be used as one of the indicators of faculty members' working performance.
- Faculty members who want to join "data sharing" programs should be required to implement active learning and instruction.
- Faculty members should be given freedom and support to explore various ways to improve the quality of active instruction.
- The impact of active learning implementation throughout all levels, streams, and forms of education should continue to be studied.
- USAID should make use of the DBE 2 networking with 56 university partners in eastern, central, and western parts of Indonesia. The well-trained champions and best practices they have implemented should be used in planning and realizing the education projects in the program period 2010 to 2014.

Jakarta, July 6, 2010

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Appendix G

SAMBUTAN DIREKTUR JENDERAL

PENINGKATAN MUTU PENDIDIK DAN TENAGA KEPENDIDIKAN

Dalam rangka pengembangan sumber daya manusia Indonesia, satu dari tiga pilar pembangunan pendidikan yang dilakukan Kementerian Pendidikan Nasional, adalah peningkatan mutu, relevansi dan daya saing di semua jalur dan jenjang pendidikan. Di jenjang pendidikan dasar dan menengah telah banyak kebijakan dan program yang mengarah pada peningkatan mutu.

Salah satu faktor kunci penentu mutu pendidikan tersebut adalah guru karena sebagai tenaga pendidik guru adalah modal dasar untuk meningkatkan mutu proses pembelajaran pada tingkat kelas. Kualitas guru akan sangat menentukan tinggi-rendahnya kualitas suatu proses pembelajaran. Oleh karena itu, upaya peningkatan kualitas dan kualifikasi pendidikan para guru sebagai bagian integral dari proses peningkatan kualitas pendidikan secara keseluruhan perlu dilakukan secara terencana, terarah dan berkesinambungan. Di samping kualifikasi akademik, Undang-Undang No 14 tahun 2005 tentang guru dan dosen telah menggariskan pula bahwa guru wajib memiliki kompetensi baik pedagogik, kepribadian, sosial, maupun professional. Kompetensi pedagogik adalah kemampuan untuk mengelola pembelajaran yang mencakup a.l, merencanakan pembelajaran, melaksanakan dan menilainya serta mengaktualisasikan berbagai potensi yang dimiliki peserta didiknya.

Pada Satuan Pendidikan Dasar dan Menengah, proses pembelajaran, sebagaimana diatur dalam PP 19 Tahun 2005 haruslah interaktif, inspiratif, menyenangkan, menantang, memotivasi peserta didik untuk berpartisipasi aktif, serta memberikan ruang yang cukup bagi prakarsa, kreativitas, dan kemandirian sesuai dengan bakat, minat, dan perkembangan fisik serta psikologis peserta didik.

Dalam kaitan kebijakan peningkatan mutu guru tersebut, saya menyambut gembira apa yang telah dilakukan oleh proyek Decentralized Basic Education 2 (DBE 2) sejak tahun 2005 yang lalu, membantu meningkatkan mutu pembelajaran di 1.100 Sekolah Dasar dan Madrasah Ibtidaiyah di 7 propinsi dan 55 kabupaten/kota di Indonesia dengan memasyarakatkan pembelajaran aktif, kreatif, efektif dan menyenangkan (PAKEM). Kerjasama yang telah dijalin dengan 14 perguruan tinggi mitra penghasil guru, para guru/ kepala sekolah dan praktisi pendidikan di lapangan serta jajaran Direktorat Jenderal PMPTK (LPMP dan P4TK) untuk mengembangkan 9 (sembilan) paket pelatihan dan melaksanakan berbagai pelatihan tersebut telah memberikan kontribusi positif dalam meningkatkan kemampuan pedagogik para guru, kepala sekolah serta pengawas. Pengakuan SKS yang diberikan oleh ke 14 perguruan tinggi mitra terhadap kesembilan paket pelatihan dan para guru yang telah mengikuti serta

berhasil lulus dalam pelatihan-pelatihan telah pula membantu meningkatkan profesionalisme mereka. Tabungan SKS yang mereka peroleh dapat diperhitungkan saat mereka melanjutkan pendidikan untuk kualifikasi yang lebih tinggi tanpa harus meninggalkan tugas mereka di sekolah.

Terus bertambahnya sekolah, kecamatan dan kabupaten di luar binaan DBE 2 yang rela menggunakan sumber daya mereka untuk menerapkan pelatihan dengan menggunakan paket-paket pelatihan tersebut membuktikan bahwa produk dan sistem pelatihan yang dilaksanakan DBE 2 tersebut layak untuk terus disebarluaskan ke gugus, kabupaten, dan propinsi baik binaan maupun di luar binaan DBE 2.

Atas dasar itulah saya mendukung program tersebut dan berharap paket-paket pelatihan ini dapat disebarluaskan untuk meningkatkan mutu dan kualifikasi para guru kita di sekolah-sekolah dari gugus, kabupaten dan propinsi lainnya sesuai dengan kondisi masing-masing.

Jakarta, 15 Juni 2010

Direktur Jenderal

Peningakatan Mutu Tenaga Pendidikan

Professor Dr. Baedhowi, M.Si

DEPARTEMEN
PENDIDIKAN NASIONAL

SAMBUTAN DIREKTUR KETENAGAAN DIREKTORAT JENDERAL

PENDIDIKAN TINGGI

Dalam rangka pengembangan sumber daya manusia Indonesia, satu dari tiga pilar pembangunan pendidikan yang dilakukan Departemen Pendidikan Nasional, adalah peningkatan mutu, relevansi dan daya saing di semua jalur dan jenjang pendidikan. Di jenjang pendidikan tinggi telah banyak kebijakan dan program yang mengarah pada peningkatan mutu.

Salah satu faktor kunci penentu mutu pendidikan tinggi adalah tenaga pendidik atau dosen, karena dosen adalah modal dasar untuk meningkatkan mutu kelembagaannya. Kualitas dosen akan sangat menentukan tinggi-rendahnya kualitas suatu perguruan tinggi. Oleh karena itu, upaya pengembangan sumberdaya manusia sebagai modal dasar perguruan tinggi merupakan bagian integral dari proses peningkatan kualitas pendidikan secara keseluruhan.

Pasal 45 Undang-undang Nomor 14 tahun 2005 Tentang Guru dan Dosen, menggariskan bahwa dosen harus memiliki kemampuan untuk mewujudkan tujuan pendidikan nasional.Selanjutnya, Pasal 60 mengamanatkan dosen untuk terus meningkatkan dan mengembangkan kualifikasi akademik dan kompetensi secara berkelanjutan sejalan dengan perkembangan ilmu pengetahuan, teknologi, dan seni. Dalam kerangka kebijakan peningkatan mutu dosen inilah saya menyambut gembira apa yang telah dilakukan oleh proyek Decentralized Basic Education 2 (DBE 2) sejak tahun 2005 yang lalu , membantu meningkatkan mutu pembelajaran di tingkat pendidikan dasar (1.100 Sekolah Dasar dan Madrasah Ibtidaiyah) di 7 propinsi dan 55 kabupaten / kota di Indonesia dengan memasyarakatkan pembelajaran aktif, kreatif , efektif dan menyenangkan (PAKEM).

Strategi menyatukan para dosen perguruan tinggi dengan para guru, kepala sekolah dan praktisi pendidikan dasar lainnya dalam satu tim pengembangan paket-paket pelatihan dan melaksanakan pelatihannya bukan saja telah memberikan dampak positif terhadap mutu pembelajaran dan hasil belajar para siswanya tetapi di pihak lain dapat menyadarkan perguruan tinggi bahwa para dosen merekapun perlu pula dibekali dengan pengetahuan dan keterampilan menerapkan pembelajaran aktif tersebut.

Pembelajaran aktif bukanlah merupakan hal baru bagi dunia pendidikan di Indonesia. Namun karena berbagai faktor, kenyataan di lapangan menunjukkan bahwa hal itu kebanyakan masih sebatas teori dan belum banyak diterapkan di perkuliahan. Keterlibatan mahasiswa secara aktif dengan memanfaatkan berbagai sumber belajar

guna memperoleh pengetahuan dan keterampilan baru masih jarang ditemukan. Pembelajaran masih banyak berorientasi kepada dosen bukannya kepada mahasiswa. Atas dasar itulah tampaknya yang mendorong DBE 2 bersama perguruan tinggi mitranya mengembangkan paket pembelajaran aktif untuk perguruan tinggi (Active Learning for Higher Education/ ALFHE) yang merupakan satu rangkaian pelatihan mulai dari Pembelajaran Aktif di Sekolah (Active Learning in School/ ALIS), Pembelajaran Aktif di Perguruan Tinggi (Active Learning in Higher Education/ ALIHE), Implementasi di perkuliahan masing-masing yang diiringi supervisi serta penilaian portofolio.

Program yang dirintis dan dicobakan di tiga perguruan di Aceh dan yang pelaksanaan keseluruhannya memerlukan waktu satu semester ini kemudian diterapkan ke 12 perguruan tinggi lain mitra DBE 2. Dalam perjalanannya ternyata 18 perguruan tinggi negeri anggota KPTN KTI, 13 perguruan tinggi anggota BKS PTN Barat serta 10 perguruan tinggi lain di Yogyakarta dan Jawa Tengah telah mengikat kerjasama dengan DBE 2 untuk menerapkan program ALFHE ini di perguruan tinggi masing-masing, sementara perguruan tinggi-perguruan tinggi swasta di bawah payung KOPERTIS telah pula menyatakan minatnya.

Atas dasar itulah saya mendukung program tersebut dan berharap perguruan tinggi lain yang berminat dapat meniru dan mengembangkannya lebih lanjut sesuai dengan kondisinya.

Jakarta, 22 Februari 2010

Direktur Ketenagaan

Direktorat Jenderal Pendidikan Tinggi

Professor Dr. Mukhlas Samani M.Pd

Transition Report

Introduction

DBE 2 has worked since 2005 to improve the quality of teaching and learning in primary schools, madrasahs and kindergartens and has since then directly assisted 1,200 primary schools and madrasahs as well as 131 kindergartens, by providing professional development that reached over 16,000 teachers as well as thousands of principals, school supervisors and school committee members who serve approximately 263,000 students.

In addition to assistance at the primary and kindergarten levels, in 2007 the program began training university lecturers to improve the quality of teaching and learning at the university level. That activity has reached more than 2,500 lecturers in 117 universities that span the country and reach into provinces that were not previously partnered with the project including many in Eastern Indonesia.

After seeing the results in partner schools that have been directly served by the project, many local stakeholder agencies have requested that the project support their efforts to replicate DBE 2 interventions using locally available funding. Their aim was simple: to spread improvements in teaching and learning to a wider population of schools that had not yet been served directly by the project.

In response to this growing demand and at the direction of USAID following the mid-term evaluation, the project formulated a strategy in 2008 to transition activities from direct service delivery to promoting systemic reform. That transition strategy aimed at enabling local stakeholder agencies, such as district level education offices, university partners and other service providers to implement DBE 2 best practices and interventions using local funding and limited technical support from the project. By sharing knowledge and experience through information exchanges and close collaboration with education offices at various levels, the project helped these organizations to develop the means to replicate program interventions and best practices successfully. By working in close partnership with those committed university partners that have teacher training faculties, the project has helped strengthened university capacity to support and deliver in-service teacher training.

Those efforts, which we call ‗transition activities‘ but which are also often referred to as ‗replication‘ have reached significant numbers of beneficiary schools and teachers and achieved geographic coverage that is significantly greater than that achieved through project intervention alone. DBE 2 practices and materials have been replicated by various local government agencies, universities and donor agencies, greatly expanding impact. By project end, 8,193 additional primary schools and 2,069 kindergartens were replicating DBE 2 best practices – more than doubling the project‘s footprint.

The project collected and analyzed both quantitative and qualitative data on the implementation of this transition strategy. An analysis of DBE 2 transition data provided below details the reach of transition in terms of numbers of schools, districts, sub-districts and educators served, as well as indicating the number of students estimated to have benefitted from this activity. From this data, we have also gathered several findings and made recommendations that might benefit future projects by helping them to continue this effort and to promote sustainability in their activities.

This section of the final report describes the DBE 2 transition strategy and its evolution over time. Several components of that strategy are described below and cover the work done to promote sustainability among kindergartens, primary schools and universities. That is followed by a summary of transition activities and the participants who took part in them. There is an overview of findings from the quantitative and qualitative data on transition including data tables that describe the number of activities, funding and participants recorded throughout the country. The report concludes with lessons learned and several recommendations that may inform future projects in Indonesia.

Implementation Strategy

Sustainability has been a concern to the program since the beginning of activity in 2005. Since project startup, DBE 2 has deliberately taken decisions related to strategy and implementation aimed at promoting sustainability. One example is the way stakeholders have been intensively involved in planning, development and implementation of programs, particularly at the local level. Another is the way DBE 2 has worked through existing structures, such as teachers and head teachers activity groups (KKG and KKKS), to implement program activities and adjusted programs to meet local needs and conditions.

The DBE 2 transition strategy directly responds to the supporting IR 5, ―Best practice, knowledge and experience shared with non target schools and districts" as well as SSIR 5.1 ―Means to support replication developed" and SSIR 5.2 ―Information exchanges conducted."

The main aim was to transition the project from service delivery to promoting sustainable reform. The intended outcomes were to empower stakeholder institutions, making them capable of delivering services based on project best practice, and through their activities in replicating DBE 2 training, reach more educators and schools throughout Indonesia. The ultimate goal of this of course is to improve the quality of teaching and learning by creating an atmosphere of active learning that results in improved student outcomes in as large a population of schools and universities as possible. To accomplish this goal, several activities were pursued.

Sharing knowledge and experience

The strategy worked at all levels, from the national office down through the field staff who work at the school cluster level. At the early stages of transition, the strategy focused on promoting awareness about project activity and the results achieved in project schools. This was often conducted through school visits wherein district officials, school supervisors, principals or even teachers from schools nearby who would come to see what was taking place at DBE 2 schools or kindergartens. This approach was used to accelerate the start up of activity in Cohort 2 districts and schools. The project promoted awareness through the publication of newsletters and factsheets developed by provincial offices, as well as through the development of brochures that Cluster Resources Centers designed and disseminated to promote their services to neighboring school clusters that were not part of the project. The project's field staff, known as Master Teacher Trainers or MTTs. lobbied stakeholders in districts and clusters sharing their experience about project innovations and accomplishments. MTTs have been at the front line of DBE 2 transition efforts from the beginning. The scale of transition, the number of activities and the increased drive to continue this effort are a result of their efforts to both widen the impact of the project and to strengthen local capacity to lead the replication that has been documented to date.

By sharing knowledge and experience at school visits, by disseminating publications and through ongoing coordination with district education office personnel, project schools and participant educators successfully created demand to replicate DBE 2 best activities in other schools. Many educators working at non-partner schools lobbied and convinced district government stakeholders that the interventions implemented by DBE 2 had merit and could help improve schools that had not yet benefited from direct project activity. This grassroots demand was a strong driving force behind the replication of DBE 2 best practice.

Developing local capacity to lead and manage replication

Although MTTs were a powerful driving force behind the implementation of the transition strategy, they alone were not sufficient to support the demand for replication. The program's emphasis on follow up and peer mentoring required the availability of significant numbers of trained and capable facilitators who could support classroom implementation of improvements to the teaching and learning process. The number of MTTs available was adequate to serve project schools, but not nearly large enough to support the numbers of schools that were keen to replicate project best practices. More facilitators were needed. The project had to find a way to make greater numbers of peer mentors available so that they could follow up replication of DBE 2 training activities by visiting teachers to help them implement improvements to the teaching and learning process in their classrooms.

The project therefore trained teams of facilitators and peer mentors in each district to meet this need. These teams were comprised of school supervisors, principals and subject area specialist teachers (*guru pemandu bidang studi or PBS),* all of whom were trained intensively until they were familiar with DBE 2 materials and approaches and able to help teachers implement these improvements at the classroom level.

The effort to increase capacity to support replication extended beyond the development of local facilitators. It also included an intensified consultation and collaboration with district level stakeholders which was aimed at helping them improve their planning and management of transition activities. Again MTTs were heavily involved, working closely with district and subdistrict education officials to assist the planning process. The effort also included intensive consultation between these education officials and provincial specialist personnel who met several times during the final year of the project to empower district education offices and shift the responsibility for management of DBE 2 project assets and replication of best practices from the provincial project offices to the districts.

Meanwhile, at the university level several pilot efforts were pursued to develop selected universities' capacity to provide in-service professional development based on DBE 2 best practices and materials. Universitas Sebelas Maret (UNS) and the State University of Semarang (UNES) in Central Java, Syah Kuala University in Aceh, the State University of Malang in East Java and the State University of Makassar in South Sulawesi were a few of the partners in this effort. DBE 2 personnel executed a range of activities designed to develop these and other universities' role as service providers with the capacity to successfully deliver in-service professional development activities based on DBE 2 best practice. This effort was also pursued at the national level where the project achieved a notable success in developing a national level team of facilitators who implemented the Interactive Audio Instructional approach for kindergartens in several non-DBE 2 provinces.

The Finalization and Production of DBE 2 Best Practice Guidelines

Transition Guidelines of DBE 2 best practices were produced and made available to stakeholder agencies in print and through an interactive CD ROM as part of the project's effort to share our best practices, knowledge and experience in implementing the program. The guidelines were distributed to university partners, provinces, districts (both district education offices and district branches of the ministry of religious affairs) and other organizations that have been identified as potential service providers that are capable of implementing DBE 2 interventions. These guidelines were distributed to promote sustainability of the project's best practices and to institutionalize DBE 2 interventions in long-lasting agencies. Each of these publications highlights a best practice from the project and offers strategies detailing how a stakeholder organization can make effective use of the training materials and implement the activity successfully on its own. They also describe the kinds of resources and planning required to carry out each intervention in a way that will achieve the target outcome.

In total there are ten printed guidelines:

1. General Best Practices Guidelines
2. Foundation Package
3. ICT – DALI
4. ICT – OCCA
5. Classroom Reading Program
6. Kindergarten
7. CRC
8. ALFHE
9. School Report Card
10. M&E

In addition to these manuals, the project has also produced a CD ROM which offers the best practices guidelines from the program in an interactive electronic format along with strategies to help outside agencies to replicate them successfully. These Best Practice Guidelines were provided to USAID in print and electronic format in July 2011.

Developing MTT Capacity to Support Local Stakeholder Agency Planning and Management of Transition Activities

The transition strategy provided increasingly intensive work with MTTs to build their capacity and confidence to coordinate with local stakeholders. Toward the second half of the project, MTTs were directed to increase communication and coordination with senior representatives from District Education and Religious Affairs Offices and promote replication. The result of this effort was an increase in MTT capacity to coordinate with senior government representatives and plan activities. The effort ultimately resulted in increased numbers of transition activities that affected increased numbers of beneficiary schools and teachers. National data show an increase in the number of activities and the non-DBE schools that were reached, particularly from October 2010 through March 2011. From July to September 2010, 43 transition activities were conducted in 62 non-DBE sub-districts involving 805 non-DBE 2 schools. In the next quarter, (October to December 2010) those numbers rose, and transition activities were recorded in 112 non-DBE sub-districts and involved 1377 non-DBE 2 schools. The number of activities jumped again during the next quarter (January to March) to a total of 70. It declined to a national total of 42 transition activities conducted from April to June as the project prepared to wind down field activities and MTTs were tasked with the implementation of the final phase of the classroom reading program.

New Procedures to Track and Plan Support for Locally-Led Transition Activities

DBE 2 was fortunate that many local agencies were enthusiastic to replicate best practices from the project. The number of transition activities steadily increased over time as did stakeholder demand for support. Given this quantitative progress, the program adjusted the transition strategy slightly to better emphasize and promote quality in the replication of DBE 2 best practices. The project continued to support locally led transition activities that replicated project best practice, however local stakeholder agencies were required to demonstrate that they had planned effectively, allocated sufficient resources and were committed to implementing activity according to high quality standards. This was achieved through the implementation of a new system designed and instituted so that the program could effectively track, review plans and approve the provision of support to the wide variety of transition activities that were, planned, proposed, funded and implemented by the many and various local stakeholder agencies throughout the country at all levels. The system required that local implementing agencies provided detailed plans for their activity, estimated budgets and target outcomes. The system gave provincial DBE 2 staff an opportunity to encourage local stakeholder agencies to adjust their plans to promote quality in the implementation of planned transition activities.

DBE 2 acknowledges that there is great variety across the country‘s provinces and districts where transition activities took place and materials and approaches often need to be adapted to meet local needs and circumstances. However, maintaining high quality standards is essential for the replication of DBE 2 best practices to have an effective impact. These new tracking and planning procedures were intended to ensure that transition activities, while still adapted to local needs, maintain the same high quality standards required by the project. The new procedures helped ensure that only those outside agencies that plan effectively, adhere to our high quality standards and demonstrate appropriate commitment would receive financial or technical support from the project.

The procedures required stakeholders to provide clear documentation to the provincial project offices before they could be given project support for replication activities. Stakeholders were also required to adhere to implementation standards such as the number of training days required to complete a particular package (in other words, a three-day training event could not be cut down to one day or a day and a half) and the maximum participant numbers that can be effectively involved in one training activity (ensuring that training was implemented in an effective format that applied active learning principles rather than packing several hundred participants into a large hall and lecturing them).

Instituting these procedures was complex and took time to apply across all provinces and districts, but the effect was evident by the close of the project: local stakeholder capacity to plan increased dramatically and the standards of implementation rose noticeably as reported by provincial staff.

Project Closeout and Consultation with District-Level Stakeholders

The final chapter of the transition story was the district closeout process which focused on successfully executing a series of intensive consultation meetings and workshops with district level stakeholders. These aimed at promoting the sustainability of program impact and continued transition of DBE 2 best practices to local agencies. This phase emphasized capitalizing on local momentum for replication and shifting the management of replication from project staff to local organizations and individuals. The intended outcome was to transition project interventions away from project-led service delivery and move toward local stakeholder agencies owning and implementing professional development and quality improvement activities on their own, with only very limited project support and mentoring. Execution of this strategy took place in all provinces.

During each of these meetings, Provincial Coordinators and key provincial staff worked with senior government representatives at the district-level to devise ways that project assets — including physical assets such as CRCs and training packages and human resources, such as MTTs, subject matter specialist teachers and school supervisors who have been active in DBE 2—could best be used to support sustainability.

This consultation process culminated in district-level project closeout ceremonies held in DBE 2 partner districts across the country. These events were the last in a thoughtfully planned sequence of activities designed to promote the sustainability of project impact, the continued replication of best practices and the institutionalization of DBE 2 interventions in relevant district government agencies. Messages that were consistent across these district events included the following:

- The events emphasized that this marked a change in management rather than a project closure
- People, methodologies and money are all important to the continuation of activity and each of these three elements has been made available in different ways in each province
- Universities have great potential to play important roles; this is best realized in the closing phase of project activity in Central Java where several higher education institutions were actively engaged in supporting transition and the provision of services to districts and schools

University-Led Transition Activities

Several transition activities were undertaken in partnership with higher education institutions during the project. These actions support SIR 1.3 ―University capacity to support and deliver in-service training strengthened" as outlined in the DBE 2 results framework. The activities targeting this result in partnership with universities are detailed below.

University Dissemination of DBE 2 Best Practices

During the University Working Group and University Consortium Meetings in Jayapura, Papua (November 29 – December 2, 2010) potential ways for utilizing and disseminating DBE 2 best practices were explored and discussed with university representatives. A list of possible approaches was developed during these two meetings to be used as reference for universities to pursue the institutionalization of DBE 2 approaches and the delivery of these services to districts.

Several universities demonstrated their interest in providing districts with in-service training for teachers and other educators that was based on DBE 2 best practices. Central Java witnessed an extraordinary amount of support for this idea and worked in partnership with several universities from that province as well as from the

special region of Yogyakarta to promote local universities as service providers to districts. Those successes are detailed in the Central Java section of this report. In Aceh, the project worked in partnership with universities such as Universitas Syah Kuala to achieve a similar expanded reach that delivered training to educators in expansion districts. In East Java, the rector of the State University of Malang and the DBE 2 COP established a collaborative agreement on the transition of DBE 2 best practices to the university on November 12, 2010. This agreement aimed at empowering UM to use and disseminate DBE 2 best practices. UM has begun to integrate the products and best practices into relevant programs within the university and has assigned staff to be in charge of this process. In South Sulawesi the project office worked in partnership with the Center for Effective Schools at Universitas Negeri Makassar to build that institution‘s capacity to serve districts by offering the implementation of in-service teacher training based on DBE 2 training packages and approaches. These and other examples are all detailed in the provincial sections of this report.

Active Learning Facilitators Association

As part of the strategy to promote the sustainability of DBE 2 best practices, the DBE 2 Central Java office, together with alumni of DBE 2 training programs, established an association of active learning facilitators (Active Learning Facilitators Association or ALFA). The goal of ALFA is to promote stewardship of DBE 2 training packages, develop and disseminate those packages, including the ALFHE program. A one day seminar was organized and hosted by Satya Wacana Christian University (UKSW) on July 5, 2011 to launch ALFHA. The seminar, entitled ―Continuous Teacher Professional Development" had several other objectives that were also relevant to the DBE 2 transition strategy, namely: to socialize relevant research on active learning and/or teacher professional development, to facilitate education researchers sharing of useful information, to discuss strategic issues on education particularly regarding teacher professional development; and to identify innovative ways to improve teachers‘ quality.

Higher education ALFHE training, growth and replication

The implementation of the ALFHE program also experienced successful replication of this training package. In addition to the rapid expansion of the ALFHE program from the original list of 15 partner universities to additional institutions from three regional consortia, several universities facilitated ALFHE training for peer institutions that had not yet been able to benefit from the project. In this manner, universities became service delivery agents and facilitated ALFHE training for peer universities. Examples of this university to university replication of the ALFHE program occurred in Aceh, Yogyakarta and South Sulawesi to name a few. Anecdotal reports of continued ALFHE replication were received up until the end of the project.

Summary of Activities and Participants

The data collected on transition activities conducted during the life of the project show that the decision to focus on promoting sustainability and the institutionalization of DBE 2 interventions in other agencies has been of quantifiable success. Transition has reached large numbers of non-DBE 2 schools and educators in a wider geographic area than that served by direct project delivery. In total, nearly 40,000 teachers from roughly 8,200 non-DBE 2 primary schools and more than 2,000 non-DBE 2 kindergartens have been assisted through the replication of project interventions that has been led and funded by local stakeholder agencies. This activity has reached into 60 non-DBE 2 districts and 664 non-DBE 2 sub-districts. When one compares these numbers of beneficiary schools and educators reached through transition as compared to the approximately 1,100 schools and some 14,000 teachers that were reached through direct implementation, the execution of the DBE 2 transition strategy marks a significant return on investment.

A total of 727 transition activities were conducted over the life of the DBE 2 project with funding and management by various implementing agencies which include district and sub district education and religious affairs offices, school clusters, local teachers‘ activity groups, teacher organizations, and others. The number of

activities rose over time as the transition strategy evolved and new approaches were implemented.

The national data shows that the overall number of non-DBE schools, sub-districts and teachers that have benefited from DBE 2 best practices is high in comparison to the number of schools, sub-districts and teachers that received training directly through DBE 2 service delivery (i.e. Cohort 1 and Cohort 2).

In terms of geographic reach, transition activities were implemented in a total of 110 districts, of which 60 are non-DBE 2 districts. These activities have reached a total of 759 sub-districts, of which 664 are non-project sub-districts. The tendency for transition to occur in non-DBE 2 sub-districts is a continuing indication that transition has supported outreach to non-DBE areas.

In terms of beneficiaries reached, transition activities have involved nearly 8,200 primary schools, of which 7,100 are non-DBE 2 schools. Over 2,100 kindergartens were involved in transition activities, of which 2069 were non-DBE 2 kindergartens. The activities have developed the professional skills of over 8,200 school principals and more than 39,000 teachers, who teach an estimated 1,200,000 students.

In addition to this quantitative accomplishment, partnering with outside agencies, which include district and subdistrict offices of education and religious affairs, universities and cluster-level teachers‘ activity groups (to name a few) has shown considerable success in institutionalizing DBE 2 training and best practices into organizations that are long-standing and show a commitment to quality service delivery. Institutional uptake of this kind can be taken as a sign of success in promoting sustainability and increasing the likelihood that program impact will be sustained after project offices have closed and USAID funding for project activities is no longer present. The focus on these targets during the project extension period appears to have been strategically far-sighted. It has achieved numerical success in terms of increased numbers of beneficiaries and expanded the geographic reach of project activity.

—Based on our discussion of DBE 2 Best Practices, it is apparent that DBE 2 schools have built advances in the ability of teachers in teaching and in school management."

Winsaro – Kepala Dinas Banjarnegara

There was considerable variety in the types of best practices from the project that were implemented by local agencies using their own funding. Nearly all project interventions have been replicated by stakeholder agencies in some way. However, there are some activities or training packages that have been replicated more frequently. The three types of activities most frequently replicated by outside agencies were DBE 2 training packages, tailored training based on the university accredited DBE 2 training packages (which takes DBE 2 training package materials, such as the foundation package, science, mathematics, Bahasa Indonesia or others, and modifies them in some way to suit local needs and circumstances) the Kindergarten Interactive Audio Instructional training and the ICT DALI (Developing Active Learning with ICT) package. Transition activities varied between provinces depending on local priorities and on the level of commitment which local governments demonstrated.

Implementing agencies spent an estimated total of IDR 8,068,442,949 to fund transition activities this year; an estimated IDR 1,448,004,825 of DBE 2 funding was used to support these efforts.

These figures describe the reach of DBE 2 transition activities at the primary and kindergarten levels. At the higher education level there is even further evidence that training packages and good practices are also achieving a widened reach. Through leadership by other organizations and funding from outside sources, the Active Learning for Higher Education training package (ALFHE) which was first implemented for 14 partner universities, was expanded to an additional 41 universities through partnership with regional consortia. That total grew again with the addition of 58 higher education institutions associated with the private university consortia region IX in Sulawesi (KOPERTIS Wilayah IX) which falls under the auspices of the director general for higher

education in MONE. In addition to these, four universities in Aceh and Central Java received ALFHE training from peer universities. These additions extended the reach of the ALFHE program to assist lecturers from a total of 117 higher education institutions improve the teaching and learning process in higher education. The partnership with KOPERTIS could have wider-reaching implications if the director from that region decides to actively showcase this activity as a pilot for nationwide implementation across all other regions of the country.

An updated DBE 2 transition data table follows.

Cumulative Transition Activities - National

Transition Activities	No. of Activities	Estimate IDR Amount of Funding Contributed by Implementing Agency	Estimate IDR Amount of Funding Contributed by DBE 2	Estimate # of Beneficiaries								
				District		Sub-district		School		Principal	Teacher	Student
				DBE 2	Non DBE 2	DBE 2	Non DBE 2	DBE 2	Non DBE 2			
DBE 2 Training Packages (KKG, STW, KKKS, etc)	252	4,066,004,700 (USD $451,778)	599,304,800 (USD $66,589)	45	28	78	370	125	3,538	3,024	17,689	574,722
Tailored Training Packages	288	2,478,103,599 (USD $275,345)	392,279,250 (USD $43,587)	29	44	46	325	165	4,514	3,548	14,832	445,757
ICT Training - DALI	25	354,587,000 (USD $39,399)	103,752,775 (USD $11,528)	8	4	13	41	75	1,074	170	2,348	65,505
ICT Training - Intel Teach	15	118,119,100 (USD $13,124)	27,620,000 (USD $3,069)	11	1	13	9	30	141	63	441	13,979
Kindergarten IAI Programming	113	806,545,250 (USD $89,616)	194,460,000 (USD $21,607)	38	27	56	83	18	1,768	1,399	3,973	103,512
CRC Development	2	25,480,000 (USD $2,831)	35,515,000 (USD $3,946)	1	0	2	1	0	11	10	20	700
Reading	6	176,353,000 (USD $19,595)	65,759,000 (USD $7,307)	3	0	1	3	7	119	144	516	14,276
School Report Card	1	9,900,000 (USD $1,100)	7,494,000 (USD $833)	0	0	0	0	0	0	0	0	0
Others	25	33,350,300 (USD $3,706)	21,820,000 (USD $2,424)	4	0	6	1	6	86	39	250	7,500
Total	727	(USD $896,494)	(USD $160,889)	50	60	95	664	350	10,262	8,227	39,523	1,208,461
Grand Total	**727**	**8,068,442,949 (USD $896,494)**	**1,448,004,825 (USD $160,889)**	**110**		**759**		**10,612**		**8,227**	**39,523**	**1,208,461**

Note: The total number of schools in this table includes kindergartens. A total of 2,104 kindergartens replicated the IAI program, of which 2,069 were non-DBE 2 kindergartens and 45 were DBE 2 kindergartens.

Analysis of Quantitative Transition Data

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

Several observations stand out immediately when examining DBE 2 transition data, the first is the wide-spread nature of transition both in terms of geographic reach and in the range of interventions that are being taken up by local agencies. This also indicates that the program has been responsive to stakeholder needs. The DBE 2 project has demonstrated best practices which local government agencies have deemed effective and valuable; as a result they have invested their own funding to implement them on a wider scale. This leads to a second point which is evident from the data: a sizeable amount of local funding has been spent (not allocated, but actually used) to replicate best practices. When one compares the amount of local funding spent with the monies spent by DBE 2 to support replication, it is clear that there has been a return on USAID's investment. Transition data indicate that the investment in DBE 2 paid for the research and development of best practices (an expensive part of any program). These approaches are being taken up by local agencies that are increasingly capable of implementing them on a wide scale. The recurring costs for training implementation (i.e. conducting teacher training workshops, etc.) using DBE 2 materials and local facilitators is affordable for local stakeholder agencies. It is prudent for the project to continue to take advantage of these ongoing returns on investment. Similarly, GOI stakeholders that are taking advantage of the tried and tested methods that they deem suitable to address their needs are achieving results for a minimum investment and are averting the political risks of investing in untried approaches.

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

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

> *—It all started when I headmaster at my old school, which was targeted by DBE 2. So I know for sure that DBE 2 is an excellent program. Now that I have become the head of the UPTD, I feel it [DBE 2] is very necessary to disseminate these activities to schools that are not targeted in this district—I will target them in Jenu."*
>
> *— Ej-Hasil Kepala UPTD Jenu, Tuban*

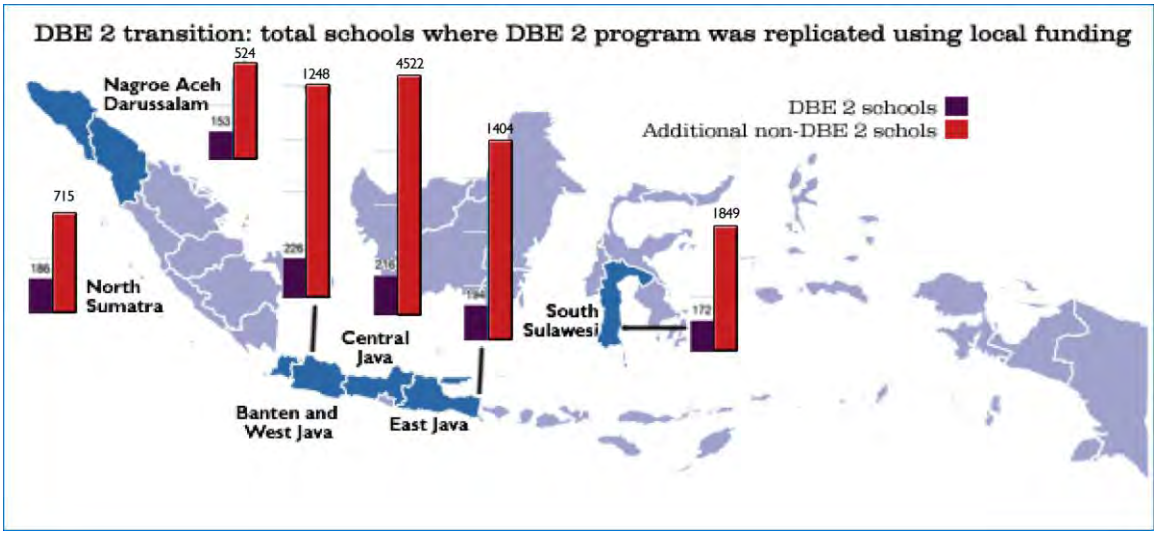
- ***To what degree has DBE 2 responded to stakeholder needs?*** The volume of bottom-up replication is a powerful indicator of relevance. A great deal of the documented replication of DBE 2 interventions was funded from sources other than district government budgets (APBD). The funding of replication activities from these ‗other' or non-APBD sources means that subdistricts, schools, and even teachers themselves have spent their own limited resources to replicate various parts of the program. That teachers and schools have pursued replication on their own speaks volumes to the perceived value of DBE 2 activities. This is an important distinction given that teachers would not likely undertake additional activities, and would certainly not pay for these activities themselves, if they did not find them extremely relevant and useful. The same is true for schools and subdistricts. Their willingness to lead and to fund the replication of DBE 2 interventions tells us that these activities were relevant to their needs and of practical value in promoting quality.
- ***Bottom-up funding is a significant factor in sustainability*** and is arguably more efficient than district government funding. APBD funding allocations are a compelling indication that district governments value an intervention. A district or city government must view an activity with high regard to be willing to allocate scarce resources and replicate it on its own. The same is true if the activity is based on DBE materials and approaches. Previous analyses of APBD funding allocations (conducted by DBE 1) show that districts are in fact willing to allocate funds to support replication. The transition data collected by DBE 2 has found that a significant amount of activity has been funded from other sources, including sub-districts and schools. Where funding may be provided by other sources, anecdotal accounts indicate that the return on investment from this bottom up funding may be much higher than that achieved through APBD funding allocation; the participant costs for training appear to be lower and the level of follow-up is very high. There are many examples of routine teachers' activity group meetings being used as a means of replicating DBE 2 training at very little or no cost. What is more, anecdotal evidence has shown that activities which are planned and funded from the bottom-up are followed up by participants. This may be a result of the increased sense of ownership that seems to occur when activities are implemented and funded by the same agencies. Such a point would be consistent with the principles published in the Paris declaration which suggests that bottom-up funding promotes increased ownership (―development activities that are not understood by or fail to meet the needs of the general public are un-sustainable"). The challenge for DBE 2 is to move this local ownership from individuals or the various school cluster-level groups such as KKG and KKKS, to the institutions such as the district government education office. Such a move is important to promote sustainability.
- ***Bean counting does not tell us about outcomes.*** While quantitative data is compelling, and it is important to collect these figures, it is only a starting point. The numbers of teachers, principals, subdistricts, and schools that have participated in the replication of DBE 2 activities do not themselves tell us what the outcome of all this replication is. How much has education improved? What have participants gained from these activities? Will counterpart funding continue to supplement the replication of these interventions? Answers to these questions cannot be drawn from the numbers represented in data tables alone. Anecdotal accounts help to develop that picture and assess the outcome of the shift toward promoting sustainability which became the focus of the final phase of the program. Project experience and anecdotal evidence that has been collected through various field monitoring and stakeholder outreach efforts indicates that the project brings benefit to areas beyond the reach of its direct service delivery. Program interventions are clearly transitioning from project implementation teams to various partner agencies and that process is widespread. The data suggest that DBE 2 is encouraging local ownership, leading to expanded impact. The degree that local facilitators have been trained and leaders have proffered support for replication gives evidence to the fact that stakeholders and service providers have increased their capacity to improve quality outside of donor funded activities. These questions are addressed in part by the qualitative transition survey, the findings from which are described below.

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

Telling the Transition Story

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

Accomplishments: Monitoring and Evaluation Results and Impacts



Note: Additional NON-DBE 2 Schools include both Primary Schools and Kindergartens

Qualitative Survey on Transition

Quantitative transition data collected to date has shown that program schools have served as an example for other, non-DBE 2 schools which have replicated many program best practices. The project is well aware that the numbers of beneficiaries reached by transition are high. However, this does not tell us whether these activities were good or not or conducted at the same standard of service delivery as activities delivered through direct project implementation.

Quantitative data alone does not tell us whether transition activities were perceived as effective by participants and stakeholders. The program gathered data to answer these questions through the Qualitative Transition Survey which was designed compliment the quantitative data collected on transition activities and reported above. Were stakeholders pleased with results or not? What made them allocate scarce resources to implement DBE 2 transition training when there were other more conventional training activities to support and fund? These and other questions were asked of a range of stakeholders from across the country.

The qualitative survey collected data through interviews with teachers, principals, supervisors, district officials, and university partners in East Java, Central Java, Aceh, North Sumatra, and South Sulawesi. Responses accumulated from stakeholders throughout the country help to understand why schools have voluntarily engaged in transition activities, how trainings and resources provided by DBE 2 differ from those provided by other efforts, what expectations stakeholders have of DBE 2 transition training and whether DBE 2 met those expectations. Due to the nature of the data collection reports, the respondent quotations provided below are only summaries of respondent feedback rather than exact transcription excerpts. A summary of responses to several of the important questions (shown in bold) is presented here along with interview excerpts that are indicative of overall summary responses.

Why have both target and non-target schools voluntarily engaged in DBE 2 transition programming? What incentives exist to do so, if any?

District officials, principals, and teachers alike reported that they see DBE 2 training as a tool that reinforces teaching as a profession, and which contributes to teachers‘ personal professionalism. Their perceptions about the usefulness of DBE 2 training are positive and this influenced their interest in engaging in transition activities. DBE 2 has established a reputation as an effective program in its ability to improve the quality of education within primary schools.

> *—Starting at the time I was the Head of Planning, and after becoming head of the department, I received a report from the Dikpora TKSD and from the DBE2 facilitators (MTTs) during a coordination meeting with the Supervisors and School Principals. They reported an increase in teachers' professionalism in teaching as well as the increasing desire for the kind of classroom teaching that enhances educational services provided by schools."*
>
> *— Sudjatmiko, Kepala Dinas Kudu, Central Java*

In addition, target schools that had participated in DBE 2‘s full training appreciated that training was facilitated by experts from partner universities. This appears to have been a draw for some schools in continuing to engage in DBE 2 training as transition activities.

—Always work in collaboration with the University, Unimed and IAIN, and others, because the DBE 2 program has always asked the instructor of the university [to facilitate training]."

— Teacher at SDN 163096 Tebing, North Sumatra

Participants' perceptions of DBE 2 training facilitators is fairly positive, which leaves some of them disappointed with transition activities conducted locally without DBE 2 staff or university lecturers.

—I would not participate [in DBE 2 replication]. The two previous DBE trainings involved facilitators who were much better because they consisted of people who came from partner universities and who were DBE 2 Makassar specialists, while the in the training replications, the partner universities and DBE 2 Makassar were not involved anymore."

— Teacher from SDN 111 Pasaran, South Sulawesi

—DBE 2 Training and its packages are the result of the hard work of experts working for a long time, so there was no doubt this is a very high quality product…The DBE 2 package is a quality academic asset, so this needs to be maintained and utilized. For example, there are training packages that have been made in conjunction with education personnel from the State University of Malang, and not all of them are qualified as they are not made by experts."

— Representative of a partner university

Importantly, non-target schools have seen improvements within neighboring DBE 2 schools, and are striving to achieve similar results, and receive the same benefits, as DBE 2 schools. The process of replication is an effort to equalize educational quality between target and non-target schools and districts.

—The results of the assessment team concluded that the schools targeted by DBE 2 are much nicer than non-target schools. This suggests that DBE 2 training has created real results in schools."

— Kepala Dinas Sidrap District, South Sulawesi

How do the trainings and resources provided by DBE 2 differ from those currently provided by the GoI or other projects, if at all?

Several respondents suggested that while the content introduced in both DBE 2 and GoI trainings are similar, the process of training introduced by DBE 2 is different, particularly by way of participant-facilitator interaction and the time allocated in DBE 2 trainings for the direct practice of new methods.

—There is little difference seen from the material presented [by DBE 2 and by the Department of Education], but the training conducted by the Department of Education is still mostly theory, while training administered DBE 2 involves direct practice in front of the class in accordance with the training modules provided."

— Teacher SDN 173535 Tobasa, North Sumatra

—It is almost the same material. However, [DBE 2 is] somewhat different from the current training delivery strategy, as it involves many participants in the activity. There is not only talk but participants are involved in direct practice."

— School principal at TK Pembina 1, Lamongan, East Java

Respondents have also commonly mentioned that, because professional development opportunities tend to be scarce, any training relevant to the improvement of teacher practice is welcome training, and that the implementing agency matters less than the availability of professional development. Some respondents, however, were very emphatic about the contrasts between GoI and DBE 2 training, and endorse training facilitated by DBE 2 as a significantly different type of professional development.

—In terms of lesson plans, in other [government] trainings, if we are taught to make lesson plans they are in accordance with subject areas in the curriculum. In DBE 2 training, we were taught how to make thematic lesson plans. In other [government] training, we are not taught how to organize classrooms. In DBE 2 training we were taught how to organize and manage classrooms where students sit in groups. In the implementation of other [government] training, the use of time is not strict. Sometimes after lunch participants go home. The use of DBE 2 training time, however, is very strict. No time is wasted—all of it is used effectively and efficiently."

— Teacher, SDN 1 Bilokka, South Sulawesi

To what extent has DBE 2 transition training actually been used or applied by its teacher participants?

Concurrent with DBE 2's reputation among most of the people interviewed for this survey as an effective training program, respondents are consistently able to point to methods and practices that teachers have been able to implement as a result of participation in transition activities. Respondents report using the methods presented in training once they return to their own classrooms.

Some respondents have gone as far as to state that DBE 2 is contributing towards a paradigmatic shift in the ways that teachers approach teaching and learning.

—The training was very supportive of teaching and learning activities in class such as the development of APM (low-cost learning materials), which aim to help students better understand the topic of the lesson. For example, a math lesson: teachers can make the APM from cardboard scrap materials so that students can directly understand geometry because the teachers make the APM from the scrap materials to build example shapes, like triangles, cubes, squares and others."

— Dinas Pendidikan, Tobassa, North Sumatra

—I have also seen a change in teachers' passion to use active learning – they are very highly motivated."

— School principal, MI Islamiyah, Lamongan, East Java

What aspects of DBE 2 transition trainings do stakeholders consider beneficial or needing improvement?

One of the frequently cited strengths of DBE 2 is the mentoring and follow-up provided by the program. However, in most instances of replication, training and follow-up were not provided, and this is identified by respondents as a significant weakness. Alongside the desire for more training, respondents were emphatic about the need to ensure trainings are not rushed or compressed into shortened delivery periods.

—A tight teacher training schedule is very burdensome to the material presented by the facilitator. Sufficient time greatly affects the quality of training."

— Head of primary education, Dinas Pendidikan, Banda Aceh, Aceh

By far, respondents expressed their appreciation for DBE 2's applied, practical, and relevant approach towards training, where participants were able to practice new methods in training, and later, apply them with greater confidence in their own classrooms. Many respondents also emphasized DBE 2's strength in capitalizing on teachers' creativity as an essential component of good teaching.

Are stakeholders planning, or would they like to engage in further DBE 2 transition activities as a result of their experiences?

Time and time again, stakeholders expressed their interest in continuing DBE 2 training within their schools and districts. As detailed above, it may be that training in general is of greater priority than DBE 2 training in particular, but DBE 2 training is, indeed, welcomed.

—The State University of Malang is ready to participate if there are DBE 2 programs to come."

– Representative of a partner university, East Java

"Sustain the DBE 2 program with and administer new programs again in our area. DBE 2 should always see that training is developed and provided to all. Training provided once is useless, so if it were increased, it would be even better."

– Teacher, SDN 163096, Tebing, Central Java

A large majority of respondents indicated that training in ICT is both needed and desired, and if their participation in DBE 2 trainings were to continue, this would be a topic of priority.

Are there professional development "gaps" that DBE 2 transition trainings do not address or fulfill?

Several respondents, most of who had participated in a DBE 2 target school, felt that there should be an extension of training which introduces "advanced" content and teaching-learning methods. Some respondents requested very specific capacity building in areas not addressed by DBE 2 transition activities. These topics included training in writing scientific papers (which are required for promotion), training in peer mentoring techniques for principals and school supervisors, and supporting students with learning difficulties.

Program Implementation, Problems and Solutions

Several issues arose this year that challenged the implementation of the project's transition strategy.

- ***The uncertainty of project extension.*** Incremental project extension affected all DBE 2 offices during the final year of activity. This drew energy away from planning and support for transition efforts. Provincial offices were often not able to promise support to those stakeholder implementing agencies interested in transition because of the ambiguity as to when the project might close. These circumstances forced provincial specialists and MTT field staff to prepare for several "false-stops" before approval for project extension was made explicit. Provincial offices did the best they could to manage with this uncertainty but there was little that could be done to manage the root cause of this and inefficiencies were inevitable. Strong project management and high levels of personal commitment from field staff were able to keep the project running effectively and on schedule despite this challenge. Had the project been extended earlier to the end of the calendar year it is almost certain that the numbers of schools and teachers that could have benefitted from transition would have been higher.
- ***Reduced numbers of field staff.*** Some provinces (North Sumatra, Banten, West Java and East Java) lost MTT field staff prior to the project closing down its activity. MTTs were the tip of the spear in supporting transition and the increased demand for replication of DBE 2 best practices in the field was largely a result of their extra effort and successful coordination with local stakeholders. Reduced numbers of field staff obviously made it more challenging to formally support transition activities, particularly in these regions. What is more, MTTs were a key force in providing ongoing mentoring and follow up to transition activities. Their continuous presence at replication schools encouraged educators to implement the practices that they learned during replication of DBE 2 training and promoted concrete follow up to take place at the school level. The loss of MTTs reduced the project's capacity to promote this kind of follow up. The additional training on peer mentoring which was provided to school supervisors and subject area specialist teachers was one way that this could be addressed but it is not clear how effectively these persons were able to fill the gap when MTTs were no longer directly employed by the project.
- ***The new system of approval of transition activities required an adjustment period.*** The refined system for tracking and approving transition activities was a good idea, but proved challenging to

implement uniformly nation-wide in its early stages. This was to be expected as the introduction of many large new systems can take time. Project staff at all levels worked tirelessly in coordination to work out the kinks in the system and in the end it was implemented efficiently to achieve its aims. The resulting improvement in planning was noted across the country as was a rise in the quality standards employed during implementation of transition activities.

- ***Many stakeholder agencies were not accustomed to strict quality standards.*** It was not always easy for stakeholder agencies to maintain DBE 2 quality standards. Many tried to cut corners. Changing these habits took time. Many stakeholder agencies were not used to imposing strict limits on the numbers of participants in a single training event. Some were surprised by DBE 2 staff s‘ refusal to reduce the number of days of training, or the requiring of participants to stay for all training sessions and participate actively throughout the activity. Keeping with these quality standards was not easy, but in the end, most of the people who participated in transition activities appreciated the level of quality maintained throughout.

Lessons Learned

The project was designed to work at the sub-district level with a partnership among district stakeholders. This limited the broader issue of the massive teacher upgrading that the new MONE policies required. This was a provincial matter. The project design did not incorporate this approach directly, however each provincial DBE 2 team attempted to pursue this later. Provincial efforts varied as a result of not having a program that specifically targeted the provincial stakeholders. A program that focuses on provincial planning and development centered on the professional development of teachers is necessary to maintain a coordinated and systematic program for teacher upgrading. District stakeholders also need to be involved in the process so that accountability measures can be more effectively managed.

The scope of the project was limited to instructional leadership in schools and at the cluster level. Working with district and even provincial education staff it was observed that the central role of teaching and learning was not always apparent in a lot of decision-making. The design of the DBE 2 project emphasized comprehensive training for key staff (teachers, PBS, principals and supervisors) so that would have a shared understanding about effective practices and how to support them. Instructional leadership at the district and provincial education offices needs further review and efforts towards strengthening this aspect of educational leadership in the administration offices.

Transition is by nature a demand-driven activity. The activities that local stakeholder agencies chose to replicate, and the way that they implemented their activities were varied and adapted to local needs and priorities. The provincial offices and staff had to learn to adapt to meet local stakeholders‘ priorities and had to be flexible; in the case of transition, provinces could not apply a one size fits all approach. Each province‘s strategy had to be adapted to meet local demand at all levels, approaches had to adjust to different circumstances, priorities and contexts. Strategies could never remain static and had to respond to shifting priorities and remain nimble enough to respond to opportunities presented by local districts and university partnerships as they arose.

A surprising amount of activity can occur because of strong grassroots support. Initial efforts to promote replication were focused on APBD funding and district level support. This completely overlooked the bottom up demand, leadership and funding that was present among schools and clusters. Once this bottom up support was tapped and the transition strategy adjusted to respond to this school and cluster demand, numbers of activities involving non-DBE 2 schools began to climb.

Recommendations

Future projects will need to have a provincial focus from the very beginning of the project. Decentralization has shifted the operational focus to provinces and districts. Therefore, operational programs and activities should be implemented at this level. Central stakeholders have a critical role in establishing policy, providing policy interpretation for provincial and district levels, and providing resources for field level policy implementation. Monitoring and accountability mechanisms should be established and operated by central stakeholders to provide assurance that policy standards are met.A systemic approach is needed that addresses the provincial and district educational efforts to improve the quality of teaching and learning. All components of the education system need to be involved in the process of assessment, planning and implementation of a program. Universities, LPMP, PGRI other provincial education agents need to work with MONE and MORA staff in developing a coordinated, efficient and financially responsive approach to teacher upgrading. Districts need to be part of the development process and at the same time held responsible for implementing professional development efforts for educational staff in districts, sub-districts, clusters and schools.

The inclusion of universities in the implementation and adoption of DBE 2 best practices was a sound approach and needs to be further strengthen and coordinated with a provincial plan (as noted above) in future projects that target educator upgrading. A dialogue between universities and districts needs to be promoted as the districts have demand for teacher upgrading and the universities will be the primary source for the services to support the upgrading. Provincial/district financing schemes could assist in helping poorer districts to meet the professional development needs of their teaching staff. The university role in in-service teacher professional development is increasing. With the development of distance learning schemes there will be a need for an effective coordinated effort that promises efficient and systematic teacher upgrading.

Programs should be conscious of the fact that the adoption of new practices or new behaviors does not happen overnight. The process and rate of adoption of a new innovation is affected by a number of variables that need to be considered in program planning. One is whether or not the target audience believes that an innovation is relevant to their needs. Another is whether or not the target audience believes that an innovation is in line with their priorities, a third is whether or not the innovation is feasible, simple and uncomplicated and the last is whether or not the innovation is observable. The role of leadership also influences the rate of adoption. Commitment from leadership (the Minister, Dirjen, Kepala Dinas Pendidikan Kabupaten/Kota or university rectors) has an influence on the rate of adoption. At the school level this point underscores the importance of working with school supervisors and principals. Including these persons increases the likelihood of successful adoption and speeds the adoption rate. Failure to include these persons reduces the speed and success of adoption. Schools that have succeeded in putting to practice the innovations they learned from DBE should be maintained and used as reference schools that other educators can visit to observe effective school improvement and consider replication of DBE best practices. Districts can take advantage of these schools to promote the adoption of the program‘s innovations.

The turnover of MONE and MORA officials at the provincial and district levels suggests that a provincial plan developed/adopted by provincial stakeholders be established and employed as a standard for measuring progress towards provincial/district plans for improving the quality of education. Having a standard will hold those responsible for education accountable to the stakeholders at the provincial and district levels.

A program of instructional leadership for provincial and especially district administrators would aid in shifting the focus of administration from efficient management towards leadership that emphasizes quality teaching and learning.

Focus on more than just APBD as a funding source to support replication. A significant amount of the replication

of DBE 2 best practices was supported with funding from schools and teachers. Allocation of APBD was frequently subject to political machinations that could cause allocations to disappear at the last minute, whereas Dana BOS was allocated by the schools themselves with the support from district education officials and activities could be immediately implemented at the subdistrict and school cluster level. Future programs should be aware that this kind of bottom-up funding can be every bit as important as APBD in supporting replication.

Donor projects are uniquely positioned to pilot innovations that are difficult to attempt under the bureaucratic encumbrances of government systems. The GOI should take advantage of this opportunity to test effective, innovative approaches for educational improvement, and then unabashedly integrate those that are successful into their existing systems.

Build human capital of district government offices, universities and other education institutions. As one the government assets, ex DBE 2 trainers and facilitators (MTTs, DLCs) should be utilized to support implementation and dissemination of best practices.

ALFHE facilitators are an asset to be taken advantage of. The Ministry of Education and Culture (MOEC) Directorate General of Higher Education should make use of facilitators and the broader ALFHE network for developing curriculum and instructional program improvement at the Directorate General.

The efforts to support three expansion universities in DIY should be considered by USAID as a way to expand the project in new provinces. The three universities participated in ALFHE and most of the DBE 2 university TOTs on effective practices. They are in a position to support future initiatives that involve university support to in-service teacher upgrading. DIY can be easily attached to future efforts in Central Java.

Universities‘ enthusiasm for participating in ALFHE training package activities was growing at the time of DBE project closure. Senior university staff saw a good fit between the ALFHE training package and similar efforts promoted by the Education Ministry and were supportive of ALFHE rollout on campuses across the country. This enthusiasm should be harnessed and expanded upon in the future. It would be prudent to continue similar training for lecturers in future project activity. Future projects should look toward expanding ALFHE activities to private universities and coordinate this effort with the KOPERTIS structure that provides oversight for private universities throughout the country.

School Report Card Final Report

Introduction

An important aspect in any effort to improve the quality of education is to foster reliable and succinct communication of relevant information within schools and between the school and its community. The School Report Card (SRC) program was identified as one tool that could assist schools as they develop school improvement plans and monitor the progress of improvements, while at the same time promoting the participation of the community in supporting their school as better-informed and concerned stakeholders.

The SRC program assisted schools in (1) measuring their success, progress, and achievement and (2) effectively communicating their accomplishments to pmittees, and community or school stakeholders. The SRC engaged school leaders and stakeholders in the collection of information and facilitated the compilation of the material into a concise report. It then helped them to assess the findings presented in the report so that they could make important decisions about school development.

DBE 2 developed the SRC format and piloted its use in four provinces. Based on the pilots, the format was then revised and piloted in another province, after which the format and approach were finalized. Two provinces, North Sumatra (Cohort 1) and Central Java (Cohorts 1 and 2) elected to roll out the SRC. An evaluation of the program in 2010 found that the SRC had raised parent and community awareness concerning school development matters and encouraged them to provide support.

Given that schools need to have the tools necessary to identify their strengths and weaknesses in order to set training and school improvement priorities, the SRC intervention set the following objectives:

- Develop an SRC format that school communities can use in addressing school quality.
- Pilot the SRC in several DBE provinces, and revise it based on an evaluation of these pilots.
- Attempt to roll out the SRC in at least one province.
- Evaluate the program and make recommendations.

Implementation Strategy

The following activities describe the approach to implementing the SRC program:

- Develop an instrument for assessing school progress that could be implemented to involve all stakeholders in a school.
- Collaborate with DBE 1 in assessing a combined School Database System (SDS) and SRC instrument, as well as stand-alone instruments in a pilot program in several provinces.
- Roll out the SRC in the provinces based on the interests of the provincial coordinators.
- Evaluate the SDS and SRC pilots and the rollout implementation.

Summary of Activities and Participants

The table below summarizes the activities and the number of participants in both pilot and rollout activities.

Table of Activities and Summary of Participants

No.	Activity	Cohort	Participants								Total
			Teacher		Principals		Supervisors		Others		
			M	F	M	F	M	F	M	F	
1	Preparation of the SRC										
2	Collaboration with DBE 1 on formatting and piloting										
3	Launch of SRC pilot, June 2007	Participant data not available for pilot program									
4	> Central Java										
5	> East Java										
6	> North Sumatra										
7	> South Sulawesi										
8	Assessment of pilot program and SRC revision										
9	Trial of revised SRC in East Java (July 2008, Tuban)										
10	Rollout of SRC in North Sumatra										
	Provincial TOT	1							4	4	8
	Tryout	Jul 2008	5	5	2	5	-	1	2	11	31
	Rollout	Oct–Nov 2008	28	60	24	62	11	11	46	39	281
	Total		33	65	26	67	11	12	52	54	320
10	Rollout of SRC in Central Java										
	Provincial TOT	1							10	4	14
	Tryout	Aug–2008	8	3	8	3	1	-	10	1	34
	Rollout	Oct–Nov 2008	28	60	63	31	29	8	59	33	318
	Total		51	55	71	34	30	8	69	34	366
	Provincial TOT	2							17	8	25
	Tryout	Oct–2008	8	2	8	2	3	-	7	1	31
	Rollout	Nov–Dec 2009	39	49	56	39	22	5	62	28	300
	Total		47	51	64	41	25	5	69	29	356
11	Program evaluation, June 2010										

Notes:

—Provincial Training of Trainers (TOT)" participants under —Other" were the District Learning Coordinators (DLCs) and Master Teacher Trainers (MTTs).

—Others" for the —Tryout" and —Rollout" included members of the School Committee.

Summary of Transition Activities

Transition activities were limited to Central Java, where the SRC initiative was rolled out widely and where provincial staff found interest in replicating this initiative. One DBE district and two non-DBE districts expressed interest in replicating the program. A TOT was carried out for university lecturers from 10 universities (UNNES, UNS, IAIN Walisongo, IKIP PGRI, UKSW, UMS, UNWIDHA, UMM, UNY, and UIN Jogjakarta) as a means of supporting future replication of the SRC program.

Data describing these replication activities in districts and transition of the intervention to universities are presented in the table below.

Transition Activities in Districts and Universities

Activity	Sponsor	Estimate IDR Amount of Funding Contributed by Implementing Agency	Estimate IDF Amount of Funding Contributed by DBE 2	Participants			
				Teachers	Principals	Supervisors	Total
SRC training	Kudus District Education Office	NA	NA	100	100	-	200
SRC training	Wonosobo District Education Office	NA	NA	-	34	-	34
SRC dissemination	PGRI Tegal District	NA	NA	1	675	9	685
SRC TOT for 8 university partners	UMS (Solo)	NA	NA	38 (lecturers)			38
Total		9,900,000 (USD $1,100)	7,494,000 (USD $833)	139	809	9	957

Note: NA indicates that disaggregated data is not available.

Accomplishments: Monitoring and Evaluation Results and Impact

The quantitative and qualitative studies conducted as part of the SRC evaluation in the first half of 2010 describe outcomes of the SRC program. The DBE 2 team conducted the quantitative study. The short-term adviser for the SRC and the primary school management adviser conducted the focus group discussions (FGDs) in selected schools to develop a qualitative perspective concerning the SRC implementation.

The following are the key outcomes of the quantitative study:

- Principals showed a high level of interest and involvement.
- School committee members made a considerable contribution.
- Parents and community members showed significant interest.
- Schools effectively used the SRC as a tool to assist evaluation and planning.
- The SRC was used to monitor school improvement activities.
- The SRC was used to communicate success to parents and the community.
- In Cohort 1 clusters, large segments of parents and communities saw and understood the SRC.3
- Respondents all agreed that the SRC contributed to increasing openness, transparency, and accountability.

The following are the key outcomes of the qualitative study:

- Schools were very supportive of the SRC program.
- Respondents believed that the SRC program provided a good representation of their school that was worth disseminating among their community to promote school improvement.
- The SRC contributed to the greater openness, accountability, and transparency that are now expected from schools.
- Participants agreed that information on school and student achievement and school programs was important and useful.
- There were several comments concerning the two different SRC versions, namely the SRC stand-alone and SDS versions. The SRC as a stand-alone report was reportedly faster to complete, was better targeted to the agreed school community audience, and could be socialized more quickly at more appropriate and regular times. However, the stand-alone version required double entry of some data, making it somewhat repetitive. The concern with the SDS version was that the required data input was onerous and often delayed or prohibited SRC publication.

[3] Cohort 2 SRC implementation was conducted in Central Java shortly before this evaluation, so there may be a limited response available for this evaluation.

Program Implementation, Problems, and Solutions

The initial concept for the SRC was developed and tested in February 2007 through FGDs conducted with stakeholders and SRC end users. The initial FGDs established criteria stating that the project should develop a report card that could accomplish the following objectives:

- Identify and provide relevant information to school-level stakeholders.
- Ensure that information is provided in a way that is accessible for all readers.
- Facilitate inclusion of qualitative and quantitative data.
- Enable comparison of data across school years.
- Maximize simple Information and Communication Technology (ICT) options available to schools.
- Distribute the material to communities in an easily accessible form that does not create additional financial or time burdens to the school.
- Present the unique character of the school, its programs, and progress.
- Build better relationships, understanding, and community support.
- Celebrate school successes.

DBE 1 agreed to support the software development and the introduction of the SRC to national and local authorities, seeking relevant authorities‘ approval for use by schools. DBE 2 took responsibility for developing the content and the training materials for rollout in selected provinces.

In June 2007, after the development of the software and training manuals, DBE 1 and DBE 2 staff piloted the revised school report in four clusters across four provinces. Central Java and North Sumatra piloted the stand-alone version, and East Java and South Sulawesi piloted the combined SDS/SRC version.

Province:	**Central Java**	District:	**Boyolali**
Province:	**East Java**	District:	**Mojokerto**
Province:	**North Sumatra**	District:	**Kota Binjai**
Province:	**South Sulawesi**	District:	**Pangkep**

After each SRC pilot was completed, the participants were asked to provide feedback on the activity and the formatting of the instrument. The information gained from these FGDs provided input for the revision of the training programs, the data entry component, and the format of the report itself.

In July 2008 the SRC was tested one final time in Tuban, East Java. During the trial, more adaptations were made to the content and software. Adjustments were made to the training program to include more strategies concerning the way in which schools distributed and used the final report, as well as more basic computer training (using a USB, file management, and virus control, for example).

North Sumatra (Cohort 1) and Central Java (Cohorts 1 and 2) were selected to roll out the SRC. A TOT for DLCs and MTTs was conducted prior to its implementation in both provinces. A tryout was conducted in each province at one CRC/cluster. A two-day workshop was then conducted in the remaining targeted clusters at the relevant CRC. This process created a better understanding of the implications for a large-scale program, as well as yielding information on a stand-alone SRC version compared with a combined SDS/SRC version.

In a final review of the program, a joint DBE 1 and DBE 2 evaluation was conducted in June 2010 to assess the outcomes of the SRC and to compare the stand-alone version of the SRC with the SDS version. The evaluation consisted of two components: a quantitative study and a qualitative study. The quantitative study involved a

sampling of North Sumatra pilot program participants and Central Java's rollout participants. The qualitative study conducted FGDs with participants from selected school clusters in Central Java and East Java. The results of the evaluation are provided in the Impact and Evaluation Report— School Report Cards DBE 2, June 2010.

Both the pilot and rollout of the SRC experienced common challenges in some areas, for example:

- **Information gathering:** There were problems in obtaining access to data required for data entry.
- **Technical capacity:** (1) Principals, teachers and school committee members had limited computer skills; (2) access to computers outside the CRC was limited; (3) computer viruses caused problems; and (4) electrical outages occurred.
- **Administrative drift:** In some cases subdistrict education officials were interested in using SRC results to rank schools, which was not the intended purpose of the SRC and is counterproductive to the aims of the initiative.

Despite these difficulties, the DBE 2 teams in each province were able to address these matters to ensure that the program was completed as designed.

Lessons Learned

DBE 2's monitoring and evaluation findings combined with the FGD results to confirm that the SRC overwhelmingly met the objectives for this intervention. First, the SRC was used consistently by school administrators to monitor the quality of their school and engage School Committee members and teachers in the school planning process. Second, the SRC was used to communicate success to parents and the community at large through public posting on notice boards and presentations at parent meetings. Third, this process supported the GOI objective of promoting open, transparent reporting to the community. Unexpected benefits included the use of the SRC to support fundraising activities.

The stand-alone SRC format for the most part represented school quality and was easy for most stakeholders to understand. The software also proved easy to use and manageable. The FGD findings show that dissemination of the SRC through the SDS package in schools, as well as among parents and the wider community, appears to have been minimal.

A number of areas merit further consideration if the SRC is to be more widely disseminated.

1. The content and format should be enhanced to reflect stakeholders' planning needs, and some content could be streamlined.
4. Training on data entry and software used should be adjusted to avoid common errors in file management.
5. Training on dissemination should be adjusted to include ways to reduce turnover among principals and School Committee members.
6. SRC training should integrate recent work from school and classroom action research to emphasize a deeper understanding of the links between the teaching-learning process and outcomes reported through the SRC.
7. Although the SRC program was designed for schools and their communities, strategies to seek official sanctioning through educational authorities should be revisited.

Recommendations

SRC and SDS

Stakeholders who had used both SDS and stand-alone SRC expressed a preference for the format of the stand-alone SRC and the lighter burden of data entry. Nevertheless, they also confirmed discomfort with duplicating data entry for two software packages and expressed satisfaction with the range of reports that could be produced through SDS. The solution would seem to be to revisit the SRC format within SDS to more closely reflect the stand-alone format and to guarantee socialization through SDS training. However, evidence from the field indicates that the risk of this strategy is that the SDS version of the SRC would not receive the same attention as the stand-alone version. Furthermore, including the SRC within the SDS makes it more likely to be seen as an official reporting document to bureaucracies rather than a tool to promote school self-evaluation and community participation in school improvement efforts. With these qualifications in mind, it is recommended that the SRC be disseminated as a stand-alone version.

SRC Content

The following aspects of the SRC stand-alone software could be further improved:

- Text comment fields in the SRC are not large enough to hold all the text.
- Some fields in the SRC are not large enough to accommodate some data (for example figures up to 100,000,000.00 IDR or date fields).
- The finance fields will not accept a negative balance, thus incapacitating some formulae.
- A finance field for future-year planning could be added.
- Fields for school planning activities could be increased from three to five.
- Fields for school and student success could be adapted to show successes from previous years.
- The option for gray-scale printing should be restored.
- Text font could be enlarged, though this might force the format to accept less text to be entered.
- Parent education and socioeconomic background could be removed.

SRC Training

Software: Participants continued to struggle with the concept that the SRC Excel worksheet was a multiyear database. As a result, participants created a new file each year and therefore needed to re-enter data from the previous year. It is recommended that data entry training further reinforce the concept of selecting years from the available drop-down menu, thereby adding to the existing database.

Use: Experience from the FGDs suggests that including a module on school and classroom action research in the SRC training would be a valuable addition. Participants understood the benefit of the SRC for dissemination and for planning. However, few had taken the SRC further as a starting point for more detailed analysis. Case studies and school or classroom action research could prove effective tools for cluster and school leadership and could offer a way to track progress against school development efforts. In addition, the result of school and classroom action research would contribute to staff accreditation requirements through university credit awards and/or new regulations for the civil service promotion system.

SRC Socialization

While the SRC was clearly used by principals, school committees, and teachers to aid the school planning process, widespread dissemination and interaction with parents and the school community were less consistent. When asked with whom they had discussed the SRC, parents referred to their spouses, friends, and other parents,

but they rarely reported that they had discussed the SRC with teachers or principals. Greater emphasis on using the SRC as a communication tool should be considered. Case studies from the Kudus and Tuban districts revealed that some principals had taken this initiative, using the SRC at special community events and as the basis for dialogue with parents on volunteering at the school. Nevertheless, the training modules should be developed to demonstrate to the principal and School Committee that the SRC can be used to promote interactive dialogue with community and parents, in contrast to the prevailing passive one-way communication.

SRC and Educational Authorities

The SRC was informally socialized to educational authorities through the provision of software, as well as through orientation and management support, but this step was not taken in an official or structured way. District education officials who participated in the various FGDs saw the benefit of the SRC; however, they were keen to modify the content to meet their own reporting requirements. Such changes could significantly impact the SRC‘s prime purpose as a tool for school self-evaluation and reporting to a community audience. Participants noted, however, that there was considerable overlap between the SRC content and Ministry of Education and Ministry of Religious Affairs reporting requirements. Therefore, a more concerted discussion with these ministries is needed to secure official approval of the SRC as a school-based planning and evaluation tool.

The SRC can constitute a means whereby school communities can conduct self-assessments and plan for school development. The diversity of school environments needs to be considered in future applications of this program. Schools with the access and infrastructure to support the technology have one set of needs, whereas those lacking such facilities and the human resources to support them have another. The growth of the program will rely on the development of both human and technical resources in schools and school clusters. Future implementation will need to support both efforts, as many rural schools have limited experience with computers.

Although the SRC was designed to support school development, cluster leadership could pool the results of the SRC, identify common areas for school and teacher development, and conduct cluster-level programs to enhance the capacity of schools and teachers. Through teachers‘ and principals‘ activity groups, both school development and teacher professional development can benefit all schools in the cluster by focusing on common issues.

Several issues related to program implementation are listed below for further consideration:

- The type of information to be gathered for the SRC activity needs to be socialized, and its availability must be confirmed. A program on gathering and storing information may be required for schools that have inadequate information systems.
- Computing skills are essential; either school staff must possess these skills, or technical support must be available at the school.
- Training should be conducted at the end of the school year so that the results can be used to promote the school‘s success and progress.
- Retraining is needed every year as a refresher or to assist new members of the school development team.
- A support team such as DLCs and MTTs is important to assist the schools as they prepare the SRC.

Accredited Training Final Report

Introduction

In 2005 the Ministry of National Education established new policies that required all teachers to have a four-year degree and introduced a program to certify all teachers. DBE 2 designed the Accredited Training Package (ATP) program to support these new policies.

Through the ATP program, DBE 2 undertook a number of initiatives to develop and implement university-accredited training packages that could be delivered in school clusters. The process involved the establishment of partnerships with institutions of higher education, the development of a team of local school and university facilitators, the creation of training packages, and the delivery of training in two cohorts of selected school clusters in districts across seven provinces.

The approach was designed so that teachers (as well as principals and supervisors) could advance their qualifications without having to leave schools to attend university courses on campus. Training packages were designed to be delivered at the cluster level, thus providing valuable in-service training while teachers continued to teach in the classroom. Training was accredited by partner universities, which allowed the teachers and principals who participated in training and completed all of the course requirements to earn credit toward a four-year bachelor degree while remaining active as teachers. The program offered each cohort of districts three training packages.

The ATPs showed participant teachers how to employ active learning approaches in the classroom and allowed them to try these in their own classes while receiving peer mentoring and feedback on their efforts. This approach differed from many other training programs conducted for educators, because it focused on participants‘ practical application of what they had learned in training and provided intensive peer mentoring during that process. At the same time, training helped participating principals, school supervisors, and School Committee members to understand active learning methods and learn how these could be supported by school management.

Objectives of Program

The ATP program aimed to establish an in-service professional development training system for educators that fit the objectives described in the DBE 2 Results Framework. To achieve this goal, the program developed teams of local facilitators; built the capacity of selected universities so that they could support in-service training; designed training materials and approaches; and ultimately delivered these training programs to teachers, principals, supervisors, and school committees in designated school clusters.

Specifically, the ATP program had the following objectives:

- Identify teams of school educators and university lecturers from each DBE 2 province to implement the program.
- Train these teams in the development of active learning instruction and effective teaching using active learning methods.
- Guide the teams in the development and implementation of the ATPs to be delivered in targeted school clusters.
- Evaluate the ATPs and make recommendations for their improvement.
- Explore ways to further strengthen in-service teacher education.

Implementation Strategy

To meet the objectives described above, the project proposed to take the following steps:

- Hire a national team of specialists to form a Primary School Program (PSP) team that would implement the ATP program.
- Develop guidelines for Provincial Coordinators (PCs) for the selection and hiring of a University Adviser (UA), District Learning Coordinators (DLCs), and Master Teacher Trainers (MTTs).
- Prepare guidelines for PCs concerning the selection of university partners.
- Establish university partnerships by (1) drafting working agreements with partner universities and guidelines for PCs‘ collaboration with universities, (2) identifying a University Contact Person (UCP) person to facilitate collaboration, and (3) preparing formal working agreements with university partners that describe their roles in the development and implementation of the ATPs.
- Through the University Working Group (UWG), provide guidance for university partners in the development and implementation of the ATPs, promote their accreditation, and address the adoption of credit transfer between universities.
- Conduct training programs for DBE 2 facilitators concerning effective teaching and the creation of the Module Development Teams (MDTs), Module Implementation Teams (MITs), and Module Adaptation Teams. (MATs).
- Prepare guidelines for UAs to establish the MDTs, MITs, and MATs.
- Create a national development team with UAs and lecturers from university partners to prepare an active learning foundation training package.
- Conduct regional/provincial training programs for the MDTs, MITs, and MATs to support the development and implementation of the training programs.
- Monitor the MDTs, MITs, and MATs in their development and implementation of ATPs at the school and cluster level, and ensure that the universities comply with the conditions and deliverables of the working agreement.
- Collaborate with the Open University (UT) to establish the format for DBE 2 training packages, identify training packages for adoption to UT‘s primary teacher education program, and define the terms for reciprocal credit transfer between UT and other partner universities.
- Prepare final drafts of sample training packages and install these in the DBE 2 digital library.
- Work with the UWG to promote access to all the ATPs through the digital library.
- Maintain a dialogue with the Ministry of National Education (MONE), Department of Religious Affairs (MORA), the Coordinating Ministry for the People‘s Welfare (KESRA), and other government offices to assure that the ATPs meet desired outcomes and to address sustainability and incorporation of ATPs for in-service teacher education.

Summary of Activities and Participants

The ATP program involved national and provincial level efforts in its implementation. At the national level, the PSP team developed the overall plan for the program as well as the guidelines for PCs, UAs, DLCs, MTTs, and university lecturers. At the provincial level, the PCs and UAs were responsible for establishing relationships with partner universities and coordinating the provincial-level program.

This section of the report highlights the national activities that supported the ATP. Summaries of ATP activities in each province can be found in Provincial Final Reports. The national preparation and planning activities are addressed in the section on Program Implementation, Problems, and Solutions. The table below summarizes the activities pursued by the national team and the number of participants attending national training programs.

Summary of National ATP Activities

Activity	Location	Date	Province	Topics	University Partner/Participants
DBE 2 Staff Training	Batu and Yogyakarta	Mar 6–17, 2006	All except Aceh	Introduction to active learning, adult learning principles, module development process	UAs, Cohort 1 DLCs, and MTTs
DBE 2 Staff Training	Aceh	Jan 30– Feb 1, 2007	Aceh	Introduction to active learning, adult learning principles, module development process	UAs, Cohort 1 DLCs, and MTTs
DBE 2 Staff Training	Aceh	Nov 14–15, 2007	Aceh	Introduction to active learning, adult learning principles, module development process	UAs, Cohort 1 DLCs, and MTTs
MDT Training	Makassar	May 29–June 2, 2006	South Sulawesi	Team A: Introduction to Language	State University of Makassar and Muhammadiyah University
			East Java		State University of Malang
			South Sulawesi	Team B: Learning Communities	State University of Makassar and Muhammadiyah University
			East Java		State University of Surabaya
MDT Training	Medan	June 5–9, 2006	North Sumatra	Team A: Introduction to Science	State University of Medan
				Team B: Planning and Assessment	IAIN North Sumatra
MDT Training	Bandung	June 12– 16, 2006	West Java/Banten	Team A: Introduction to Mathematics	No university partner, team included independently hired lecturers
			Central Java		State University of Semarang and IAIN Walisongo
			West Java/Banten	Team B: Classroom and Personnel	Sultan Agung Tirtayasa

Activity	Location	Date	Province	Topics	University Partner/Participants
				Management	University
			Central Java		State University of Surakarta and IAIN Walisongo
MDT Training		Nov 27–30, 2006	Nangroe Aceh Darussalam	Team A and B: Guidance and Counseling; Learning to Live Together (Civic Education)	Syiah Kuala University, IAIN Ar-Raniri and Muhammadiyah University
National MDT	Jakarta	April– May, 2007	All	Introduction to effective Teaching in Core Subjects (Foundation Package)	Participants from all university partners, Banten DINAS staff, and UT
Final meeting National MDT	Yogyakarta	Feb 27–28, 2008	NA	Introduction to Effective Teaching in Core Subjects (Foundation Package)	Participants from all university partners, KESRA, LPMP, P4TK, and MORA
Field Staff Training	Solo	Sept 8 – 12, 2008	Central and West Java	Transition Strategies, Instructional Design, PBS training*, Effective Management	UAs, Cohort1 and 2 DLCs, and MTTs
Field Staff Training	Aceh	Aug 25–29, 2008	North Sumatra and Aceh	Transition Strategies, Instructional Design, PBS training*, Effective Management	UAs, Cohort 1 and 2 DLCs, and MTTs
Field Staff Training	Mojokerto	Sept 15–19, 2008	South Sulawesi and East Java	Transition Strategies, Instructional Design, PBS training*, Effective Management	UAs, Cohort 1 and 2 DLCs, and MTTs
UT Workshop	Bogor	Aug 13–14, 2008	NA	Review balance of training packages for UT credit	University partners, UT representatives, DBE 2 technical staff, DBE 2 UA and USAID representatives

** Cluster-based subject area specialist (PBS) teachers were incorporated into field staff training to support the sustainability of the training packages,*

The provincial rollout of training packages is summarized in the tables below. The first table provides summaries of participants for each package. Participants may have attended more than one training package—a teacher who attended math training may also have attended science or Bahasa Indonesia training—so attendees listed by participant type cannot simply be totaled for each column, as this would involve double counting. The total headcount by participant type is displayed in the following table.

Summary of ATP Participants (national-level data aggregated from all DBE 2 provinces)

ATP	No. of Schools	Principals	Teachers	School Committees	Supervisors	Others	Total
Math	1,037	990	9,731	532	310	95	11,658
Science	744	733	7,268	460	225	93	8,779
Bahasa Indonesia	451	499	3,971	302	183	59	5,014
Civic Education	36	36	637	30	15	3	721
Learning Communities	170	188	1,792	149	60	14	2,203
Planning and Assessment	100	110	1,251	87	22	10	1,480
Classroom Management and Personnel	110	121	1,109	68	69	47	1,414
Guidance and Counseling	36	22	388	18	3	8	439
Foundation Package	481	472	5,065	427	205	156	6,325

Note: The number of principals sometimes differs from the number of schools. In cases where the number of schools is greater than the number of principals, this typically occurred because the principal did not attend the entire package. The number of school principals may also be greater than the number of schools, because school principals were transferred during the project, and as a result, more than one principal may have counted as a participant in the project for a single school.

Summary of ATP Participants (Headcount)

Title	Male	Female	Total
Principal	796	616	1,412
Teacher	4,179	11,591	15,770
School Committee	1,129	217	1,346
Supervisor	498	180	678
Others	297	52	349
Total	**6,899**	**12,656**	**19,555**

Summary of Transition Activities

Provincial teams were responsible for developing transition strategies that would promote replication of DBE 2 best practices in new clusters and schools across their provinces. Those activities were summarized in the Provincial Final Reports.

Districts and subdistricts were enthusiastic in their efforts to replicate training packages. The project recorded a total of 540 activities that involved the replication of a DBE 2 ATP or were based on modification of a training package that was tailored to meet specific local needs. In some cases the districts collaborated with a DBE 2 university partner in replicating the training packages.

Summary of Transition Activities: ATPs and Tailored Training, National Data

Cumulative Transition Activities – National

Transition Activities	No. of Activities	Estimate IDR* Amount of Funding Contributed by Implementing Agency	Estimate IDR* Amount of Funding Contributed by DBE 2	Estimate # of Beneficiaries								
				District		Subdistrict		School		Principal	Teacher	Student
				DBE 2	Non DBE 2	DBE 2	Non DBE 2	DBE 2	Non DBE 2			
DBE 2 Training Packages (KKG, STW, KKKS, etc.)	252	4,066,004,700 (USD $451,778)	599,304,800 (USD $66,589)	45	28	78	370	125	3,538	3,024	17,689	574,722
Tailored Training Packages*	288	2,478,103,599 (USD $275,344)	392,279,250 (USD $43,586)	29	44	46	325	165	4,514	3,548	14,832	445,757
Total	**540**	**6,544,108,299 (USD $727,123)**	**991,584,050 (USD $110,176)**	**74**	**72**	**124**	**695**	**290**	**8,052**	**6,572**	**32,521**	**1,020,479**

** Tailored training packages include the —What Is Active Learning?" training as well as components of the different training packages.*

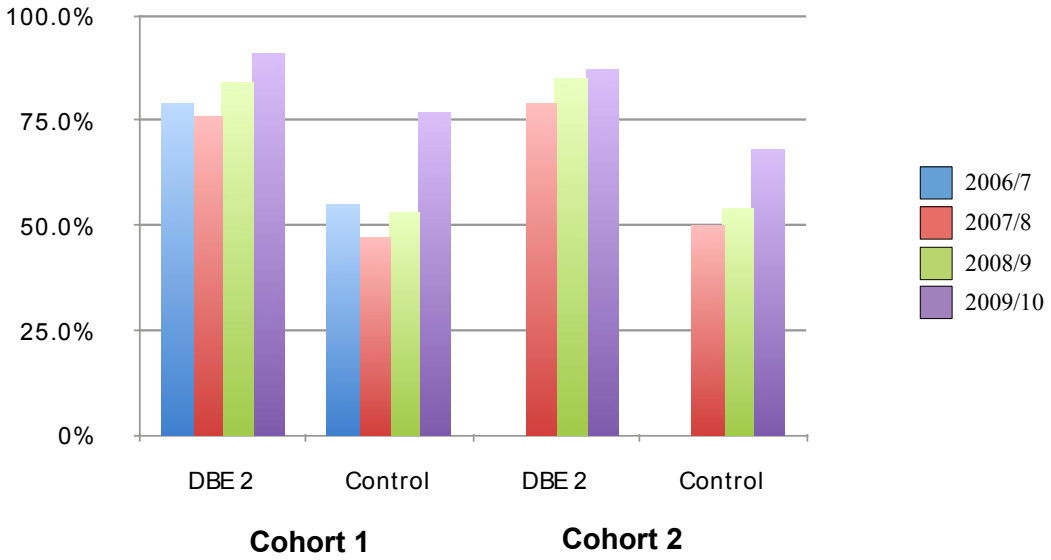
Accomplishments: Monitoring and Evaluation Results and Impact

The data presented below highlight the performance of teachers and principals as well as children's achievement in language, mathematics, and science in the DBE school clusters. This data was taken from project monitoring and student testing conducted over the course of the project and reported annually. The data and analysis presented here was taken from the annual monitoring and evaluation findings from 2010 and reported in 2011.

Teacher Performance

Results of the school assessments indicate that teachers in DBE 2 schools performed better than their peers in control schools. The accompanying table summarizes teacher performance covering classroom management, teaching and learning, preparation of lesson plans, and assessment performance (across all skill areas). The accompanying graphic shows that overall performance of the Cohort 1 and Cohort 2 DBE 2 teachers exceeded that of teachers in control schools from the beginning of the program through 2010.

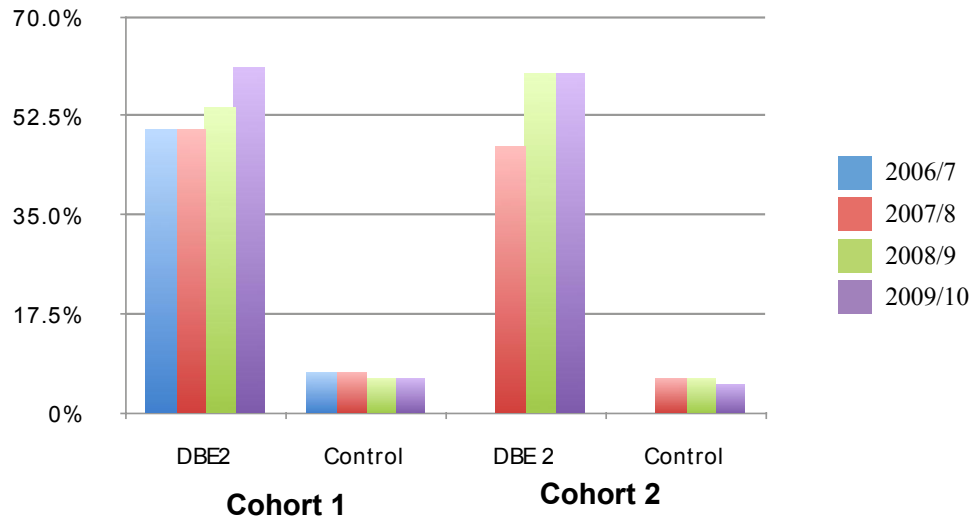
Percentage of Teachers Meeting 11 of 14 Criteria Points across All Skill Areas (2006-2010)



Note: The criteria points can be found in the collection of DBE 2 annual monitoring and evaluation reports, most recently in Tables 5 and 6 of Impact, Results and Progress: DBE 2 Monitoring and Evaluation Report FY 2010 (pp. 19-20). These tables detail Cohort 1 and 2 teachers meeting or exceeding criteria by item.

In general, DBE 2 teachers performed better than control teachers in the areas of classroom management, teaching and learning, preparation of lesson plans, and assessment. One significant area in which DBE 2 teachers outperformed their peers in control schools was lesson planning. The chart below indicates that DBE 2 teachers consistently performed very well in this area, and better than their counterparts in the control schools. This pattern is true for both Cohort 1 and 2 teachers.

Percentage of Teachers Meeting Two of Two Criteria Points in Lesson Planning (RPP) Performance (2006-2010)

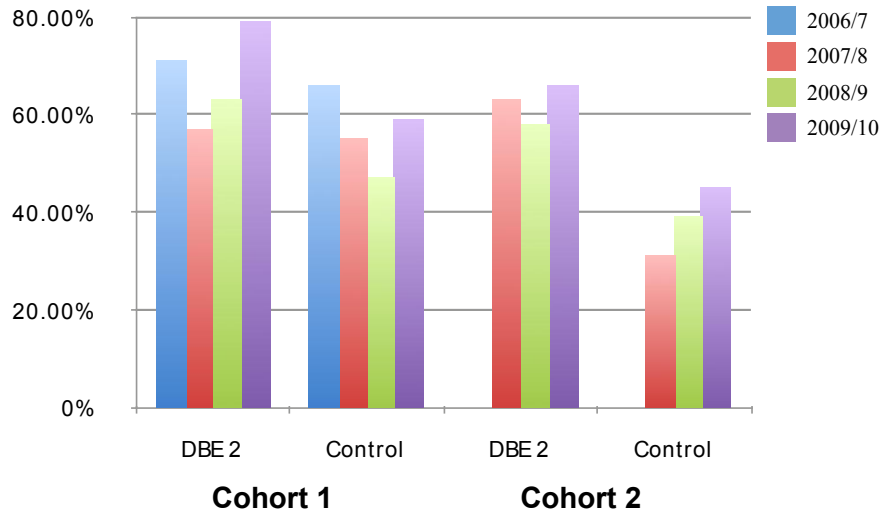


Note: The criteria points can be found in the collection of DBE 2 annual monitoring and evaluation reports, most recently in Tables 5 and 6 of Impact, Results and Progress: DBE 2 Monitoring and Evaluation Report FY 2010 (pp. 19-20). These tables detail Cohort 1 and 2 teachers meeting or exceeding criteria by item.

Principals' Performance

The principals' performance assessment reviewed leadership, planning, resource management, instructional support, and assessment. The graph below provides a comparison of the overall performance across all areas from year to year. DBE 2 school principals showed higher levels of performance compared with their counterparts in control schools when both Cohort 1 and Cohort 2 schools are taken into account.

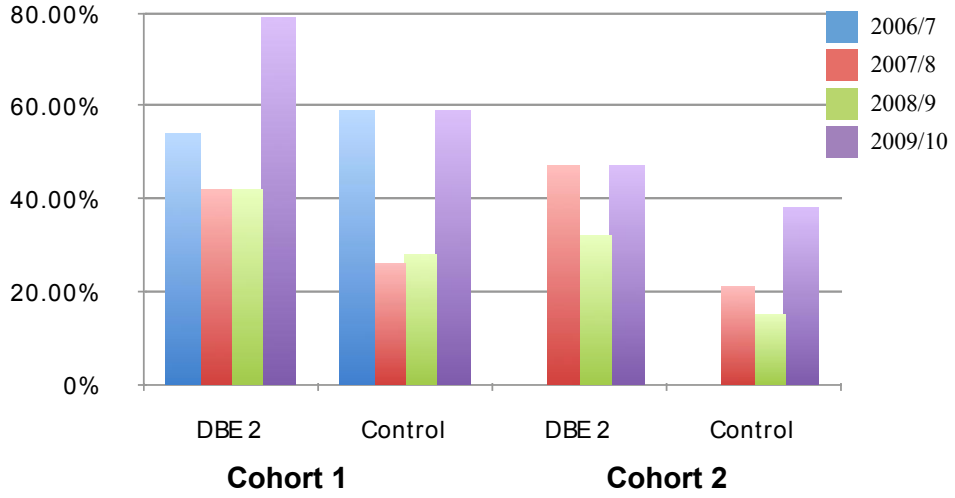
Percentage of Principals Meeting 13 of 15 Criteria Points across All Skill Areas (2006-2010)



Note: The criteria points can be found in the collection of DBE 2 annual monitoring and evaluation reports, most recently in Tables 7 and 8 of Impact, Results and Progress: DBE 2 Monitoring and Evaluation Report FY 2010 (pp.26-27). These tables detail Cohort 1 and 2 principals meeting or exceeding criteria by item.

The leadership criteria for the principals‘ assessment offer some interesting findings. The graph below shows that DBE 2 school principals in Cohort 1 initially performed equally with the control schools but outperformed their peers in control schools in 2008, 2009, and 2010. In 2010, despite a much higher performance by control school principals (58 percent) DBE 2 principals performed at 78 percent (a 20 percent difference). Cohort 2 DBE 2 school principals performed less well than Cohort 1 DBE 2 principals, but they still outperformed the Cohort 2 control principals.

Percentage of Principals Meeting Two of Two Criteria Points in Leadership (2006-2010)



Note: The criteria points can be found in the collection of DBE 2 annual monitoring and evaluation reports, most recently in Tables 7 and 8 of Impact, Results and Progress: DBE 2 Monitoring and Evaluation Report FY 2010 (pp.26-27). These tables detail Cohort 1 and 2 principals meeting or exceeding criteria by item.

Student Achievement

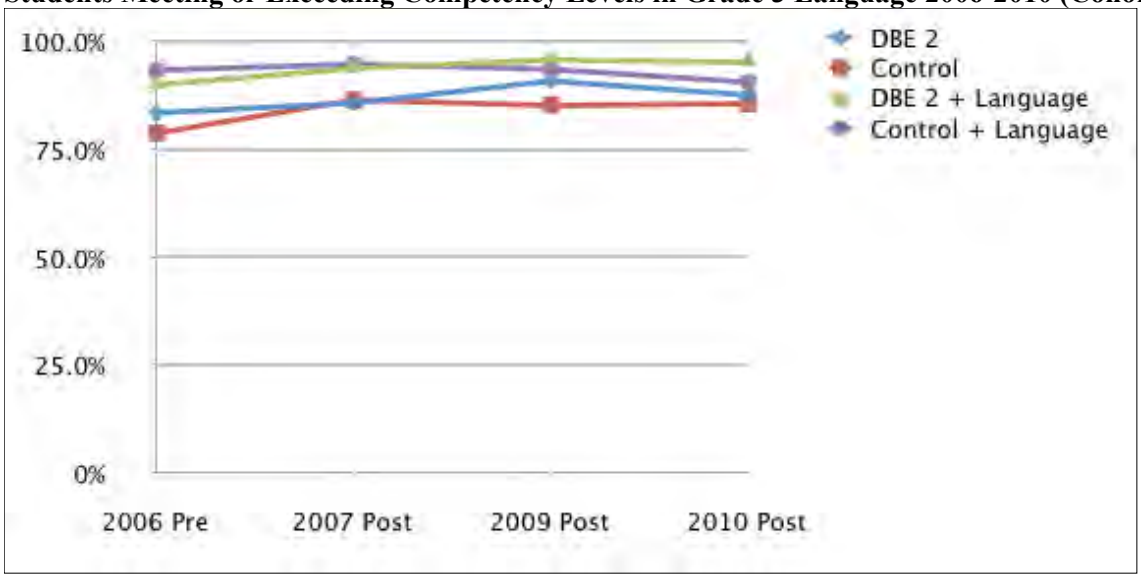
The outcomes of the effectiveness of the ATPs can best be determined by assessing students‘ performance in key areas. This assessment was carried out by sampling student achievement in both DBE 2 and control school students in grades 3 (math and language) and 6 (math, language, and science). For Cohort 1 schools the pretesting occurred in 2006; in Cohort 2 schools the pretesting occurred in 2007. This process was followed by yearly assessments for each new group of third- and sixth-grade students. A cautionary note concerning new groups of students is that the student class profiles can vary from year to year, adding another variable to the outcomes.

In general, students performed well in language and science in both DBE 2 and non–DBE 2 schools prior to any interventions, and they experienced similar achievement gains in the following assessment years. So despite the new teaching methods introduced by the teachers, achievement among students in DBE 2 schools was comparable to that of students in control schools. The following charts highlight the assessments for each subject and for grades 3 and 6. Students were assessed based on the following categories: ―Insufficient Competence,” ―Competent,” and ―Very Competent”—with the charts noting the percentage of students who achieved ―Competent” and ―Very Competent.” Another distinction is clusters that received a training package in language, math, or science compared with those that did not receive the training package. This is noted in the charts by ―DBE 2 + Language” and ―Control + Language.”

The following four charts illustrate the results from the pretest and post-tests for grade 3 and grade 6 DBE 2 students in Indonesian language and compare these with control students for both Cohort 1 and Cohort 2. Table 9

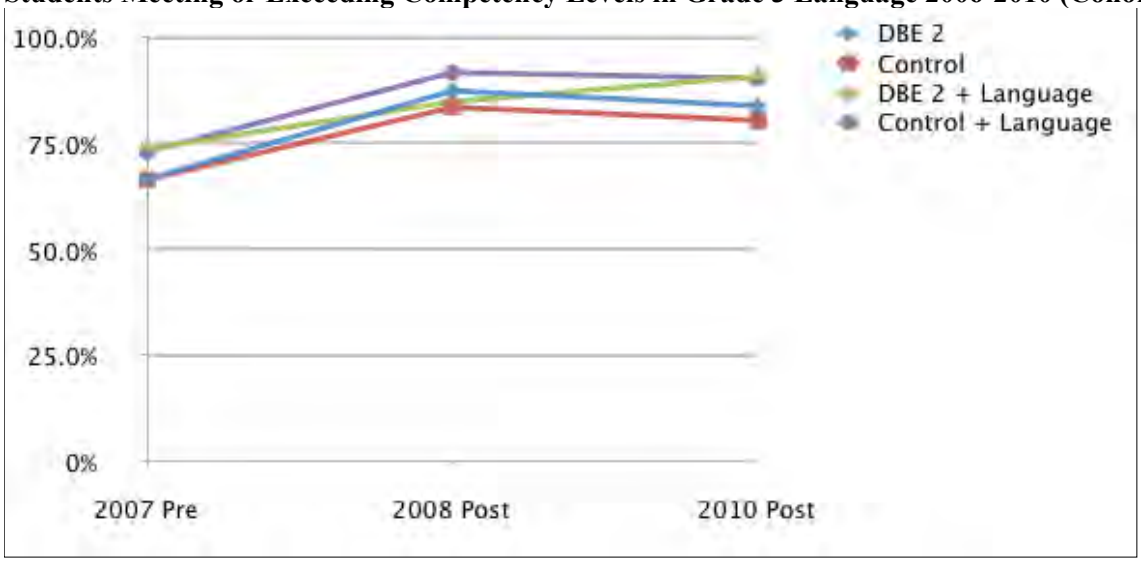
below illustrates grade 3 Cohort 1 results. Scores overall are high, but one can see that the DBE 2 and DBE 2 + Language percentages are slightly higher than those of both control groups.

Students Meeting or Exceeding Competency Levels in Grade 3 Language 2006-2010 (Cohort 1)



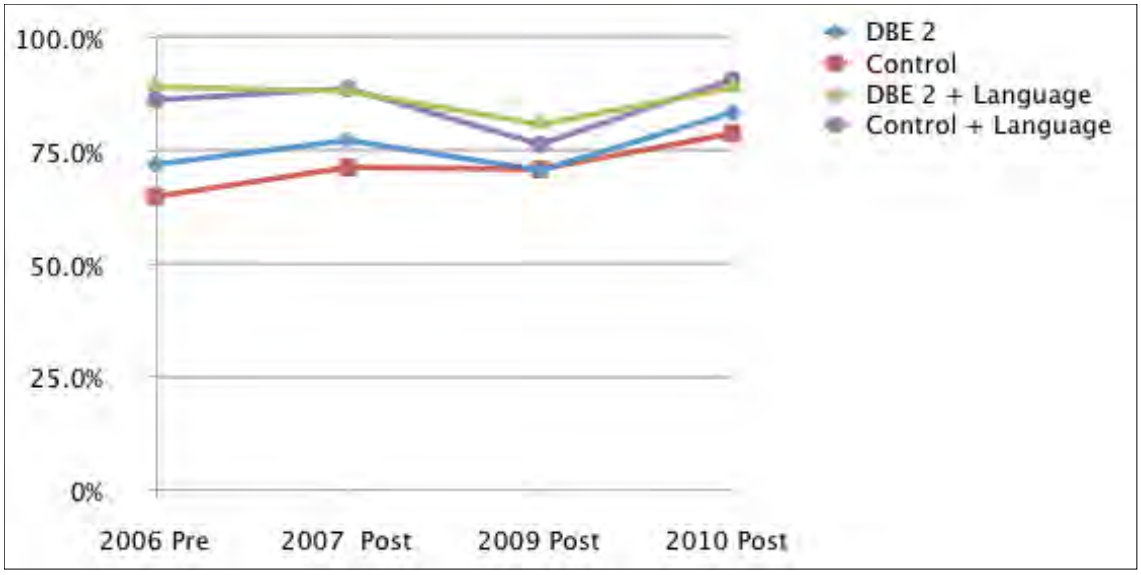
Cohort 2 grade 3 student results are shown in the accompanying graphic. All student groups performed at a lower level in the pretest, but the percentage of students demonstrating competency increased over time. DBE 2 and DBE 2 + Language performed slightly better in the last assessment year.

Students Meeting or Exceeding Competency Levels in Grade 3 Language 2006-2010 (Cohort 2)



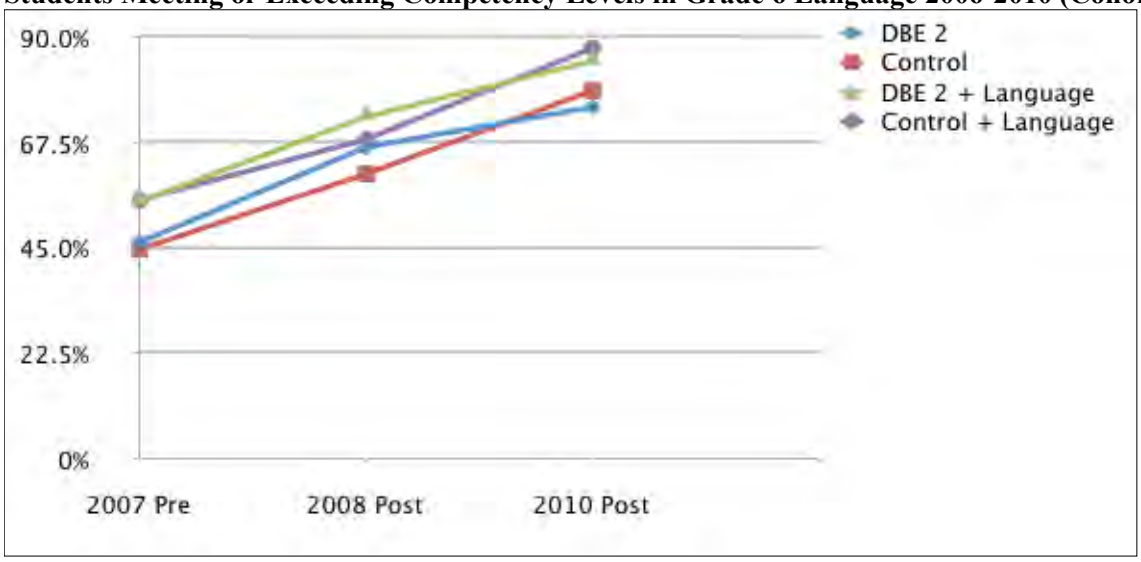
For grade 6 Cohort 1 language, one sees similar improvements/decreases over the assessment periods for all four groups. DBE 2 students performed slightly better than the control group. The DBE 2 + Language group performed slightly worse than the Control + Language group in the final year.

Students Meeting or Exceeding Competency Levels in Grade 6 Language 2006-2010 (Cohort 1)



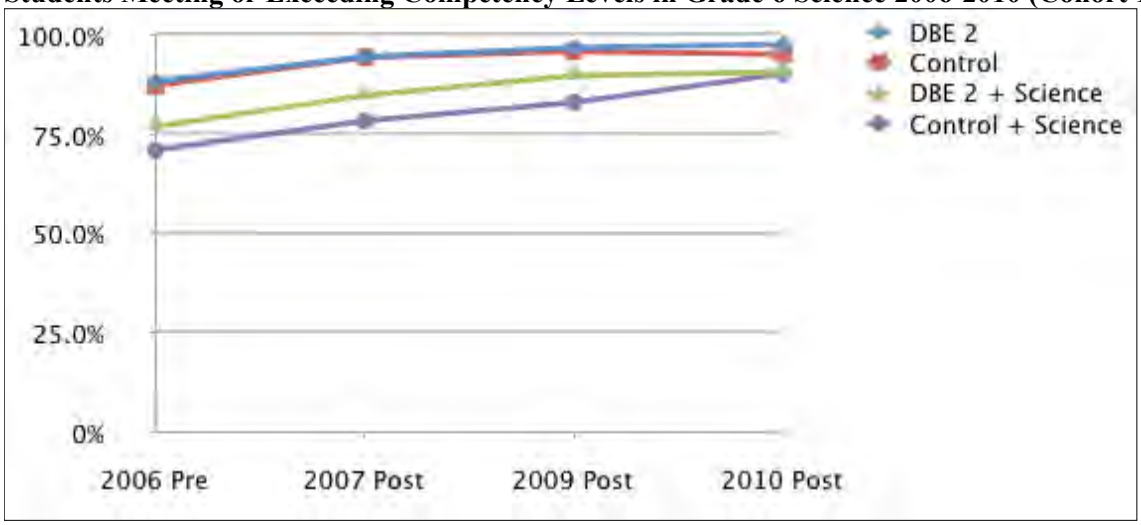
Interestingly the Cohort 2 grade 6 assessments showed similar improvements across all four groups. In the 2010 assessment, both control groups performed slightly better than the DBE 2 groups.

Students Meeting or Exceeding Competency Levels in Grade 6 Language 2006-2010 (Cohort 2)



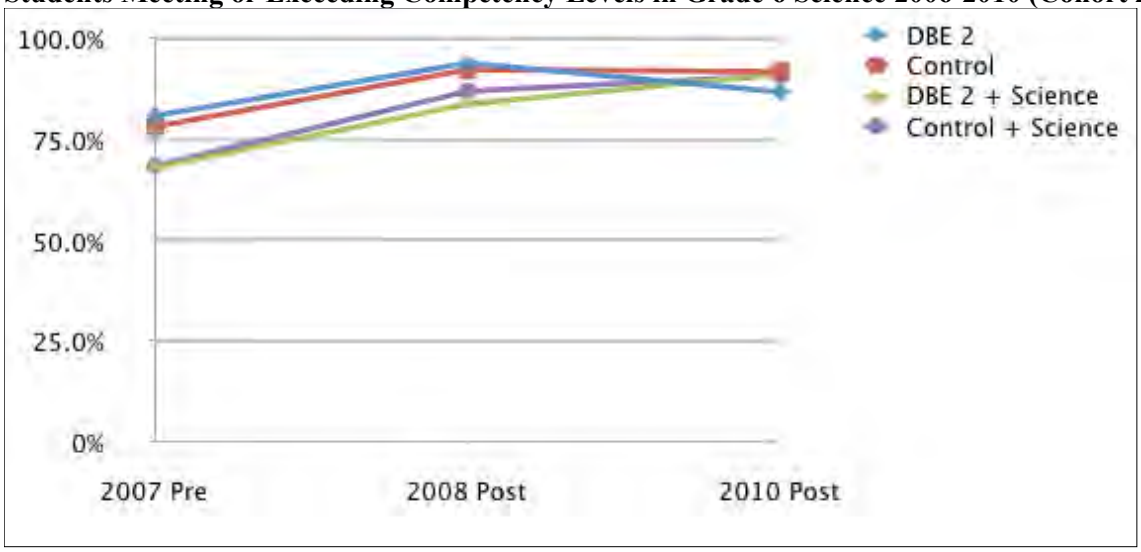
The following two charts illustrate the results from the pretest and post-tests for grade 6 students from DBE 2 schools in science and compare these with control student results for both Cohort 1 and Cohort 2. The chart below illustrates the gradual increase in performance for all four groups. All four groups performed at the 90 percent level in 2010.

Students Meeting or Exceeding Competency Levels in Grade 6 Science 2006-2010 (Cohort 1)



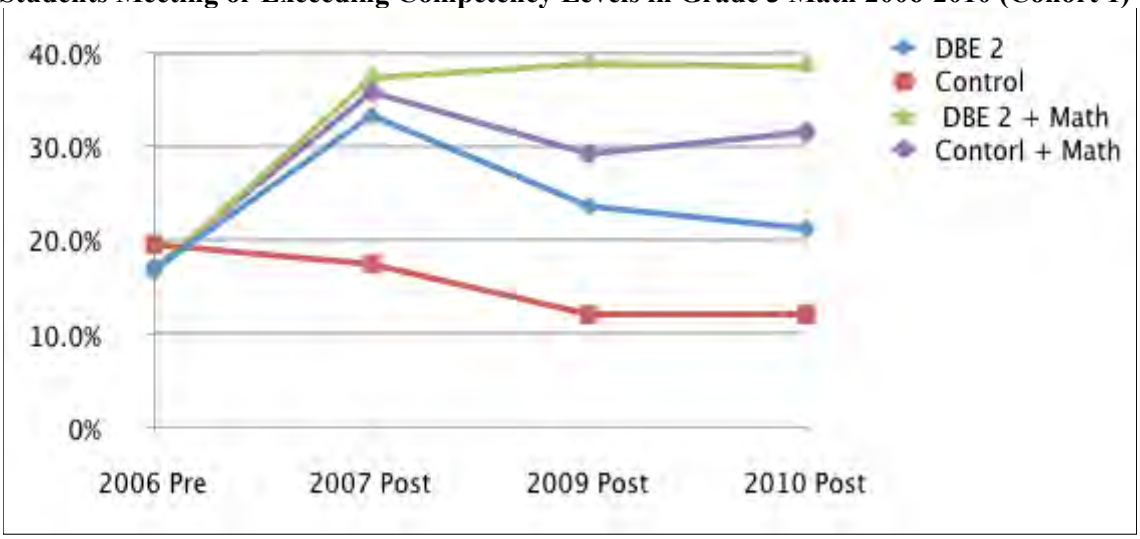
Cohort 2 grade 6 science students showed high levels of achievement for all four groups. The DBE 2 group showed a slight decline in the last year of the study, while the other three groups maintained a higher level of achievement.

Students Meeting or Exceeding Competency Levels in Grade 6 Science 2006-2010 (Cohort 2)



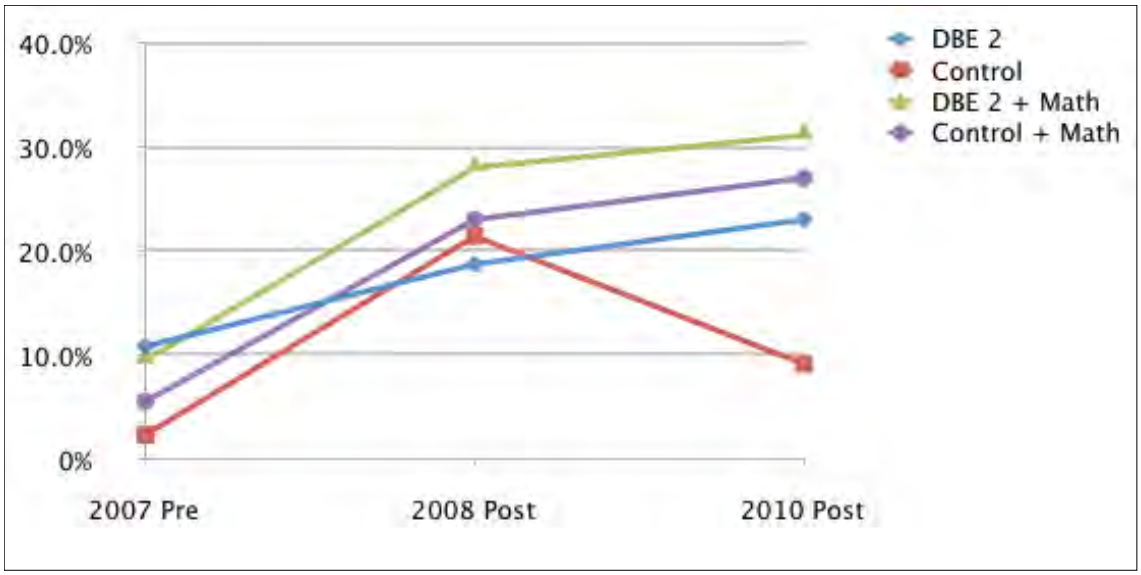
The following four charts illustrate the results from the pretest and post-tests for grade 3 and grade 6 students from DBE 2 and control schools for mathematics. Student performance for all four groups was much lower than the results from the language and science assessments, with all groups performing below the 50 percent level. Grade 3 Cohort 1 students in DBE 2 and DBE 2 + Math performed more than five percentage points higher than their control school counterparts. Interestingly the DBE 2 + Math and the Control + Math groups outperformed the DBE 2 and control groups by at least 15 percent.

Students Meeting or Exceeding Competency Levels in Grade 3 Math 2006-2010 (Cohort 1)



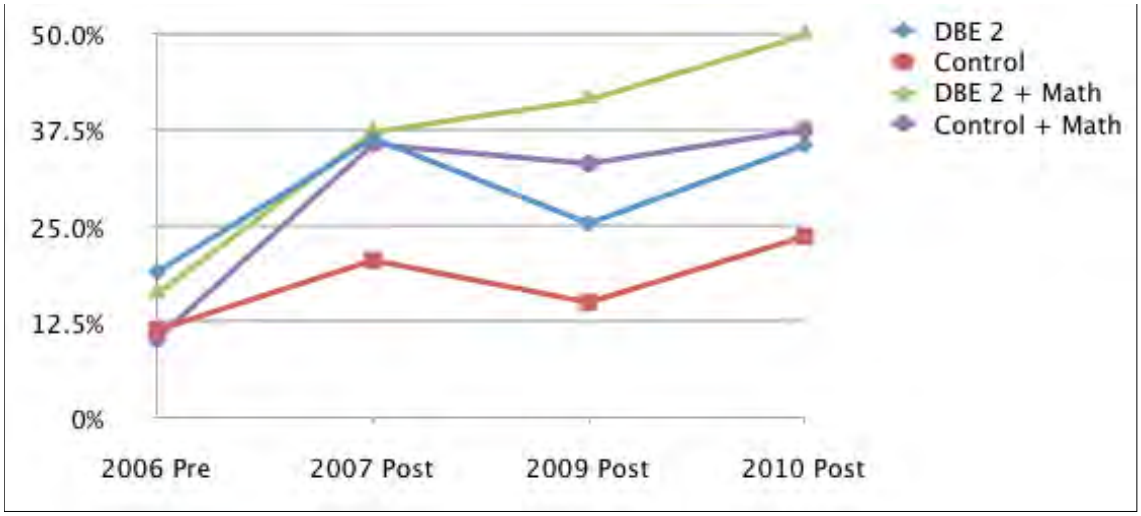
The DBE 2, DBE 2 + Math, and Control + Math groups experienced continual improvement in the grade 3 Cohort 2 assessments, although the percentage of ―competent" and ―very competent" did not exceed 32 percent. Oddly, the control group had a significant decline in the last assessment.

Students Meeting or Exceeding Competency Levels in Grade 3 Math 2006-2010 (Cohort 2)



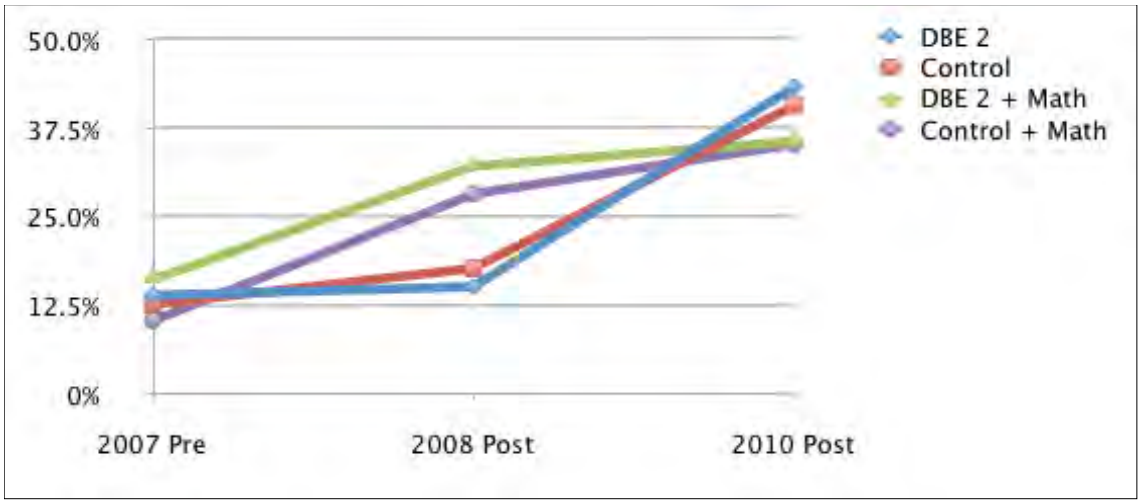
All four groups (grade 6, Cohort 1) experienced overall increases in student achievement during the four-year assessment. Both DBE 2 + Math and the Control + Math groups performed better than the DBE 2 and control groups, with at least an 8 percent higher outcome. It can be observed that the presence of a math training package in DBE 2 schools nearby may have made a difference; control ―no math" schools showed lower achievement than the Control + Math group. All other factors being equal, these two groups should have had no measurable difference in performance. Further review is needed to better understand the reason for this observation.

Students Meeting or Exceeding Competency Levels in Grade 6 Math 2006-2010 (Cohort 1)



For Cohort 2 grade 6 math achievement, there was continual growth in all four groups over the period of the project. Interestingly, the DBE 2 and control groups outperformed the DBE 2 + Math and Control + Math groups by at least 5 percent. Further research would aid in elaborating on this reversed expectation.

Students Meeting or Exceeding Competency Levels in Grade 6 Math 2006-2010 (Cohort 2)



Program Implementation, Problems, and Solutions

DBE 2 employed a team of specialists to design, develop, and implement the program, which achieved the objectives noted above. This PSP team included the following members:

- Primary School Management Adviser David O' Meara
- Primary School Education Adviser Jennifer Rose
- Primary School Education Specialist Maskur

The first major task was the selection of provincial training staff and partner universities. Once these were chosen,

the team conducted field staff training to prepare field staff for the implementation of the program.

During this early period of project activity, memoranda of understanding (MOUs) with the 14 partner universities were prepared and signed by each rector. The MOUs served as a formal agreement that defined the collaboration between the project and each university. As each university participated in the development and implementation of one of the training packages, a separate agreement was worked out to define expectations concerning specific tasks, deadlines, and deliverables from both parties.

The format for the training packages was developed by the PSP team and incorporated Active, Creative, Joyful, and Effective Learning (PAKEM) principles into the delivery of the instruction. The training packages were designed to have seven modules each. For the initial effort, MDTs were created consisting of university lecturers and DBE 2 training staff. The original approach was to pair a university with DBE 2 training staff to develop one training package through the MDT. In some provinces two or three universities joined in the MDT to implement the selected package. Two MDTs were implemented in the Cohort 1 districts. MDT A teams were implemented in the provinces first, followed by the MDT B teams. The table below describes the type of training package topic and associated university partners by province for MDT A and MDT B.

Province and University MDT Assignments

Province	University Partner	Training Package Topic
Aceh	Universitas Syiah Kuala Institut Agama Islam Negeri Ar-Raniri Universitas Muhammadiyah	Guidance and Counseling (MDT A); Learning to Live Together (MDT B)
North Sumatra	Universitas Negeri Medan	Science (MDT A)
	Institut Agama Islam NegeriSumatara Utara	Planning and Assessment (MDT B)
West Java/Banten	Locally hired lecturers*	Mathematics (MDT A)
	Universitas Sultan AgengTirtayasa	Classroom and Personnel Management (MDT B)
Central Java	Universitas Negeri Semarang Institut Agama Islam Negeri Walisongo	Mathematics (MDT A)
	Universitas Negeri Surakarta Institut Agama Islam Negeri Walisongo	Classroom and Personnel Management (MDT B)
East Java	Universitas Negeri Malang	Bahasa Indonesia (MDT A)
	Universitas Negeri Surabaya	Learning Communities (MDT B)
South Sulawesi	Universitas Negeri Makassar Universitas Muhammadiyah	Bahasa Indonesia (MDT A)
		Learning Communities (MDT B)

** In West Java there was no university partner to assist with the development of this training package.*

Note: In some provinces, several universities worked in a combined team to develop one or more training packages.

Following the initial MDT package implementation, a national MDT team was formed to develop the Introduction to Effective Teaching and Learning in Core Subjects (Foundation) package. Selected university lecturers from partner institutions and DBE 2 staff from all the provinces joined the national MDT. After the training package was developed, provinces were asked to form MITs to implement the Foundation package in Cohort 2 school clusters. The Foundation package introduced an additional component, a portfolio assessment. The rationale for its inclusion was to support the MONE requirement for portfolios as part of teacher certification. The portfolio itself covered only part of the teacher certification portfolio requirements. The number of participant requests for university credit and percentage of portfolio submissions by province are summarized below.

Participant Requests for University Credit and Percentage of Portfolios Submitted

Province	Those Seeking University Credit (SKS)	Those Not Seeking University Credit (SKS)	Total Number	Total Percentage of Those Submitting Portfolios*
North Sumatra	307	234	541	47%
West Java	267	375	642	69%
Central Java	231	685	916	81%
East Java	134	850	984	100%
South Sulawesi	322	430	752	79%
Total	**1,261**	**2,574**	**3,835**	**75%**

** An estimated 10 percent of participants were school supervisors and School Committee members who were unlikely to submit portfolios; therefore, DBE 2 would not have expected a ratio higher than 90 percent.*

The original proposal was for the MDT subject matter training packages (math, science, language) to be rotated to other provinces for adaptation and implementation. Each province was asked to identify two desired training packages to be adapted for implementation in Cohort 1 and 2 school clusters. The first package (MAT A) was implemented in both Cohort 1 and 2 school clusters, while the second (MAT B) was implemented in Cohort 2 school clusters only. A summary of the MDT and MAT training conducted in each province is provided in the table below.

Summary of Provincial MDT and MAT Training Packages

Training Package	Aceh	North Sumatra	West Java	Banten	Central Java	East Java	South Sulawesi
Math	√		√*	√*	√*	√	√
Science	√	√*	√	√	√	√	√
Bahasa Indonesia		√			√	√*	√*
Civic Education	√*						
Learning Communities						√*	√*
Classroom and Personnel Management			√*	√*	√*		
Planning and Assessment		√*					
Guidance and Counseling	√*						
Foundation Package	√*	√*	√*	√*	√*	√*	√*

Note:

√ Indicates a training package that was originally produced in the province indicated.*

*√ Indicates an —**d**aptation package," that is, a training package originally produced in another province and then adapted to meet the local context in a second province by partner universities in collaboration with DBE 2 staff and local educators.*

In the process of developing the training packages, each university was required to designate the number of course credits that the institution would assign to participants who demonstrated satisfactory completion of all training package requirements and applied for university credit. UT was also asked to propose the number of credits it would offer for each package. The following table summarizes the number of credits offered by training package and by institution.

Summary of University Credits Assigned by Institutions

Province	Training Package	SKS: Principals	SKS: Teachers (three per school)	SKS: Other Teachers
North Sumatra	Planning and Assessment	4	4	2
	Science	4	4	2
East Java	Indonesian Language	4	4	2
	Learning Communities	2	2	1
South Sulawesi	Indonesian Language	5	5	2
	Learning Communities	4	4	2
Central Java	Mathematics	4	4	2
	Classroom and Personnel Management	4	4	2
West Java	Mathematics	4	4	2
	Classroom and Personnel Management	8	8	4
Aceh	Guidance and Counseling	4	4	2
	Civic Education	4	4	2
National	Introduction to Effective Teaching in Core Subjects	4	4	NA

From all the training packages—both original and adapted—the PSP team, working with national stakeholders, identified 10 packages as exemplars that would be included in the digital library housed at UT. The table below lists these exemplar packages.

Exemplar Training Packages

Introduction to Effective Teaching in Core Subjects What Is Active Learning?	
Core Subjects	**School Development Packages:**
Mathematics Science Language Civics Education	Planning and Assessment Learning Communities Guidance and Counseling Classroom and Personnel Management

Lessons Learned

The experience of developing and implementing ATP activities provided a wonderful learning opportunity that could prove informative to future efforts to upgrade and improve the capacity of teachers. These lessons, which cover a range of topics, are outlined below.

- The success of the program depended on the capacity of the DBE 2 field staff and university lecturers to provide effective training for the delivery of the training packages. DBE 2 field staff were very effective in introducing active learning methods. Initial efforts to have university lecturers employ active learning methods were not promising, largely because lecturers were more familiar with the theory of active learning than with how it was employed in practice in the classroom. Over time, and with more practice working with exemplary educators from the field, lecturers became comfortable with the approach, and

many began applying the methods to their own classroom instruction on campus.

- Coordination with MONE and MORA offered an opportunity to design the program to meet national education policies. By incorporating policy directives into the development of ATPs, DBE 2 was able to demonstrate one approach to meeting the massive need to upgrade primary school teachers.
- The focus on cluster-level training was prudent and served several goals. First, it provided a high-capacity, university-linked, teacher-upgrading program that addressed in-service teacher education and the need to increase teachers‘ qualifications. Second, it strengthened the role of existing education system structures instead of relying solely on an external project. Third, it provided a comprehensive program that involved not only teachers but also the education decision-makers from schools, clusters, and even subdistrict and district-level education offices.
- Going to scale in teacher upgrading with DBE 2 was an important step in attaining USAID‘s long-term goals in support of the GOI‘s education program. Whether DBE 2 could achieve this scale-up was an important concern for the PSP team. However, the team was able to deliver much more than the proposed number of targeted teachers; through transition activities, more than 39,500 additional teachers and principals benefited from this approach. Also, the involvement of university lecturers from the outset not only provided them with opportunities to develop their own skills but also introduced them to the realities of the classroom setting, both of which were very positive developments. Lecturers are now incorporating active learning methods in their teacher education classrooms, thus extending the outreach to preservice teachers beyond the project targets. Also, based on the ATP and the ALFHE programs, teacher training faculties (FKIPs) are exploring other ways of supporting in-service teachers, thereby further extending the reach of the project.
- DBE 2‘s comprehensive approach to the development and implementation of the ATP program was an effort to introduce instructional leadership provided by principals, PBSs, and school supervisors, both in the classroom and at the school and cluster level. Upgrading teachers without addressing the need to enhance instructional leadership in schools and clusters could have led to diminished benefits for the DBE 2 efforts to improve teacher quality. Not only has this approach helped to increase the likelihood that active learning approaches will be sustained, it has also prompted teachers, principals, and supervisors to undertake initiatives to continue the process of improving both teaching and learning.
- Teachers‘ and principals‘ schedules are usually busy, limiting their opportunities for further education. Integrating the ATP program into the existing school cluster activities in the principals‘ and teachers‘ working groups (KKKS and KKG) helped to overcome the problem of lost instructional time that results when teachers and principals are taken out of school and sent to campuses for upgrading. At the same time, incorporating the ATP into the KKKS and KKG programs strengthened the role of these groups in promoting teacher and principal upgrading. Instead of experiencing professional development as an external program, teachers and principals were able to receive training through the cluster activities already in place.
- Many FKIPs were not involved in in-service teacher education directly prior to their involvement in DBE 2. The ATP initiative created an opportunity for lecturers to develop and implement in-service training, with teachers and principals serving as DLCs and MTTs. This experience provided the lecturers with firsthand observation and practice in the use of active learning methods. The development and implementation of the training packages also occurred at precisely the same time that MONE introduced two new policies in teacher professional development: (1) a requirement that all teachers have an S1 degree and (2) the push for teacher certification. DBE 2 established a new link between universities and school clusters that served to meet the ministry‘s objective of developing teachers‘ professional skills and status.

Recommendations

The ATPs were an attempt to introduce teacher professional development training in local school clusters so that all teachers in the cluster could benefit from the experience. This approach differed from many previous government-led teacher-upgrading efforts, which often trained only a select few. The trainings also offered university credit to participants who needed to complete an S1 degree. Furthermore, the trainings included school principals, supervisors, PBSs, and School Committee members, so that these instructional leaders would understand the initiative and gain the necessary skills to support the methodology being introduced through the training packages. Based on the implementation of the ATP program, the following recommendations are proposed:

- DBE 2 provided an effective approach to providing instructional leadership at the classroom, school, and cluster level. Supervisors, principals, teachers, and PBSs are now more focused on improving teaching and learning. It is crucial to have a better understanding of the leadership changes that occurred under DBE 2 programs. Further research can help us better understand the process and the outcomes of this shift in instructional leadership. Future efforts could have a strong impact by including instructional leadership as a cornerstone of activity.
- The project addressed school and cluster instructional leadership. From a capacity-building perspective, USAID should consider developing programs to strengthen instructional leadership for those subdistrict, district, and provincial education officials who are concerned with improving teaching and learning.
- DBE 2 provided a model for high-capacity teacher and principal upgrading in a limited number of targeted school clusters in each province. The school clusters targeted for this outreach represent a fairly small percentage of the total number of school clusters in Indonesia. USAID should consider developing a program that would assist districts and provinces in providing a systematic approach to upgrading teachers‘ professional skills and improving instructional leadership in schools. Future projects could explore ways of supporting districts and provinces in developing such a systematic approach. Such efforts should also explore ways to engage universities and the Education Quality Assurance Council (LPMP) in supporting this initiative.
- The training package model developed by DBE 2 is an interesting approach to bringing university lecturers and in-service teachers together to work in the school and cluster environment. A future project could include dialogue with the university partners to explore how best to support teachers and school leaders in their working environment. Is the DBE 2 model sufficient, or is there a different model that could be adapted from this experience? How might distance education support this outreach effort? A university team might be tasked with identifying several models that universities could employ to reach out to in-service teachers and the school leadership.
- Universities can create regular outreach programs for in-service teachers and school leaders. Coordination with the province and district education offices can help determine the size of the program for each university. Current developments need to be reviewed, and options explored, to ensure that efficient and effective programs are in place.
- Given that universities are viable service providers and districts need to upgrade their education staff, future efforts should explore how to strengthen the dialogue between universities and districts, especially with district education and religious affairs offices.

Appendix

ATP Development and Format

School Development Training: Each ATP consists of a three-day School Development Team Workshop for principals, teachers, School Committee representatives, and supervisors.

Cluster Working Group Training: These trainings included two one-day workshops for KKGs and two one-day workshops for KKKS principals and supervisors.

School-Level Support and Application: Following each of the one-day KKG and KKKS workshops, the MDT, MIT, and MAT members would conduct follow-up mentoring activities to aid in reinforcing the training experiences.

Public Private Alliances Final Report

Introduction

From the beginning of the DBE 2 project, EDC's overall goal was to develop Public-Private Alliances (PPAs) that assisted DBE 2 to achieve core program goals and objectives. The DBE 2 project had three established alliances: the Bird's Head Education Alliance, the Intel Teach-Getting Started Alliance, and the Education Response Alliance – Conoco Phillips.

The Bird's Head Education Alliance was formed between BP and USAID to address education issues in the Bird's Head region of Papua. The Intel Teach-Getting Started PPA program was a teacher professional development training program that assisted teachers to integrate technology into the classroom. As part of the DBE 1-managed Education Response Alliance with ConocoPhillips, DBE 2 collaborated with DBE 1 and provided capacity development workshops for teachers and principals in 35 schools in Klaten and Yogyakarta that were damaged by the earthquake in May 2007.

The beneficiaries of services supported by these PPAs included 80 university faculty and teacher trainers from Universitas Cenderawasih in Papua who participated in a series of capacity development activities focused on active learning. In total, 7,684 teachers and 524 principals and supervisors were trained in the use of ICTs, and 105 teachers from approximately 35 schools in Klaten and Yogyakarta were trained in the selection of classroom reading materials.

The three alliances established by DBE 2 allocated a total of $690,841 from the PPA budget line item under the Modification 15 budget. The table below provides a summary of the funds spent for each alliance.

	Bird's Head Education Alliance	Intel Teach-Getting Started Alliance	Education Response Alliance - ConocoPhillips
USAID Contribution to the Alliance	$250,000.00	$500,000.00	$30,000.00
PPA Mod 15 Budget			$690,841.00
Amount Spent	$183,382.77	$499,594.60	$7,863.63
Amount Remaining			$0

Note: Modification 15 did not include a separate budget line for each of the three PPAs under USAID/DBE 2. The amount ultimately spent by DBE 2 on each of these PPAs differs from the amount originally allocated; those figures are included in the Implementation Strategy section of this report.

The original DBE 2 contract contained approximately $2,000,000 dollars for public-private alliance activities. Through various contract modifications, this amount was reduced, and ultimately, based on Modification 15, a total of $690,841 was allocated to the DBE 2 PPA budget line item.

Objectives of the Program

DBE 2's PPAs sought to leverage additional resources for project activities and served as a catalyst in replicating best practices and scaling-up project activities. Each of DBE 2‘s PPAs was unique in terms of objectives, financial commitments, partner responsibilities, and time frame. Under the guidance of USAID, the project concentrated its efforts to form alliances focused on key areas, such as libraries, information and communication technology (ICT), and the geographic expansion of DBE 2.

All of these efforts were mainly aimed at supporting education development in targeted areas with specific objectives detailed below.

Bird’s Head Education Alliance

1. Phase one: To increase the capacity of the Faculty of Teacher Training (FKIP) at Universitas Cenderawasih in Jayapura to create and deliver teacher training modules
2. Phase two: To develop the capacity of and deliver training to teachers in the Bird‘s Head region.

Intel Teach-Getting Started Alliance

1. To improve the quality of teaching and learning through the application of ICT in education so as to support primary school teachers with little or no prior exposure to ICT.
2. To meet the needs of the K-12 teachers in Indonesia in integrating the use of ICT in teaching and learning in the classroom.

Education Response Alliance – ConocoPhillips

1. To improve basic education, through strengthened local government management and governance of education services, improved quality of teaching and learning, and institutionalization of best practices.
2. To provide training and capacity development to teachers and principals in schools damaged by the earthquake in May 2007 in Klaten and Yogyakarta.

Implementation Strategy

Bird’s Head Education Alliance

Financial Status

Total Alliance Value:	$750,000
BP Contribution:	$500,000
DBE PPA funds:	$250,000 (actual amount spent: $183,383)
PPA Leverage:	2:1
Alliance Date:	September 2006 -September 2010

Description

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

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

Intel Teach-Getting Started Alliance

Financial Status:

Total Alliance Value:	$1,500,000
Intel Contribution:	$1,000,000
DBE PPA Funds:	$500,000 (actual amount spent: $499,595)
PPA Leverage:	2.1
Alliance Date:	September 2007 - September 2010

Description

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

The program facilitated and increased the knowledge and abilities of participating teachers to integrate the use of ICT into the teaching and learning process. More than 7,500 teachers from DBE 2 provinces were trained under the alliance. A successful pilot phase of the Intel Teach-Getting Started was carried out, one pilot site in each province, to determine if the training model could be integrated into the DBE 2 training model and to determine how teachers grasped the content of the training. The pilot activities targeted approximately 600 teachers to be trained, but ultimately, a total of 1,009 were trained. As a result of the pilot, DBE 2 learned that training of principals is an important factor in attaining support for the program. Strong supervision and guidance on the part of the DBE 2 Master Teacher Trainer (MTT) was also key to the success of the trainings, which took place at the Cluster Resource Center (CRC) level.

Education Response Alliance – ConocoPhillips

Financial Status:

Total Alliance Value:	$150,000
ConocoPhillips Contribution:	$120,000
DBE PPA Funds:	$30,000 (actual amount spent: $7,863.63)
PPA Leverage:	4:1
Alliance Date:	December 2008 - March 2009

Description

As a part of the DBE 1-managed Education Response Alliance with ConocoPhillips, DBE 2 collaborated with DBE 1 and provided training and capacity development to teachers and principals in approximately 35 schools in Klaten and Yogyakarta that were damaged by the earthquake in May 2007. DBE 2 developed book lists for primary and secondary school levels and developed and implemented a training program to assist teachers in how to select age-appropriate non-textbook reading materials for their classrooms, and how to use those materials with their students. DBE 2 was able to complete this activity significantly under budget due the identification of a highly skilled Indonesian reading specialist, saving funds allocated for an international specialist.

Summary of Activities and Participants

Bird's Head Education Alliance

A visit was conducted by DBE 2 and BP representatives to UNCEN on September 13-16, 2006, to meet the Vice Rector I, Dean, and Vice Deans of the FKIP to discuss the establishment of a partnership between DBE 2, BP, and UNCEN to help improve basic education in the Bintuni District, in particular, and Papua, in general. The visit provided DBE 2, UNCEN, and BP with a better understanding regarding each others' programs and activities. Both UNCEN and BP became interested in using DBE 2 approaches to help improve basic education quality in Papua. Feedback and suggestions were collected on the proposed options to implement DBE 2 approaches in Papua, and all parties agreed to follow up as soon as possible. Considering the limited human resources at the FKIP and learning from experience, the DBE 2 Papua program was determined to be feasible and acceptable by all parties.

A needs assessment for the Active Learning for Higher Education (ALFHE) program in Papua was conducted in 2009 to gather detailed information regarding the feasibility of UNCEN conducting a roll out of the ALFHE program at the university. It also considered the ability of UNCEN lecturers to train teachers in Bintuni District in applying active learning techniques in their schools. The visit also assessed Bintuni schools and teachers' needs and readiness to participate in the training. DBE 2 sought support from the local government (in this case from the Bupati, or District Head, of Bintuni and from Dinas) to promote the success and sustainability of DBE 2 and UNCEN program activity in their district. During the assessment, the team met with the FKIP Dean, and also carried out interviews and led focus group discussions with FKIP lecturers and students. Observations of FKIP learning laboratories were conducted and the team met with the Bupati of Bintuni.

DBE 2 delivered a four-day ALFHE training activity for 30 UNCEN faculty members and 10 educators from Bintuni. This was joined with a study tour to visit schools in South Sulawesi. A total of 27 UNCEN faculty members participated in an ALFHE follow on training in Jayapura which focused on the application of acting learning in a classroom setting with an emphasis on classroom planning, management, and assessment. In April - May 2010 DBE 2 prepared and provided an active learning science training workshop to 40 primary school teachers and local education office staff in Bintuni. Facilitators included four national consultants, three Bintuni science facilitators, and one DBE 2 staff member. The active learning science training consisted of a series of activities carried out in a planned sequence of four separate activities.

Intel Teach-Getting Started Alliance

The activities for the Intel Teach-Getting Started Alliance included training for the DBE 2 ICT Team and several MTTs from each province to become Senior Trainers (ST). The STs would then facilitate the Intel Teach training for around 20 teachers from 10 DBE 2 schools in each cluster to become the Master Teachers (MT); the MTs were required to roll out the training to their colleagues as the Participant Teachers (PT). The nature of the roll-out conducted by the MTs was independent and self-funded; therefore, the MTs usually worked together as a team to hold several PT trainings for all teachers in their cluster. The MTs also worked together with their school

principals and the CRC staff to discuss the training work plan and the funding.

In Cohort 2, to encourage the principals to support the roll-out for teachers and to provide supporting funds, the MT training in each CRC was followed by a one-day Principal Leadership Forum (PLF). The PLF was attended by principals from all schools within the cluster. Although the primary target invitees were principals, PLF also included the Head of Sub-district Education Offices (UPTD) and school supervisors as participants. The objectives of the PLF were (1) to broaden principals‘ and local government‘s horizon on 21st century skills for teachers and the importance of the Intel Teach Program for teachers; and (2) to garner principals‘ support for the roll-out of participant teachers training to be conducted by the MT.

Education Response Alliance – ConocoPhillips

In 2009, More than 100 teachers and principals from a total of 35 state schools, private schools, Islamic schools (madrasahs), and Community Learning Centers in Central Java (Klaten) and Yogyakarta (Bantul, Sleman, and Kota Yogyakarta) participated in the non-text book reading materials training workshops provided by DBE 2. The primary objective of these workshops was to develop teachers‘ and principals‘ skills to evaluate and select appropriate non-textbook reading materials, and to help them create booklists for their schools in support of the USAID/DBE 1 Education Response Alliance book grants. In support of these grants, DBE 2:

- Trained teachers and principals to evaluate and select non text book reading materials for students.
- Trained teachers to implement active learning-based reading activities in their classrooms.

Table of Activities and Participants in Attendance

No.	Activity		Participants				Total
			Teachers	Principals	Supervisors	Other	
1	Bird’s Head Education Alliance		40	-	-	40	80
2	Intel Teach Getting Started Alliance	Cohort 1	4,116	39	6	-	4,161
		Cohort 2	3,568	463	16	-	4,047
3	Education Response Alliance – ConocoPhillips		70*	35*	-	-	105

Note: The total teachers and principals trained under the Education Response Alliance is 105, however the breakdown for each category is an approximate figure.

Summary of Transition Activities

After the implementation of the Intel Teach Getting Started training in Cohort 1 and 2, stakeholders realized that the training was very useful and important for teachers, as it introduced the basic use of computer programs to support teaching and learning activities. The success of the program made stakeholders from non-DBE 2 areas keen on replicating the training for their teachers and principals. They made requests for this type of training either to the CRC management, MTs, or to the DBE 2 provincial ICT Teams.

In response to those requests, several Intel Teach Getting Started transition trainings were held by CRC staff and MTs, supported by DBE 2 and the Intel team. Since 2009, the Intel Teach transition training was conducted in Central Java (Kudus and Karanganyar), West Java (Indramayu), North Sumatra (Tapanuli Selatan), and South Sulawesi (Pinrang). Additional Intel Teach transition trainings may have been conducted by other CRCs in cooperation with the MTs as part of the CRC training program to improve teachers‘ capacity, although that data was not collected in a format that can meet DBE 2 transition data requirements.

Transition Activities	No. of Activities	Implementing Agency	Estimate (IDR) Amount of Funding Contributed by Implementing Agency	Estimate (IDR) Amount of Funding Contributed by DBE 2	Estimated No. of Beneficiaries								
					District		Sub-district		School		Principal	Teacher	Student
					DBE 2	Non DBE 2	DBE 2	Non DBE 2	DBE 2	Non DBE 2			
ICT Training - Intel Teach	15	MONE, School, KCD and IGTKI	118,119,100 (USD $13,124)	27,620,000 (USD $3,069)	11	1	13	9	30	141	63	441	13,979

Accomplishments

The total value of all three signed PPAs with BP, Intel Teach, and Conoco Phillips was $2,400,000. The amount leveraged from the three signed PPAs was $1,530,000, resulting in over a 2-to-1 ratio, where for every USAID dollar provided, two or more dollars were contributed from the private sector partner. The beneficiaries supported by these PPAs included 80 university faculty and teacher trainers in Papua participating in trainings focused on active learning; 1,882 MTs, 5,802 PTs, and 524 principals and supervisors trained in the use of ICTs; and, 105 teachers from 35 schools in Klaten and Yogyakarta trained in the selection of classroom reading materials.

Public Private Alliances to Support Education (in targeted areas) Developed

PPA Name	Purpose*	Geographic Focus (#)	PPA $ Amounts			Primary PPA Beneficiaries (#)		
		Province	$ Value	$ Leveraged	Ratio	MTTs	Schools	Teachers
Bird's Head Education Alliance (BP)	Build university capacity to train teachers in active learning methodology	Papua – Jayapura & Bintuni Province	750K	500K	2:01			80 university faculty and teachers trainers (40 university faculty/teachers from UNCEN, 40 teachers from Bintuni).
Intel Teach Alliance	ICT as Teaching Tool Training for Teachers	Aceh, Banten, Central Java, East Java, North Sumatra, South Sulawesi & West Java	1.5 M	1 M	2:01	2 per cluster		1,882 MTs, 5,802 PTs, and 524 principals and supervisors trained
Education Response Alliance (Conoco Phillips)	Provide training to teachers and principals on how to select reading books	Central Java	150K	30K	5:01		35	105 Teachers trained

Program Implementation, Problems and Solutions

Bird's Head Education Alliance

Program Implementation Highlights and Accomplishments

- Signed MOU with UNCEN.
- UNCEN joined the DBE University Partnership program and the Dean of the FKIP and UNCEN Rector participated in regular partnership activities.
- Introduction of ALFHE training activities. Approximately eight individual activities took place over the period of August 2008 and February 2009. A total of 30 UNCEN faculty members and 10 teachers from Kabupaten Bintuni were trained.
- DBE 2 conducted the ALFHE needs assessment at UNCEN in Jayapura and revised training materials in accordance with the findings.
- DBE 2 conducted Active Learning in Higher Education (a component of the ALFHE training program), a four-day training activity and a study tour to DBE 2 schools in Makassar for 30 faculty members of UNCEN and 10 teachers from Kabupaten Bintuni.
- DBE 2 conducted ALFHE follow on training in Jayapura focusing on the application of acting learning in a classroom setting with emphasis on classroom planning, management, and assessment for 27 UNCEN faculty members.
- In December 2009, DBE 2 received approval from USAID to extend the period of performance of the alliance from September 2009 to September 2010.
- Working with UNCEN, DBE 2 prepared and provided an active learning science training to 40 primary school teachers and local education office staff in Bintuni in April - May 2010.

Problems and Solutions

The alliance encountered some significant challenges due to the lack of involvement on the part of BP and its subcontractor the British Council. Throughout the process USAID was informed via quarterly reports and face-to-face meetings regarding the status of the alliance. Fortunately, after a long delay (the timeline of which is documented in the DBE 2 Quarterly Reports), the challenges were resolved and the alliance was able to be implemented. The first phase of the alliance was to develop the capacity of staff at UNCEN (and where possible a group of approximately 10 teachers from Kabupaten Bintuni) through ALFHE, a DBE 2 teacher training program. The training program was specifically tailored to meet the relevant skills and context for educators in Papua.

Intel Teach-Getting Started Alliance

Program Implementation Highlights and Accomplishments

- MOU was signed between Intel Corporation and USAID.
- DBE 2 began the pilot phase of the alliance selecting one CRC site in each of the six provinces and training all teachers and available principals. Rollout activities were limited to only one province per month to maintain the quality of the program.
- In September of 2007 the first pilot activity began in South Sulawesi. The pilot concluded in Aceh in April 2008.
- A total of 1,009 teachers were trained during the pilot phase, exceeding the target of 600 teachers.

- Following the pilot, DBE 2 and Intel decided that, based on pilot results, a rollout training program would be developed for all remaining Cohort 1 teachers.
- Individual provincial training rollout plans were developed so that Intel Teach Getting Started training could be coordinated with other existing DBE 2 training activities.
- A total of 522 computers were distributed to 99 CRCs in Cohort 1 and 2.
- Implementation of the Intel Teach Getting Started training for Cohort 1 and 2 was completed.
- A total of 7,684 teachers were trained under the alliance, using the Intel Teach curriculum (1,882 MTs and 5,802 PTs).
- Training under Cohort 1 was completed with a total of 4,116 teachers trained.
- Training under Cohort 2 was completed with a total of 3,568 teachers trained.
- In Cohort 2, the PLF was also conducted during the MT training. A total of 524 participants comprising of principals and supervisors attending the PLF conducted in each Cohort 2 CRC.
- With the completion of the Intel Teach training in Cohort 1 and 2, each CRC had approximately 20 MTs capable of facilitating the Intel Teach training. From a discussion with the Intel representative, the MTs and CRCs can collaborate with Intel and the local government to continue rolling out the training after the end of the DBE 2 program.

Problems and Solutions

The basic challenges in rolling out the Intel Teach training for PTs in many clusters were related to time constraints and funding as the CRCs had to conduct the roll-out using their own budget. However, involving the school principals during the PLF training led to the principals encouraging their teachers to participate in the training. Teachers and principals also agreed to collectively fund the training by making personal contributions, thus solving the funding problem.

Time constraints also became a challenge for rolling out the training, especially for Cohort 2 clusters. The MTs from Cohort 2 trained in January 2010 had less than four months to roll out the training to all teachers in their cluster before the end of the scheduled project end which was previously scheduled in April 2010. Meanwhile, Cohort 1, which had been trained in 2008 and 2009, had much more time to roll out the training. However, these were aided by a better management and work plan that scheduled the training and the support from the principals who had participated in the PLF. With this support and management assistance, the number of teachers that participated in the Intel Teach training in Cohort 2 (3,568 teachers) was able to compare favorably with that of Cohort 1 (4,116 teachers).

Education Response Alliance – ConocoPhillips

Program Implementation and Accomplishments

- DBE 2 contracted an education consultant and reading specialist to develop recommended book lists.
- DBE 2 contracted an education consultant and reading specialist to develop active learning-based reading activities for training teachers and principals.
- In January 2009, DBE 2 implemented a series of principal and master teacher training workshops in Klaten and Yogyakarta. DBE 2 met with 105 principals and master teachers from a total of 35 primary, middle, and high schools.

Problems and Solutions

This activity was small in scale, and with the exception of a delay due to the modification of DBE 2's contract, no challenges were noted.

Lessons Learned

The lessons detailed in this section are comprised of experiences that resulted in the successful development and implementation of alliances as well as those experiences that did not result in the development of an alliance. It is important to take into consideration that each alliance is unique in its goals and objectives and therefore the lessons learned detailed below are presented generally and do not all apply to any one alliance. The lessons learned from the DBE 2 alliance activities are as follows:

1. In addition to a clear set of roles and responsibilities for each alliance partner, it is essential that each partner have a dedicated point of contact to oversee alliance activities and ensure the goals of the alliance are achieved. If there is a change in the alliance point of contact, a review of each partner‘s roles and responsibilities should be carried out to ensure that the overall goal of the alliance is still achievable. This was necessary because to a large degree, the success of the alliance was driven by each individual partner‘s (often this boiling down to one or two key contacts) commitment and dedication to the alliance.

2. Alliance partners that were private sector firms were subject to changes in global economic conditions in ways that philanthropic and non-governmental organizations were not, and as such, economic fluctuations could impact a prospective private sector partner‘s ability to follow through on its commitment to form an alliance or carry out commitments during the implementation of the alliance due to financial and/or human resource constraints. Such delays are possible when forming an alliance. The DBE 2 project experienced such as situation which delayed the formation of an alliance by more than six months and should be a risk that is weighed when developing an alliance.

3. Prospective private sector partners, in general, tended to be more focused on shorter-term accomplishments under an alliance that would coincide with corporate financial reporting requirements most private sector firms follow. It was important to take this into consideration when developing the alliance activities and outputs so that a mix of both shorter and longer-terms goals could be identified to satisfy all partners.

4. The human resources required for implementing and monitoring an alliance activity were greater than what was originally anticipated during the development of the alliance concept. When developing the alliance concept, one should include project staff from various disciplines such as finance, monitoring and evaluation, as well as technical experts to ensure the correct inputs and feedback are integrated into the alliance agreement and appropriate assumptions are made regarding human resources. Additionally, if the alliance is to be implemented across diverse cultural and geographic areas, it is advisable to include regional representatives in the development of the alliance.

5. Developing the public-partnership alliance agreements under DBE 2 took longer to develop than originally planned, due to the time required to obtain approval of the agreements by all partners. It was realistic to expect that the average time to develop an alliance activity will take a minimum of six months.

6. Because alliance activities were not planned as a part of the initial activities detailed in the project work plan, it could be challenging to integrate the —new” alliance-related activities into a work plan without adjusting the timing of previously planned activities. Thus, it is important to consider how the proposed new alliance activities will be integrated into the work plan without impacting already scheduled project activities.

7. In general, it was important to take the time to ensure that private sector firms had an awareness of the need to monitor and measure the progress of an alliance in a manner that supported the monitoring and evaluation requirements for USAID implementing partners.

Recommendations

The following recommendations were developed based on the experience in developing and implementing alliance activities under the DBE 2 project:

- For larger-scale alliances, the alliance agreement could be developed using a tiered approach whereby a "pilot phase" or snap shot of the overall project is implemented prior to rolling out an activity on a large scale. This type of tiered approach provides the opportunity to test the alliance activities/concept on a smaller scale during which adjustments or changes can be made prior to undertaking a large-scale implementation. The approach can also result in a more effective use of financial and human resources by "testing" the overall alliance requirements and technical approach as well as the development/refinement of the monitoring and evaluation tools, if required.
- During the formation of an alliance, one recommendation is that aside from identifying a main point of contact for each alliance partner, it would be highly beneficial for an alternate point of contact to be identified and if possible take an active role in the alliance. If the alternate point of contact cannot be directly involved in the alliance activities, the individual might be able to develop a general awareness by being copied on emails and attending alliance meetings so that if personnel changes occur, the impact to the partnership is minimized.
- If possible, when designing an alliance activity it is important to involve the applicable levels of government counterparts in the alliance to the degree possible so a sense of awareness and ownership is developed on the part of the host government. Government involvement can lead to a better understanding of the role that private sector can play in development and in the case of education a better understanding that the private sector has a vested interest in a better educated workforce. Finally, government involvement increased the potential for sustainability of the alliance activities beyond the provision of resources from USAID and the other alliance partners.
- At times during the course of a USAID-funded project, alliance opportunities might be identified that do not directly align with the core goal/s of the project, yet offer the opportunity to make a meaningful development contribution. In such instances, implementing partners should closely examine the task of undertaking what could be considered a "project within a project" and its ability to support such an effort from all perspectives without detracting from the primary project.

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DBE 2
DECENTRALIZED BASIC EDUCATION
Teaching and Learning

Final Report (Vol. 2)

DBE 2 Project 2005-2011

Indonesia Decentralized Basic Education Project
Component 2, Improved Quality of Teaching and Training Program
USAID Contract No. 497-M-00-05-00030-00, Education Development Center, Inc.

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Acronyms and Abbreviations

ALFA	Active Learning Facilitators Association
ALFHE	DBE 2‘s Active Learning for Higher Education Training Package
ALIHE	Active Learning in Higher Education (an ALFHE module)
ALIS	Active Learning in Schools (an ALFHE module)
APBD	District Budgets
APM	Low-cost Learning Materials
Bappeda	Agency for Regional Development
BAPPENAS	Ministry of Planning
BEP	Basic Education Program (AusAID)
BIPA	Bahasa Indonesia untuk Penutur Asing (Indonesian Language for Foreigners
BOS	Bantuan Operasional Sekolah (School Operational Support – block grant)
BP	Beyond Petroleum
BPMTV	Balai Pengembangan Media Televisi (Pustekkom)
BPS	School Support Visits (Bantuan Profesional di Sekolah)
BRR	Aceh and Nias Rehabilitation and Reconstruction Agency
BSNP	National Body for Education Standardization
BTS PKN Barat	Consortium of Western Indonesian Universities
CIUP	Consortium of Indonesian Universities Pittsburgh
CLCC	Creating Learning Communities for Children
CMS	Content Management System
CRC	Cluster Resource Center
CRP	Classroom Reading Program
DALI	Developing Active Learning with ICT
DBE 2	Decentralized Basic Education, Program Component 2
DE	Distance Education
DEPAG	Department of Religious Affairs (same as MORA)
DIKTI	Directorate General for Higher Education
DINAS	District Education Office
DLC	District Learning Coordinator
ECE	Early Childhood Education
EDC	Education Development Center, Inc.
EMIS	Education Management Information Systems
ESP	Environmental Services Program (USAID)

ETLO	Ed-Tech Leaders Online
FAR	Federal Acquisition Regulation
FKIP	Teacher Training Faculty
FST	Field Staff Training
FSU	Florida State University
FY	Fiscal Year
GDA	Global Development Alliance
GOI	Government of Indonesia
HEM	Higher education management
IAI	Interactive Audio Instruction
IAIN	Institut Agama Islam Negeri
IAIN-SU	Institut Agama Islam Negeri Sumatra Utara
IPB	Institut Pertanian Bogor
ICT	Information Communication Technology
IDR	Indonesian Rupiah
IGRA	Ikatan Guru Taman Kanak-Kanak/Muslim Kindergarten Teachers Association
IGTKI	Ikatan Guru Taman Kanak-Kanak/Kindergarten Teachers Association
IKIP	Institut Keguran dan Ilmu Pendidikan/Institute of education sciences
INGO	International Non-Governmental Organization
IR	Intermediate Result
ITT	Initial Teacher Training
KAK	Letter of Agreement
KBK	Competency-Based Curriculum
KCD	Kepala Cabang Dinas/Head of Sub-District Education Office
KEMKO KESRA	Kementerian Koordinator bidang Kesejahteraan rakyat/The Coordinating Ministry for the People‘s Welfare
KKKS	Principals‘ Working Group
KKG	Teachers‘ Working Group
KOPERTIS	Coordinator of Private Universities
KPTIP	Consortium of Indonesia-Pittsburgh Universities
KPTN KTI	Consortium of State Universities in Eastern Indonesia
KTSP	School-level Curriculum
Kokesra	Coordinating Ministry for People‘s Welfare
LGSP	Local Governance Support Program (USAID)
LMS	Learning Management System
LPMP	Education Quality Assurance Council
LRC	Learning Resource Center (Unsyiah FKIP)

M&E	Monitoring and Evaluation
MAPENDA	General School Madrasah and Religious Education Office
MAT	Module Adaptation Team
MBE	Managing Basic Education (USAID)
MDC	Madrasah Development Center
MDT	Module Development Team
MI	Islamic Elementary School
MIN	State Islamic Elementary School
MIT	Module Implementation Team
MONE	Ministry of National Education
MORA	Ministry of Religious Affairs (same as DEPAG)
MOU	Memorandum of Understanding
MPD	Regional Education Board (in Aceh)
MT	Islamic Junior High School
MT	Master Teacher (Intel Teach)
MTT	Master Teacher Trainer
NGO	Non-Governmental Organization
OCCA	One Computer Classroom Activities
OCD	Online Course Design
OPDD	Online Professional Development and Delivery
P4TK	Center for Teacher and Education Personnel Development and Empowerment
P4TK TK & PLB	Center for Teacher and Education Personnel Development and Empowerment, Kindergarten and Special Education
PAI	Program Audio Interactif (Interactive Audio Instruction)
PAKEM	Active, Creative, Joyful, and Effective Learning
PAUD	Early Childhood Education
PBS	Subject Matter Specialists
PC	Provincial Coordinator
PGPAUD	Early Childhood Education Teacher Development Program
PGRI	Teacher Association of the Republic of Indonesia
PGSD	Primary School Teacher Development Program
PGTK	Kindergarten Teacher Development Program
Pitt	University of Pittsburgh
PKBM	Community Learning Center
PKG	Pusat Kegiatan Guru (Teachers Activity Center)
PKn	Civic Education
PKS	General University Task Order

PLF	Principal Leadership Forum (Intel Teach)
PMPTK	Directorate General for Teacher and Education Personnel Quality Improvement, MONE
PPA	Public-Private Alliance
PPPG	Technical Education Development Center
PPPPTK	Center for Language Educator Professional Development
PPTK	Section for Professional Development of Educators
PR	Vice Rector (Pembantu Rektor)
PSE	Center for Effective Schools (UNM)
PSBG	Pusat Sumber Belajar Gugus (Cluster Resource Center)
PSP	Primary School Programs
PT	Participant Teachers (Intel Teach)
PUKSI	Unsyiah Data Center
PUSKUR	Curriculum Center (MONE)
RENSTRA	Education Sector Strategy
RPS/RKS	School Planning Workshops
RRI	Radio Republik Indonesia
RTI	Research Triangle Institute
SDN	State Primary School
SDI	Islamic State Primary School
SIKIB	Solidaritas Istri Kabinet Indonesia Bersatu
SKS	University Credits (Sistem Kredit Semester)
SLB	Special school for children with special needs (Sekolah Luar Biasa)
SMP	Junior High School
SOW	Scope of work (double-check)
SRC	School Report Card
SSR	Silent Sustained Reading
ST	Senior Trainer (Intel Teach)
STAIN	State College of Islamic Studies
STAIS	Private College of Islamic Studies
STW	School Team Workshop
TK	Kindergarten
TAPSU	Training and Practicum Support Unit
TOT	Training of Trainers
UA	University Adviser
UC	University Consortium
UCP	University Contact Person

UCM	University Consortium Meeting
UCP	University Contact Person
UI	Universitas Indonesia
UIN	State Islamic University
UISU	Universitas Islam Sumatera Utara
UKI	Universitas Kristen Indonesia
UKSW	Universitas Kristen Satya Wacana
UM	Universitas Negeri Malang
UMass	University of Massachusetts
UNCEN	Universitas Cenderawasih
UNESA	Universitas Nasional Surabaya
Unmuha	Univeristas Muhammadiyah
UNIMED	Universitas Negeri Medan
UNNES	Universitas Nasional Semarang
UNM	Universitas Negeri Makassar
UNIMAL	University of Malikul Saleh
Unismuh	Universitas Muhammadiyah Makassar
UNJ	Universitas Negeri Jakarta
UNPAD	Universitas Padjajaran
UNPAS	Universitas Pasundan
UNS	Universitas Sebelas Maret
UNSIQ	University of Quran Science
UNSYIAH	Syiah Kuala University
UNTIRTA	Universitas Sultan Ageng Tirtayasa
UPI	Universitas Pendidikan Indonesia
UPTD	Unit Pelaksana Teknis Daerah (Regional Technical Implementation Unit)
USAID	United States Agency for International Development
USD	United States Dollars
USINDO	United States-Indonesia Society
UT	Universitas Terbuka/Open University
UWG	University Working Group
WIAL	DBE 2 ―What is Active Learning?” workshops

Introduction: DBE 2 Provincial Final Reports

Volume II of this final project report contains a series of reports prepared by the DBE 2 provincial coordinators. These reports provide specific details regarding project implementation, challenges and lessons learned from the perspective of our field teams. At its height, the DBE 2 project operated field activities out of a total of seven provincial offices:

- Two project offices in Banda Aceh, Aceh to support DBE 2's Aceh Component 1 and 2 activities
- A total of five additional project offices in Medan, North Sumatra; Bandung, West Java (covering activities for both West Java and Banten provinces); Semarang, Central Java; Surabaya, East Java; and Makassar, South Sulawesi.

DBE 2 field teams directly implemented project activities in a total of 58 districts, 131 sub-districts 1,203 primary schools and 131 kindergartens. Through our transition initiatives, provincial teams supported activities in an additional 60 non-project districts, 664 sub-districts, 8,193 primary schools and 2,069 kindergartens.

DBE 2 provincial offices officially closed their doors in September 2011. The one significant exception was DBE 2's Bandung office, which closed in September 2010. From that point forward, the limited number of remaining activities in those two provinces was managed from Jakarta.

DBE 2 Project Objectives

‗Improved quality of teaching and learning' was the objective underpinning all activities planned and implemented by DBE 2's provincial teams. The program of work executed by these teams to achieve this strategic objective has been discussed in detail throughout the first half of this final project report, in the individual project component reports prepared by the team of DBE 2 Jakarta activity managers. In summary, the DBE 2 program of teacher professional development implemented by the project's field staff was designed to achieve the following results:

1. In-service educator professional development systems strengthened, in place and functioning
    - Decentralized, in-service educator training system created and operating (SIR 1.1)
    - Educator support systems developed (SIR 1.2)
    - University capacity to support and deliver in-service training strengthened (SIR 1.3)

2. School learning environment improved (IR 2)
    - Local (school-based) capacity to support school quality strengthened (SIR 2.1)
    - Student learning needs addressed by schools (SIR 2.2)
    - Learning environment better resourced (SIR 2.3)

3. Public-private alliances to support education (in targeted areas) developed (Supporting IR 3)
4. Primary student basic skills assessment improved (Supporting IR 4)
    - Student basic skills competency test and instruments developed (SIR 4.1)

5. Best practices, knowledge and experience shared (Supporting IR 5)
6. Strengthened capacity of Unsyiah FKIP to deliver improved training of primary and secondary teachers (Supporting IR 6 – applies to DBE 2's Aceh Component 2 project at Unsyiah FKIP)

Report Format

The following section of this report contains a total of seven detailed reports prepared by DBE 2‘s team of provincial coordinators. Though the reports largely follow a similar outline to those in Volume I, their content reflects the decentralized approach of the project and each provincial coordinator‘s individual perspective.

Aceh Final Report

Introduction

This report describes the implementation of DBE 2 core component activities from May 2006–August 2011 in Aceh Province. DBE 2‘s activities in Aceh focused on the improvement of the quality of teaching and learning through teacher training in line with the province‘s basic education strategic plan.

DBE 2 activities in Aceh spanned 14 districts and reached some 4,600 teachers in target schools and more than 4,300 additional teachers through transition activities. A total of 15 Cluster Resource Centers (CRCs) were developed and supported through a small grant program.

DBE 2 districts in Aceh were categorized into Cohort 1, Cohort 2, and expansion districts. Cohort 1 consisted of two districts: Banda Aceh and Aceh Besar (37 schools in five sub-districts). In July 2007, DBE 2 expanded to Cohort 2 with two new sub-districts in Aceh Besar, one sub-district in Pidie, three sub-districts in Bireuen, and four sub-districts in Aceh Tengah. In January 2010, the project expanded to an additional 9 districts, at this point providing service to 14 of the 23 districts in the province, and a total of 276 schools.

Implementation Strategy

DBE 2‘s implementation in Aceh was divided into three stages: Cohort 1 (May 2006–August 2011), Cohort 2 (July 2007–August 2011), and expansion districts (January 2010–August 2011). The general implementation strategy is described below.

Community Buy-in and Socialization

As an effort to introduce DBE 2 to stakeholders, there were a number of activities conducted including meetings with the head of the provincial education office, head of the religious affairs office, university partner leadership and teaching faculty, and district education and Ministry of Religious Affairs (MORA) offices in each DBE 2 target district. During each meeting, the DBE 2 results framework and implementation strategy were shared and cluster/school and kindergarten selection criteria were discussed.

Strong coordination with local government led to the establishment of a DBE 2 Coordination Team at the district government level. The District Technical Team was a strategic stakeholder group for DBE 2 in terms of establishing project sustainability. This team supported DBE activities by leading the coordination effort with the local government and providing technical assistance if needed. Depending on the district, the team conducted either biannual or annual meetings to evaluate DBE 2 progress and provide recommendations.

Identification and Selection

The identification and selection of target schools involved district education and religious affairs offices. DBE 2 sent a formal letter to each district/MORA office requesting a list of proposed DBE target clusters, following criteria established by the project. Selection criteria included those used in selecting DBE schools in the original six provinces as well as special criteria in Aceh. The general criteria were: officially established clusters rather than artificially created ones, number of teachers in the cluster, number of schools in the cluster, type of schools (private/public, madrasah ibtidaiyah/SD, rural/urban), facilities available to support DBE activities, stakeholder commitment to participate in the program, accessible distance between the school's member of the cluster and whether the cluster has received assistance from the Government of Indonesia (GOI) or other donors.

The special criteria included schools and clusters in need of immediate assistance as a result of the tsunami/earthquake, the need to include a significant number of madrasah schools that constitute a large representation in the province, as well as the need to be accessible as centers for demonstration and replication to other schools within and outside these initial two districts.

Proposals were then discussed during district assessment meetings at the provincial level in Banda Aceh. Upon mutual agreement, DBE 2 performed a field crosscheck to ensure the proposed schools met established DBE 2 criteria. The results were once again discussed with Ministry of National Education (MONE)/MORA staff in a final selection process. (This process was only applicable during the school selection process for Cohort 2 and the expansion districts. Cohort 1 clusters were selected by DBE 1.)

Implementation in the Field

DBE 2 activities were implemented in coordination with district education offices, religious affairs offices, schools, and clusters in order to ensure that there were no conflicting schedules among participants. In addition, workshop facilitators held initial meetings one day prior to training delivery to discuss training tasks.

Expansion and Transition

Since early in project implementation, DBE 2 communicated extensively with local government agencies regarding the transition process. These government agencies and institutions included the provincial education office, provincial religious affairs office, Education Assurance Office, Aceh Education Council, and local parliament. The aim of these discussions was to link DBE 2 skills and materials to local educational needs. DBE 2 continued to work with these partners to determine further steps.

Sample of a certificate from the Civics Training Package issued by IAIN Ar-Raniry.

Together with Syiah Kuala University, DBE 2 visited eight potential new districts, conducted meetings with local governments, including representatives of MONE and MORA offices, local parliament, and the local planning agency. All of them made commitments to support DBE 2 programs in collaboration with Unsyiah.

Summary of Activities and Participants

The DBE 2 core component in Aceh conducted numerous activities that included the delivery of professional development training to teachers from 327 primary schools and 33 kindergartens scattered across 14 districts in Aceh.

University-Accredited Training Packages

Two very unique university-accredited training packages were developed in Aceh: "Guidance and Counseling" and "Civics: Learning to Live Together." All three Acehnese university partners collaborated on the development of "Guidance and Counseling," which was implemented in all Cohort 1 clusters. It has been accredited to 6 Sistem Kredit Semester (SKS or University Credits) by Unsyiah as *Pengantar Konseling* ("Introduction to Counseling"). The Civics package was developed in collaboration with IAIN Ar-Raniry and the Pusat Kurikulum Menteri Pendidikan Nasional Jakarta. It has been accredited by IAIN Ar-Raniry and was also implemented in all five Cohort 1 clusters.

Other training packages rolled out in Aceh included the Foundation Training Package (Cohort 2), Science (Cohorts 1 and 2), and Math (Cohort 2 and expansion districts). A Classroom Action Research training package was also developed in Aceh based on local need. The package guides school principals and teachers on how to devise their own strategies to overcome challenges in the teaching and learning processes. It was implemented in the expansion districts and awarded 2 SKS by the Fakultas Tarbiyah for *Penelitian Tindakan Kelas* (Classroom Action Research).

Teacher Training and School Development Support

In addition to the above training packages, DBE 2 implemented several other initiatives in Aceh to support teacher professional development, some of which were unique to the project's implementation strategy in Aceh (such as the Aceh small grant program and the low-cost power systems pilot). These activities are detailed below.

- Interactive Audio Instruction (IAI) of Kindergarten Program: DBE 2 piloted the IAI program at one kindergarten in each Cohort 1 and 2 cluster.
- Information, Computer, and Technology (ICT) Program: These included Developing Active Learning with ICT, Intel Teach, Distance Education Pilot activities, and a number of workshops to support ICT use in CRCs. These activities were implemented in Cohort 1 and 2 clusters.
- Classroom Reading Program: Implemented across Cohorts 1 and 2, and commenced in November 2010, the Classroom Reading Program was also implemented in expansion district Aceh Timur in response to the local district education office and school cluster members' very strong commitment to the project.
- Cluster Resource Center Program: A total of 15 CRCs across 5 districts were developed.
- Aceh Small Grant Program: Small grants in Aceh were awarded to schools with facilities impacted by the tsunami. A total grant value of IDR 1,103,866,246 (the exchange rate at the time of project closure was 1 USD = 9000 IDR) was provided to 37 schools in Cohort 1 and 13 schools in Cohort 2. These small grants were awarded to selected DBE 2 schools that demonstrated the need, initiative, and commitment to strengthen education quality.

State Primary School (SDN) Pulo Bungong installed a solar panel.

- Low-Cost Power Systems Pilot: This initiative was designed to demonstrate the use of alternative mechanisms for supplying schools in Aceh with power in response to the lack of a reliable power supply in a number of DBE 2 schools, which could impede the implementation of project ICT initiatives. After a survey conducted in three districts, DBE 2 and Winrock International piloted solar technology in two schools, SDN Pulo Bungong in Pidie district and SDN 50 in Banda Aceh municipality. Solar panels were installed at both sites and results indicated that the solar systems were able to supply electrical power between 2.5 Kwh to 4 Kwh. This means that in the case of sudden interruption to electrical supply, the UPS would be able to maintain backup power for up to 12 hours.

Table of Activities and Participants in Attendance

Activity	Cohort	Principal		Teacher		School Committee		Supervisor		Others		DBE 2 Staff		Total
		M	F	M	F	M	F	M	F	M	F	M	F	
DBE 2 Training	2		1	5	19			5	4			9	2	**45**
Initial Teacher Training	1		1	6	17							1	7	**32**
Distance Education Training	1	1		5	26				1					**33**
Accredited Training Package	1	23	20	108	657	37	12	13	13	11	6	16	20	**936**
	2	58	62	302	1,517	167	13	48	16	3	1	27	21	**2,235**
	Expansion	39	14	197	942	1		28	9			20	10	**1,260**
Field Staff Training	1											1	3	**4**
	2	1	2	5	10			11	2			27	14	**72**
	Expansion	5	3	5	4			14	2			19	8	**60**
IAI Training	1		6	1	18				5		2	3	7	**42**
	2	3	12	3	39			6	8	7	7	10	9	**104**
	Expansion		18		42			11	12	1		21	12	**117**
CRC Training	1	13	11	13	66	19	5	8	2			6	11	**154**
	2	41	53	78	374	111	9	36	7	1		20	10	**740**
Classroom Reading Program	1		1		16									**17**
	2	14	13	13	129	1		11				5	2	**188**
ICT Training	1	4	6	44	265						1	9	14	**343**
	2	6	7	116	496	4		5		1	2	17	11	**665**

Details of activities and participant lists are shown in Appendix 1.

Summary of Transition Activities

The goal of the transition program was to promote DBE 2 best practices to education stakeholders in Aceh to ensure their sustainability. The transition activities were conducted based on requests from stakeholders. The most commonly requested activities replicated either a DBE 2 training package (Foundation Package, Math, and Science) or some tailored version of accredited training packages and the Kindergarten IAI program. Tailored training typically used content and approaches from DBE 2 accredited training packages but modified them either in content or approach to meet local needs.

The MORA office in Aceh Selatan (a non-DBE 2 district) requested that DBE 2 facilitate IAI kindergarten training to all Raudatul Anfal (RA) teachers and principals in the district. The training was conducted in September 2010 and fully sponsored by MORA. As a follow-up, DBE 2 sent the IAI kindergarten package to MORA to be utilized as a master copy for replication purposes.

Developing Active Learning with ICT (DALI) transition activities took place in three DBE 2 districts, namely Banda Aceh, Bireuen, and Aceh Tengah. The training was funded by district education offices and clusters. The district education offices committed to providing one laptop for each school.

The Classroom Reading Program and IAI programs were shared with 26 lecturers and Teacher Training Faculty (FKIP) deans from Syiah Kuala University, IAIN Ar-Raniry, and Muhammadiyah University. The socialization workshop took place at the Learning Resource Center (LRC) Lab School, Banda Aceh, in December 2010.

The following table details transition initiatives in Aceh:

Cumulative Transition Activities – Aceh

Transition Activities	Number of Activities	Estimated IDR Amount of Funding Contributed by Implementing Agency	Estimated IDR Amount of Funding Contributed by DBE 2	Estimated Number of Beneficiaries								
				District		Sub-district		School		Principal	Teacher	Student
				DBE 2	Non DBE 2	DBE 2	Non DBE 2	DBE 2	Non DBE 2			
DBE 2 Training Packages (Teachers' Working Group (KKG), School Team Workshop (STW), Principals' Working Group (KKKS), etc.)	62	158,936,300 (USD $17,660)	128,090,400 (USD $14,232)	5	0	20	28	0	402	336	1,885	60,785
Tailored Training Packages	53	228,867,600 (USD $25,430)	84,526,550 (USD $9,392)	1	0	2	35	30	17	643	1,731	51,275
ICT Training – DALI	3	26,888,000 (USD $2,988)	16,731,500 (USD $1,859)	0	3	0	3	1	79	14	107	2,810
ICT Training – Intel Teach	1	425,000 (USD $47)	435,000 (USD $48)	1		1		8	11	19	0	0
Kindergarten IAI Programming	19	76,021,000 (USD $8,447)	31,986,000 (USD $3,554)	5	1	5	0	6	47	42	468	12,815
Others	23	4,850,300 (USD $539)	18,905,000 (USD $2,101)	2	0	4	1	0	11	13	125	3,750
Total	**161**	**495,988,200 (USD $55,110)**	**280,674,450 (USD $31,186)**	**8**	**1**	**10**	**56**	**34**	**524**	**1,067**	**4,316**	**131,435**

Note: Number of districts, sub-districts, and schools cannot be added to a grand total because this would create double counting.

The above table shows that there were 161 transition activities implemented in Aceh during the course of the project.

These transition activities were conducted in eight DBE 2 districts and one non-DBE 2 district, Aceh Selatan. Data shows that geographic expansion was considerable within the nine districts that were involved in transition. Transition activities were conducted in 10 DBE 2 sub-districts and an additional 56 non-DBE 2 sub-districts.

The number of beneficiaries that were reached is considerable: 524 non-DBE 2 schools participated in transition activities as well as 34 DBE 2 schools. There were 1,067 principals and 4,316 teachers who benefitted by participating in the various transition training activities, which were recorded by provincial staff and entered into this database.

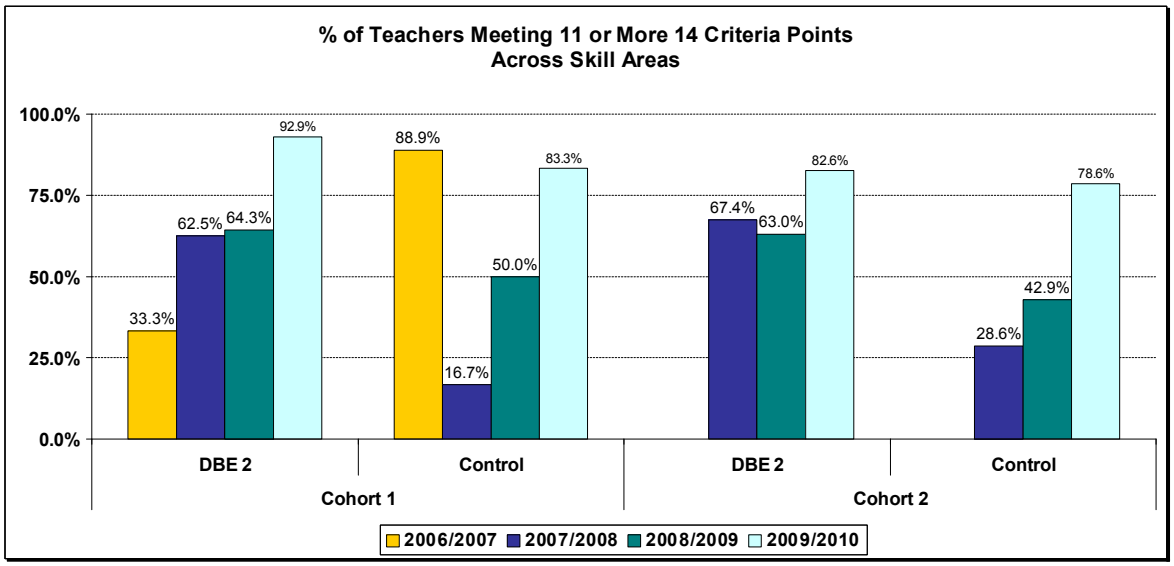
Through its partnership with Unsyiah, DBE 2 shared its best practices with five non-project districts, namely Aceh Selatan, Gayo Lues, Aceh Tamiang, Langsa, and Sabang. At project close-out, both Gayo Lues and Sabang had signed a Letter of Agreement with Unsyiah to implement DBE 2 best practices in their schools through the coming years.

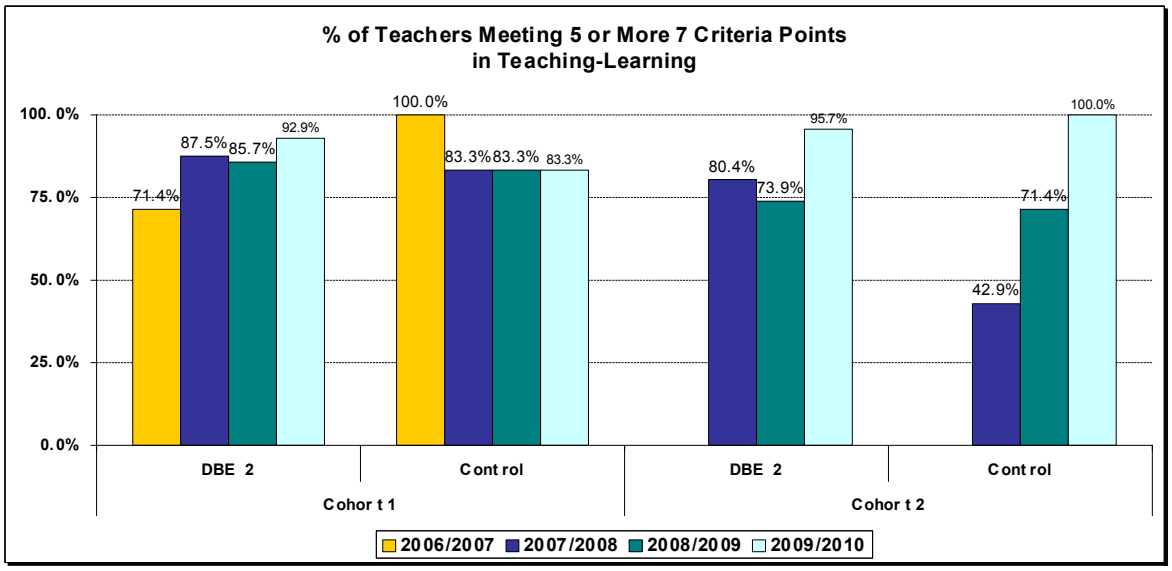
Accomplishments: Monitoring and Evaluation, Results, and Impact

Project monitoring and evaluation efforts reveal that teachers trained are now largely able to develop active learning-based syllabi and lesson plans, implement them in their classrooms, and employ class-based evaluations. Ninety-three percent of Cohort 1 teachers and 97% of Cohort 2 teachers now meet minimum performance criteria. More than 98% of school principals and teachers state that the CRC has improved their teaching skills. Another important result is increased length of time spent by teachers reading books. Before the reading program intervention, only 23.46% read books for 10 hours per week; however, after participating in the CRP, this figure increased to 47.19%.

Another important impact of the DBE 2 project is that the School Supervisor‘s and School Committees‘ awareness of their respective roles in the teaching-learning process has been raised. This can be attributed to their involvement in DBE 2 training and CRC empowerment initiatives. Some DBE 2 schools have even managed to establish their own association called ―Kelas Sakinah” (Sakinah Class), the main function of which is to assist teachers in the learning process. Almost all trained teachers have been able to develop lesson plans and organize classroom teaching with active learning approaches. MIN Rukoh of Banda Aceh, SDN Neuheun of Aceh Besar, SDN 7 Pucuk Duku of Aceh Tengah, and SDN 1 Madat of Aceh Timur are examples of schools that are now used as models in Aceh for showcasing active learning. Many other schools have visited these schools, including those from non-DBE 2 districts.

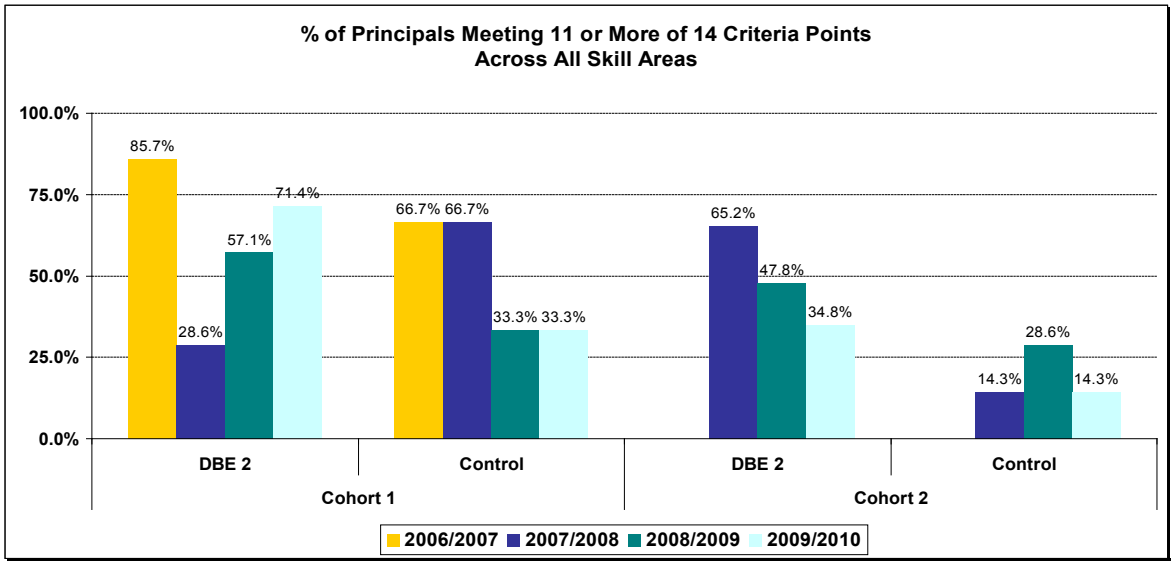
Teacher performance data reveals that the performance of DBE 2 teachers in Cohort 1 schools was well below that of their counterparts in control schools at project start-up. However, they showed sizeable gains by the 2009–2010 school year. Interestingly, teachers in control schools showed a surprising jump in performance in the last year of the project data collection cycle; this might have resulted from DBE 2 best practices dissemination efforts. These trends are also apparent in teacher performance data specific to performance criteria tied to teaching and learning.

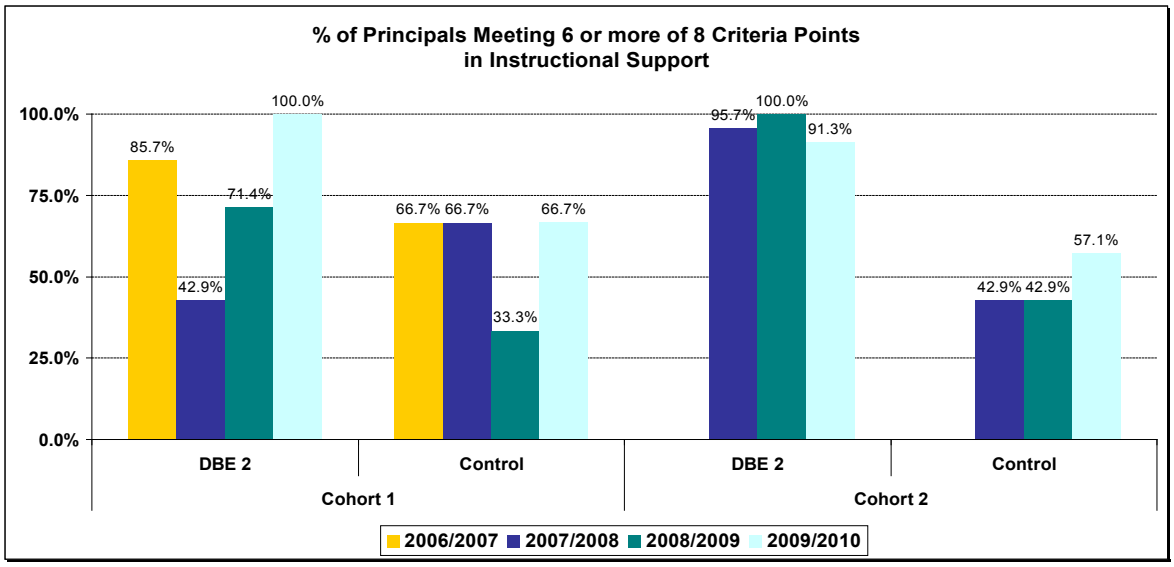




Note: The criteria points can be found in the collection of DBE 2 annual monitoring and evaluation reports, most recently in Tables 5 and 6 of Impact, Results and Progress: DBE 2 Monitoring and Evaluation Report FY 2010. These tables detail Cohort 1 and 2 teachers meeting or exceeding criteria by item.

School principal performance across 14 criteria demonstrates that principals in DBE 2 schools showed gains over time and tended to outperform their counterparts from control schools. One area that showed particular gains is the provision of instructional support. DBE 2 principals in both Cohort 1 and particularly in Cohort 2 schools showed strong performance in this area.





Note: The criteria points can be found in the collection of DBE 2 annual monitoring and evaluation reports, most recently in Tables 7 and 8 of Impact, Results and Progress: DBE 2 Monitoring and Evaluation Report FY 2010. These tables detail Cohort 1 and 2 principals meeting or exceeding criteria by item.

Program Implementation, Problems, and Solutions

The nature of DBE 2 roll-out differed in Aceh compared to other project provinces. Activities in Aceh commenced nearly one year after the start of the DBE 2 project. Cohort 1 consisted of just 2 districts, and included a total of 37 schools in 5 sub-districts. Cohort 2 started a little over one year later, in July 2007, and the project expanded services to three new districts and a total of ten new sub-districts. Finally, in January 2010, DBE 2 Aceh expanded to an additional 9 districts, with the project at this point directly providing services in 14 of the 23 districts in the province, reaching a total of 276 schools. Given the much reduced timeframe of activities in these nine expansion districts, the DBE 2 program of professional development support was necessarily much smaller in scale (including the hiring and training of a cadre of field staff, the delivery of both the math and classroom action research training packages, classroom-based mentoring activities, the IAI kindergarten pilot, and

the implementation of the Classroom Reading Program in one district). The remaining nine districts not directly receiving DBE 2 services were targeted through the project's program of best practices dissemination in Aceh, designed to familiarize education stakeholders with project best practices and establish linkages between potential service providers (such as universities) and district education stakeholders. All training package materials were made available through the online digital library (www.pustakapendidik.org) to facilitate dissemination.

A summary of program implementation is provided below.

Training Package Professionalism Development

DBE 2 developed and adapted university-accredited training packages in Aceh with a total of three university partners (Unsyiah, Institute Agama Islam Negeri Ar-Raniry (IAIN), and University of Muhammadiyah Aceh). A summary of these packages is provided below.

Module Development Team (MDT) Civics expressed their feelings during a Civics simulation workshop.

1. ***Civics: Learning To Live Together***
   This package was developed based on the specific sociological and psychological needs of the Acehnese community. It focuses on the development of democratic and participatory behaviors both inside and outside the school, examining the roles and functions of students, teachers, principals, and relevant stakeholders within a democratic society.

   This training package was implemented in Cohort 1. One hundred fifty-five participants were awarded university accreditation certificates for Civics.

2. ***Guidance and Counseling Training Package***
   The second package to be developed in Aceh was Guidance and Counseling. As with the Civics package, its contents were based on the needs of the Acehnese community. Both Aceh's long history of conflict and the tsunami, which traumatized many educators, were considered. The purpose of the package was to equip teachers to integrate guidance and counseling strategies and principles into the teaching and learning processes, as well as to enable teachers and principals to build supportive relationships among children, teachers, and the larger school community.

   The package was implemented in 2007–2008 in five Cohort 1 clusters. The Guidance and Counseling package was also disseminated to NGOs engaged in the education sector in Aceh. This was accomplished through several roundtable meetings in Banda Aceh.

   The package received 2 SKS from Unsyiah FKIP in *Pengantar Bimbingan dan Penyuluhan* (Introduction to Guidance and Counseling).

Teachers engage in serious discussion during KKG Guidance and Counseling training.

3. ***Foundation Training Package***
   The Foundation Training Package was reviewed and modified by a Module Adaptation Team from DBE 2 Aceh's three university partners and rolled-out in all Cohort 2 schools. The purpose of the package is to improve teachers' professionalism in teaching core subjects (math, science, social

science, and biology) through the active learning approach.

At the university level, the package was introduced to lecturers participating in the Active Learning for Higher Education (ALFHE) program. This activity is discussed in detail in the DBE 2 Aceh Component 2 (Unsyiah FKIP) section of this report.

4. ***Mathematics Training Package***
   DBE 2's Mathematics Training Package was adapted by local experts, including lecturers from Syiah Kuala University, Muhammadiyah University, and IAIN Ar-Raniry Banda Aceh in 2008 to suit local conditions. This package was rolled out to educators in both Cohort 2 and expansion districts.

5. ***Science Training Package***
   This package was the fifth training package to be implemented in Aceh. The package was reviewed and adapted in 2008 by a Module Adaptation Team comprising lecturers from IAIN Ar-Raniry, Unsyiah, Unmuha, representatives from MONE and MORA provincial education offices, and DBE 2 staff.

6. ***Classroom Action Research (CAR) Training***
   The CAR Training package was developed in Aceh based on local need. During field observations, it became apparent that teachers and principals already had the ability to solve many of the teaching and learning challenges they were facing. The CAR package provided educators with the ability to use action research as a tool to identify challenges and uncover strategies to address them, with the ultimate aim of improving teaching practice.

ICT

1. ***Low-Cost Power Systems for ICT Pilot***
   As previously mentioned, the Low-Cost Power Systems pilot was established to find alternative energy solutions to reduce electrical interference at target schools, especially in relation to DBE 2 ICT activities. This pilot project took place in two schools: SDN 50 Banda Aceh and SDN Pulo Bungong, Pidie. The installation of the power system took place in July 2008. Assessment results indicated that SDN Pulo Bungong, geographically closer to the beach where sunlight is abundant, was a more suitable site for solar power use. Meanwhile, it was more appropriate for SDN 50 Banda Aceh to use the UPS as backup power because of its unstable, frequently interrupted electrical supply system.

Training of Trainers (TOT) participants practice lessons with science kits.

   SDN 50 was equipped with a 2 kVA, true online UPS system with a battery bank designed to cover power outages of up to 4 hours for a limited number of applications. The UPS system significantly improved the quality of electricity supply, ensuring uninterrupted daily operation while improving lifetime expectancy of ITC equipment. Meanwhile, in the absence of electrical power, SDN Pulo Bungong was equipped with a 0.6 kW array of solar panels designed to supply power for both AC and DC applications. Both systems were installed in September 2008 and became operational in October 2008.

   Some teachers in both schools were provided technical training. The purpose of the training was to impart basic knowledge of operating the Solar PV system as well as ICT equipment. However, technical and non-technical problems were encountered. At SDN 50, an LCD projector malfunctioned, viruses infected every computer, there was initial faulty operation of the UPS system, general use of flash discs accelerated the

propagation of computer viruses, and antivirus installation and updating procedures were not in place. Meanwhile, technical problems at SDN Pulo Bungong included an initial flicker on the monitor, while non-technical problems at SDN 50 included school staff who initially felt uncomfortable operating the system and absence of user support programs/learning materials.

Most of these problems were eventually overcome but continuous monitoring and provision of additional training seem worth considering until teachers/users have reached an adequate level of competence. Additionally, monitoring visits have proved to motivate beneficiaries in maintaining equipment and ensuring effective usage.

The biggest threat comes from computer viruses that either slow down a computer (best case) or erase system files and render the system unusable (worst case). Ample measures and procedures to prevent further virus proliferation would be prerequisites to sustainably replicate the low-cost energy system at other CRCs or schools.

At project close-out, both the UPS and Solar PV systems had been in operation for almost three years at SDN 50 Banda Aceh and SDN Pulo Bungong. Both systems operated within normal conditions, delivering reliable power supply to the ICT equipment provided by the project (TV, DVD player, computers, laptop, printer, and digital camera) as well as to some lighting and a ventilation fan.

2. *ICT Training Activities*

ICT training activities took place in Aceh between July 2008 and August 2011 and included DALI, Intel Teach Getting Started, and Distance Education (DE) pilots 1 and 2.

DALI was introduced to CRC board members and teachers in Cohorts 1 and 2. Intensive DALI mentoring activities then took place across seven schools in two clusters (Syiah Kuala and Baiturrahman). Following the DALI training program, it was expected that participating Master Teacher Trainers (MTTs) and teachers would be able to integrate ICT use into the active learning process. Upon completion of DALI implementation, Intel Teach Getting Started training commenced in cooperation with Intel Corporation. Further details on these activities are provided in the ICT section of this report. The DE program, which employed a hybrid approach (mixing online and face-to-face learning) in Aceh, trained university lecturers and university partners in online class development and facilitation. DE Pilots 1 and 2 are briefly discussed below.

- ***Online Course (DE Pilot 1)***

  The online course aimed at assisting DBE 2's ICT team with performing school-based coaching activities. This activity was a pilot project, thus only two schools were involved. Each facilitator worked with 1-2 teachers in one of the DBE 2 target schools. The participants of this course regularly carried out discussions about the process of mentoring through www.ptk-online.org. In this activity, participants assisted teachers in the implementation of active learning using ICT support. At the end of the course, participants created an e-portfolio containing a summary of activities during the mentoring process.

- ***Distance Education with University Partners (DE Pilot 2)***

  Facilitating and designing online courses were the primary focus of DE program development for university partners. In this case, lecturers fully participated as course participants. The DE 2 program was developed by Ed-Tech Leaders Online (ETLO) of EDC. Its purpose was to develop the skills of 27 lecturers from 3 universities in the design and facilitation of an online course.

During the eight-week course, lecturers were admitted into two courses: Professionalism Development and Online Facilitation and Online Course Design.

At the end of the course, six online classes were created in Aceh: Method of Education Research, Teaching and Learning Strategy, Economics Accounting, Introduction to Economics, Teaching Methods, and Research Methodology. From these six classes, University of Syiah Kuala successfully implemented two online classes: Teaching and Learning Strategy and Economics Accounting. These classes can be accessed at http://ebelajar.fkip.unsyiah.ac.id/ebelajar. The University of Muhammadiyah of Aceh developed one online class, Methods of Action Research, accessible at http://ptk-online.org/elearning/moodle/course/view.php?id=87.

3. *Interactive Audio Instruction (IAI) Kindergarten Program*

DBE 2's IAI for kindergarten program was introduced in Aceh in 2007, covering two districts in Cohort 1. In 2008, the program commenced in Cohort 2 and in 2010, in the nine expansion districts.

Based on detailed selection criteria and a series of site visits, DBE 2 selected one partner kindergarten in each project cluster prior to implementing the IAI kindergarten program. In Aceh, DBE 2 worked with a total of 5 kindergartens in Cohort 1, 10 kindergartens in Cohort 2, and 18 kindergartens in the Aceh expansion districts, for a total of 33 partner kindergartens.

Prior to delivering IAI kindergarten training, DBE 2 introduced the kindergarten student assessment in partner kindergartens and control kindergartens. The aim was to measure the number of DBE 2 partner kindergarten students who achieved minimum school readiness standards as a result of participating in the IAI kindergarten program. The kindergarten student assessment instrument was used in the form of a pre- and post-test measuring student performance in three categories. The pre- and post-test activities involved five DBE 2 partner kindergartens as well as two control kindergartens. Ninety-six students from Cohorts 1 and 2 participated in these activities.

Storytelling role-play during IAI training in Lhokseumawe

Assessment results indicated substantial impact on the teaching and learning processes in DBE 2 partner kindergartens as well as on student behavior and the relationship between teachers and parents. In Aceh, IAI made large strides in transforming a teacher-centric approach into a child-centric one.

IAI kindergarten packages were awarded to all 33 DBE 2 partner kindergartens through DBE 2's grants program. In addition to partner kindergartens, IAI packages were issued to the following recipients as part of transition activities:

a) 15 CRCs in Cohorts 1 and 2 with a total of 30 packages;
b) 18 sub-district education offices /UPTD Cohorts 1, 2, and 3 with a total of 18 packages; and
c) partner universities with a total of 3 packages.

4. *Cluster Resource Centers (CRCs)*

In Aceh, all clusters completed an intensive series of training activities designed to establish and empower a

total of 15 CRCs. These CRCs, which strengthened the local Pusat Kegiatan Guru (PKG or Teachers Activity Center) structure, became an integral component of the DBE 2 system of professional development within each of Aceh‘s Cohort 1 and 2 clusters.

Towards the end of DBE 2 project activities in Aceh, all 15 CRCs were officially handed over to district MONE and MORA offices. The CRC handover ceremonies were commonly attended by the head of local MONE and MORA offices, school principals, school supervisors, school committees, the CRC Management Board, MTTs, and DBE 2 staff. Despite an intensive capacity-building program focused on sustainability, the continued function of each of these centers post-project close-out remains a concern. At these ceremonies, local authorities, recognizing the importance of the CRC, pledged that budget would be allocated to ensure the continued performance of resource centers.

5. ***Small Grant Activities***

To support schools‘ recovery from the tsunami, DBE 2 provided small grants to a total of 50 partner schools in Aceh. The school selection process was lengthy and often challenging as there were far more than 50 eligible recipients. Further details are provided in the Cluster Resource Section of this final report.

6. ***Classroom Reading Program***

The Classroom Reading Program was implemented in all DBE 2 Cohort 1 and 2 schools plus one expansion district, Aceh Timur. All participating schools were awarded grants consisting of reading books and supporting materials for Grade 1-3 classrooms. In April 2010, 600 non-textbook reading materials comprising 40 titles were granted to 143 DBE 2 schools. Following the implementation of the reading program in Cohorts 1 and 2, DBE 2 had a surplus of books. Thus, it was decided that one Aceh expansion district would be selected to participate in the Classroom Reading Program . Aceh Timur was selected due to continued support from the sub-district education office, as well as the demonstrated strong commitment from clusters and schools for DBE 2 activities. In 2011, a total of 2,304 books were distributed to 16 schools in Aceh Timur.

7. ***Provincial Best Practices Workshop***

The provincial DBE 2 Aceh Best Practices Workshop took place from July 19–21, 2010. Participants from a total of 23 districts in Aceh attended the workshop, including the head or vice head of the district; representative of the mayor of Subulussalam district; heads of MONE district offices, MORA provincial office, TK/SD district education and Mapenda of MORA district level offices; and TK and SD/MI principals. The workshop provided information on DBE 2 achievements and programs in Aceh, introduced DBE 2 to non-DBE 2 districts, gathered support for continuing DBE 2 best practices and maintaining quality standards, and started developing plans for best practices dissemination with and among interested parties.

8. ***District Close-out Workshops***

District close-out activities with district government officials took place in Aceh throughout June and July 2011. These workshops resulted in the formulation of a series of recommendations pertaining to continued implementation of DBE 2 best practices. Each set of recommendations was signed by key district stakeholders and provided to heads of the district, district education office, MORA, district parliament, district planning board, and provincial education office.

9. ***Aceh Provincial Close-out***

On August 18, 2011, DBE 2 conducted the provincial-level close-out workshop in Banda Aceh. The Rector of Syiah Kuala University, Darni M. Daud; Rector of Muhammadiyah University of Aceh, Muharrir Asy‘ari;

Deputy of Education Quality Assurance Council (LPMP), Hamdan; Head of Provincial of Teacher Association of the Republic of Indonesia (PGRI), Ramly Rasyid; Dean of FKIP of Unsyiah, Yusuf Aziz; Dean of Tarbiyah of Unmuha, Umar Abd Aziz; Secretary of Provincial MORA, Saifuddin; and Representative of MDT, Duskri, were all members of a panel discussion about the possibilities of improving education quality and teacher professionalism throughout Aceh using DBE 2 best practices. More than 80 participants attended the event including representatives from UNICEF, DBE 1, USAID Kinerja, and LOGICA.

Two key agreements were achieved during the panel discussion:

1. DBE 2 best practices have to continue. Provincial MONE, provincial MORA, universities, and LPMP should work together to support district education in improving teacher professionalism.
2. Universities will be more involved in teacher training in the future by empowering the former DBE 2 module development team and implementation team members and building on DBE 2‘s accredited training package development and roll-out process.

Challenges and Lessons Learned

In its early stages, DBE 2 faced obstacles in developing training packages. These obstacles were partly caused by team members‘ inexperience in training package development. This inexperience slowed down the completion of package development. In addition, the consultant hired from Universitas Terbuka (UT) to support the team was unable to provide consistent contribution due to a personal matter. The problem was further compounded by the training package topics. Curricula to support Guidance and Counseling as well as Civics were non-existent. Consequently, closer assistance and the provision of more team members with expertise in the field were needed.

Some lessons learned from DBE 2 project implementation in Aceh are as follows:

- Training packages (Foundation, Math, and Science) sourced from other DBE provinces—East Java, South Sulawesi, and North Sumatra—had to be modified in order to be relevant and appropriate for the Acehnese culture. This process of training package adaptation, with the appropriate expertise and timeline, was an effective way to develop professional development materials for teachers.
- Module development by local university partners for Civics and Guidance and Counseling packages took longer and required greater effort than expected because they had to start from scratch. More time should have been allocated up-front for the development of these important training packages. Bringing in support from Universitas Negeri Jakarta (UNJ) ended up being essential to the successful completion of both packages.
- Support from school supervisors and principals was key, as was good communication. Overall, the implementation of DALI was able to run with minimum interruption. All stages of the mentoring process ran as scheduled. However, there remained a number of challenges to deal with. The project could have provided school principals with a better understanding of why it would take a minimum of two months for the coaching cycle to complete. Many considered this time period too long and were certain that it would interfere with teachers‘ and students‘ preparation for semester examinations. Coaches offered their own strategies to deal with the situation. For example, the coaching process was performed after teaching hours. This strategy seemed to work. The support provided by school supervisors was able to suppress a number of unnecessary delays.
- Despite a few challenges, the DE pilots demonstrated the potential of the computer and Internet to support teacher professional development. Teachers, lecturers, and students involved in the program found this new frontier to be both challenging and exciting, and were eager for future DE opportunities.
- There were missing links between nurturing a reading culture and developing reading aptitude, particularly in rural schools. DBE 2‘s Classroom Reading Program took important steps towards

building awareness of the importance of reading; however, much more time and support was needed to ensure progress continued in remote areas.

- IAI kindergarten program was a highly interactive program presented in an audio package. The program offered a different learning method for kindergarten students. It provided teachers positive impact in terms of their teaching behaviors and patterns in kindergarten. Students were also better prepared to enter primary school. The IAI kindergarten program opened up the possibility for more creative and enjoyable teaching methods. It demanded teachers be proactive throughout the implementation process.

Recommendations

DBE 2‘s approach of simultaneously working at the school and university levels was highly effective and should be considered by future teacher professional development projects. Working with schools and involving teachers, principals, school supervisors, and education officials provided benefits for in-service training and mentoring activities. Working with university partners involving lecturers, deans, and rectors benefited Faculty of Education students, Aceh‘s future teachers.

Teacher professional development workshops should be followed up with classroom-based mentoring or coaching activities whenever possible. Teachers and principals consistently communicated that they prefer the school-based mentoring format. DALI Mentoring Activities and One Computer Classroom Activities (OCCA) provided valuable experience in terms of designing learning and application models using limited resources (i.e., computers). This type of mentoring activity was an example of how teachers could successfully learn to apply even the most daunting strategies with the right support.

Intense involvement of education agencies as well as other stakeholders was necessary to ensure future program sustainability. Structured and specific programs should be disseminated through the Education Office at all levels, Kindergarten Teachers Associations (IGTKIs), and various stakeholders to ensure sustainability.

Appendix

Appendix 1

Activities and Headcount of Participants Attending DBE 2 Component 1 Activities

No.	Activity	Cohort	Participants								Total
			Teacher		Principal		School Supervisor		Other		
			M	F	M	F	M	F	M	F	
I	**DBE 2 Training**										
1	Mentoring Training	2	2	8	1		5	4	9	2	31
2	PBS Training	1		5			4	3			12
3	Preliminary Teacher Training	1	6	17	1				1	7	32
II	**Accredited Training**										
1	Environment as the Source of Science Learning Materials	2	3	11							14
2	Course Adaptation Package: Mathematics	1	38	351	19	15	7	8	26	23	496
3	Course Adaptation Package: Mathematics	2	156	921	36	48	31	5	121	24	1342
4	Introductory Package: Effective Learning in Core Subjects	1		2			1		3	7	13
5	Introductory Package: Effective Learning in Core Subjects	2	258	1322	45	47	29	11	125	27	1853
6	Introductory Package: Effective Learning in Core Subjects	3	2	17	3		2				24
7	Subject Course Learning	1							7	3	10
8	Subject Course Learning	3	23	85	5	1	13	4	6	3	140
9	Subject Course Learning: Natural Sciences	2	78	543	23	27	7	6	54	17	755
10	Subject Course Learning: Civics Values	1	94	543	17	19	5	10	35	22	745
11	Subject Course Learning: Civics Values	2							1	3	4
12	School Development Package	1	2						9	4	15
13	School Development Package: Guidance and Counseling	1	46	339	12	10	2		19	13	441
14	School Development Package: Guidance and Counseling	2		2			1				3

No.	Activity	Cohort	Participants								Total
			Teacher		Principal		School Supervisor		Other		
			M	F	M	F	M	F	M	F	
15	Math Learning	1							4	2	6
16	Math Learning	3	196	928	35	14	24	8	11	6	1222
III	**Field Staff Training**										
1	Field Staff Training	1							13	7	20
2	Field Staff Training	2	5	9	1	2	11	2	9	8	47
3	Field Staff Training	3	5	4	5	3	13	2	7	4	43
IV	**CRC Training**										
1	CRC Training	1	13	66	13	11	8	2	25	16	154
2	CRC Training	2	78	372	41	53	36	7	131	19	737
V	**ICT Training**										
1	DALI Training	1	29	174	2	4			7	13	229
2	DALI Training	2	98	445	6	7	5		20	12	593
3	ICT Training	1	3	5	3				5	10	26
4	ICT Training	2	3	11					5	3	22
5	Intel Tech Teaching	1	26	151	1	2			5	9	194
6	Intel Tech Teaching	2	50	106			1		10	6	173
7	ICT Training (two-day workshop)	1	5	26	1			1			33
VI	**IAI Program**										
1	Kindergarten IAI Training (Roll-out)	1		3		7	4	7	13	14	48
2	Kindergarten IAI Training (Roll-out)	2	1	32		8			7	9	57
3	Kindergarten IAI Training (Roll-out)	3		37		17	8	9	18	9	98
4	Kindergarten IAI Transition	1		4		2		2		5	13
5	Kindergarten IAI Transition	2								1	1
6	Kindergarten IAI Transition	3		33		17	6	10	17	8	91
VII	**Classroom Reading Program**										
2	Reading Program Training	1		16		1					17
3	Reading Program Training	2	13	129	14	13			6	13	188
4	Reading Program Training	3	53	50	8	8					69

Unsyiah FKIP Final Report

Introduction

Recognizing Indonesia‘s plan to restore education services and improve the quality of education following the December 2004 earthquake and tsunami in Aceh, a Memorandum of Understanding (MOU) between the United States Agency for International Development (USAID) and Syiah Kuala University (Unsyiah) was signed on December 18, 2005. USAID‘s DBE 2 project signed an MOU with Unsyiah on May 22, 2006. DBE 2‘s Unsyiah FKIP Component (DBE 2 Unsyiah) implemented the agreement with several activities designed to do the following: (i) improve the capacity of teaching and learning, (ii) improve the capacity of research, (iii) strengthen management capacity, and (iv) support infrastructure improvement.

From June 2006–August 2011, DBE 2 Unsyiah made a number of notable achievements. The Active Learning for Higher Education training package (ALFHE), the development of which was led by DBE 2 Unsyiah, has now been rolled-out to universities throughout Indonesia. Lecturers at Unsyiah FKIP, IAIN Ar-Raniry Tarbiyah, and UnMuha Tarbiyah have changed their teaching-learning strategy from a passive to active learning approach. In coordination with Florida State University (FSU), DBE 2 Unsyiah has improved the research capacity of lecturers at Unsyiah FKIP, IAIN Tarbiyah, and UnMuha Tarbiyah. The results of research conducted by lecturers through DBE 2- and FSU-led initiatives are being published internationally. DBE 2 Unsyiah also developed FKIP Focal Research Areas. In response to the directive to strengthen management capacity, DBE 2 collaborated with Unsyiah to develop the FKIP web and database to create an income generating plan and establish Standard Operating Procedures (SOPs) for the new FKIP facilities constructed by USAID, standard job descriptions, a strategic plan (2010–2014), a human resources manual, a human resources plan, and an estimate of the operational and maintenance costs for the new facilities. In terms of supporting infrastructure improvement, DBE 2 conceptualized the new FKIP facility; subsequently, the design concept was used by the construction consultant to design and build the facility. DBE 2 completed a procurement of over one million USD to outfit the FKIP facility constructed by USAID.

Objectives of DBE 2’s Unsyiah FKIP Program

The objectives of DBE 2‘s Unsyiah FKIP component are slightly different from those of other DBE 2 project offices and are summarized as follows:

- Improve the capacity of teaching and learning at FKIP.
- Build Unsyiah FKIP‘s specialized resource capacity.
- Improve Unsyiah FKIP‘s research capacity.
- Strengthen Unsyiah FKIP‘s management capacity.
- Support Unsyiah FKIP‘s infrastructure improvement.

In addition to Unsyiah FKIP, DBE 2 efforts also benefited IAIN Ar-Raniry (IAIN) and University of Muhammadiyah Aceh (UnMuha).

Implementation Strategy

In order to implement DBE 2 Unsyiah's multifaceted program, the project followed the following steps:

1. Integrated facilities design and usage modeling cutting-edge approaches in education.
2. Provided facility access to educational community in Aceh.
3. Upgraded faculty competencies (pedagogy, ICT and research skills).
4. Improved educational programs using cutting-edge methodologies in education.
5. Strengthened link between the campus and schools.
6. Coordinated with other Indonesian and U.S. higher education institutions.

DBE 2 Unsyiah operations were characterized by their participative approach. DBE 2 worked together with university partners (Unsyiah, IAIN, and UnMuha) to form working groups (WGs) and establish University Contact Persons (UCPs) in each university. There were three WGs: the FKIP Working Group, University Working Group, and Inter-university Working Group. Working group members were appointed under a Rector's Decree. DBE 2 Unsyiah composed its annual work plan together with these WGs. The draft of the annual work plan was then approved by deans and rectors before submission for USAID approval. Working groups were also involved in program implementation and DBE 2 Unsyiah conducted regular meetings with partner university deans and rectors.

Summary of Activities and Participants

Between 2007 and 2010, DBE 2 Unsyiah led a series of professional development and management workshops outlined in the following three tables. Detailed information is listed in Appendixes 2-4.

List of professional development and management workshops for staff

Year	Name of Activity	Participants		
		Total Staff Trained	M	F
2007	Integrated Counseling Workshop	27	16	11
	Action Research Training	25	16	9
2008	Active Learning for Higher Education	43	23	20
	ICT with Active Learning	25	12	13
	Action Research in Higher Education	30	9	21
	Developing Media for Active Learning with ICTs	25	12	13
	Developing Income Generating	30	20	10
2009	Database Training I	10	5	5
	Database Training II	9	4	5
	Workshop on Writing Research Article	38	7	31
	Workshop HR Management	21	13	8
	Workshop on Development of SOPs	24	15	9
	Workshop on Action Research	12	6	6
	Workshop on HR Plan Academic FKIP	25	17	8
	Workshop on Development of FKIP Strategic Plan	50	40	10
2010	Workshop II: Development of FKIP Strategic Plan	43	34	9
	Workshop II: Development of HR Planning for FKIP Academic Staff	27	21	6
	Workshop on Active Learning with ICT for Social Science	29	15	14

Year	Name of Activity	Participants		
		Total Staff Trained	M	F
	Workshop on FKIP Focal Research Area	13	7	6
	Workshop on Action Research	7	3	4
	Workshop I: Development of FKIP Human Resources Manual	14	12	2
	Workshop on FKIP Curriculum Development (Home Economics)	14	1	13
	Workshop on FKIP Curriculum Development (Chemistry Ed.)	16	9	7
	Workshop on FKIP Curriculum Development (Primary School Teacher Development Program (PGSD) Ed.)	24	10	14
	Workshop on FKIP Curriculum Development (Physics Ed.)	13	9	4
	Workshop on FKIP Curriculum Development (Mathematics Ed.)	15	8	7
	Workshop II: Development of HR manual for FKIP	19	9	10
	Workshop on Development of FKIP Business Plan (Pilot)	9	5	4
	Workshop on Basic ICT for Administrative Staff	28	13	15
	Workshop on Resource Sharing Plan	16	6	10
	Workshop on Integrating Active Learning for Science Education	25	10	15
Total Year 2007–2010		**706**	**387**	**319**

List of professional development workshops for in-service teachers

Year	Name of Activity	Participants		
		Total	M	F
2009	Training on Earthquake Preparedness (Cohort 1)	52	18	34
	Training on Earthquake Preparedness (Cohort 2)	34	2	32
Total		**86**	**20**	**66**

List of professional development workshops for students/pre-service teachers

Year	Name of Activity	Participants		
		Total	M	F
2007	Teaching methodology (skills on how to start and end a class, ask questions, and manage a class)	20	4	16
	Teaching practice on how to start and end a class, ask questions, and manage a class	20	4	16
	Workshop on composing low-cost material media for chemistry	40	6	34
2008	Building Unsyiah's specialized resource capacity (Creative center)	10	5	5
	Saman dance and song with earthquake preparedness messages to Unsyiah Lab School students	16	8	8
2009	Workshop on active learning for pre-service teachers (Batch I)	26	4	22

Year	Name of Activity	Participants		
		Total	M	F
2010	Workshop on active learning for pre-service teachers (Batch II)	28	3	25
	Workshop on career opportunity, entrepreneurship, and multimedia	42	13	29
Total 2007–2010		**202**	**47**	**155**

The following sections detail the activities listed in the above tables. Activities are organized under the following headings:

- Improving the capacity of teaching and learning
- Building Unsyiah's specialized resource capacity
- Improving FKIP's research capacity
- Strengthening management capacity
- Supporting infrastructure improvement

1. Improving the Capacity of Teaching and Learning

a. Fellowship Program (Long-term Training)

A fellow, Ms. Afrida Yahya, has completed her Master's program at UPitt.

The DBE 2 project developed a relationship and cooperated with three U.S. universities, the University of Pittsburgh (Pitt), Florida State University (FSU), and the University of Massachusetts (UMass). Through this partnership, five fellows from Aceh completed their studies for master's degrees in the U.S. All participants in the USAID DBE 2 fellowship participated in programs that were in line with project objectives in Aceh. One of these fellows, Ms. Afrida Yahya from Unsyiah, completed her studies in August 2008 at Pitt, earning a master's in facilities management. Since her return from the U.S., Ms. Yahya has been involved in facilities management at Unsyiah FKIP, allowing Unsyiah to take advantage of her newly gained knowledge and assist with effective utilization and integration of the new FKIP facility within the community. The other fellows include Ika Kana Trisnawati from IAIN, who earned a master's in assessment from UMass; Sayed Mahdi from Unsyiah, who earned a master's in facilities management from Pitt; and Anton Widyanto and Khairil from IAIN, both of whom earned master's degrees in evaluation and research methods from FSU.

Participants of the Active Learning Workshop developed media for teaching and learning using objects from the natural environment.

b. Integrated Counseling Workshop

DBE 2 Unsyiah conducted an Integrated Counseling Workshop from May 21–22, 2007. The goal of this workshop was to train Unsyiah

FKIP lecturers on how to develop syllabi and lesson plans that integrate counseling principles and strategies into the teaching of other subjects. A Syllabus Development Workshop was subsequently conducted from August 13–14, 2007. In this workshop, participants developed syllabi and lesson plans using grief counseling principles. As a result, FKIP lecturers are able to develop syllabi and lesson plans for their courses that integrate counseling principals and demonstrate how to teach using such an approach.

c. Active Learning for Higher Education (ALFHE)

- **Development of the Training Package**

  In the first quarter of FY08, DBE 2 Unsyiah conducted a needs assessment on active learning at the higher education level. Based on the results of this assessment (which included observations and focus group discussions with faculty, students, and teachers), DBE 2 Unsyiah decided to develop an ALFHE training package by modifying DBE 2's Introduction to Effective Teaching and Learning in Core Subjects training package.

- **Workshop on Active Learning in Schools (ALIS)**

  From February 4–7, 2008, DBE 2 Unsyiah conducted an ALIS workshop for lecturers from all three partner universities in Aceh. On the first day, participants were introduced to topics such as "What and Why Active Learning?," active learning in the class (class management), and media as learning resources. On the second day, participants learned about integrated learning including mapping of competencies and action research related to active learning in schools. On the third day, participants learned about the development of teaching-learning strategy, syllabus development, and assessment. On the fourth and final day, participants developed lesson plans and conducted an active learning simulation.

- **Workshop on Active Learning for Higher Education (ALIHE)**

  As a continuation of the ALIS workshop, DBE 2 FKIP conducted an ALIHE workshop from March 3–6, 2008. This workshop focused on the development of higher order thinking skills (critical thinking, creative thinking, problem solving, and decision making), strategies on active learning for higher education, development of syllabi and lesson plans, clinical supervision (observation and giving feedback), and portfolio development. By the end of the workshop, each participant developed draft syllabi and lesson plans for a course they would teach that semester.

- **Implementation and Mentoring/Supervision of Active Learning**

  DBE 2 mentored the participants of the previous two workshops as they implemented the active learning strategy discussed in the workshop into their classrooms. The activity, including peer observation, was conducted from March 24–April 5, 2008. Participants taught while a peer observed and provided feedback on teaching performance. Then from April 7–12, participants were observed by eight selected participants and two local facilitators. From April 14–19, supervisors and DBE 2 staff observed participants teaching. The majority of participants were found to apply a variety of active learning methods in their classroom.

d. Active Learning with ICT

DBE 2 Unsyiah conducted a workshop on how to integrate ICT into the active learning classroom for teaching staff from Unsyiah FKIP, IAIN Tarbiyah, and UnMuha Tarbiyah. The training was conducted from February 14–15, 2008 at the Learning Resource Center (LRC). The facilitator was Mary Burns, ICT Specialist from EDC‘s home office. Participants learned about classroom management using one computer and one still camera, demonstrating project-based learning for the whole class.

e. Workshop on Developing Media for Active Learning with ICTs in Higher Education

DBE 2 Unsyiah carried out the workshop on Developing Media for Active Learning with ICTs in Higher Education from November 24–26, 2008 at LRC Lab School Unsyiah. The training material was developed by modifying DBE 2‘s Developing Active Learning with ICT (DALI) training module. The workshop focused on teaching science (chemistry, physics, biology, and primary school science), the objective being to improve the quality of teaching and learning by using ICT (computers, Internet, digital cameras, and video recorders) in the active learning classroom. Participants were from the Unsyiah Lab School, Unsyiah FKIP, IAIN Tarbiyah, and DBE primary schools.

f. Workshop on Active Learning with ICT for Social Science

In February 2010, DBE 2 Unsyiah conducted a workshop on Active Learning with ICT for social science. Participants were from Unsyiah, IAIN Ar-Raniry, UnMuha, and the Lab school. Participants practiced writing media/ICT-based instructional plans aligned with their field of study. They learned how to utilize digital cameras, the Internet, a variety of software, and video cameras, and as discussed, how to integrate these tools into the active learning classroom. They also practiced classroom management with limited ICT equipment and collected data by conducting a survey and videotaping activities in a traditional market. When they returned to the classroom, they transferred and edited their data in MS PowerPoint, MS Excel, Movie Maker, and MS Word.

g. Workshop on Active Learning for Pre-Service Teachers

In 2009, many students in their final year of study at FKIP did not have the opportunity to benefit from DBE 2‘s active learning capacity development efforts for lectures. Several of these students were about to begin practicum at DBE 2 partner schools, where active learning was becoming the norm. Consequently, from July 13–15, 2009, DBE 2 Unsyiah conducted a workshop on active learning for 26 pre-service teachers (students). The objective of this workshop was to provide an active learning orientation for FKIP students before they commenced their practice teaching. Facilitators were Unsyiah FKIP lecturers who had mastered the active learning approach by participating in ALFHE. Workshop materials were a combination of the ALIS package and DBE 2‘s DALI package. Following the success of the first workshop from May 25–27, 2010, DBE 2 Unsyiah conducted a second workshop on active learning for pre-service teachers. The workshop‘s participants were 28 students of FKIP PGSD who had already taken the microteaching class.

h. Development of Teaching Modules

As a follow-up to the workshops on Active Learning for Higher Education and Integrated Counseling, DBE 2 Unsyiah worked with participants to develop a series of active learning teaching modules. As a result, 14 teaching modules were produced across a variety of subject areas and are detailed in the Appendix. These teaching modules are now being used at FKIP.

i. Workshop on Integrating Active Learning for Science Education

In line with the continuation of the ALFHE program, DBE 2 Unsyiah conducted a Workshop on Integrating Active Learning for Science Education (physics, chemistry, biology, mathematics, and PGSD) on August 31, 2010 at the new FKIP building for FKIP teaching staff. The objective of this workshop was to develop a teaching module by integrating active learning into the Teaching Learning Strategy Course (Mata Kuliah Strategi Belajar Mengajar), a three credit-hours course for all FKIP students. Before the workshop, a draft teaching module had been developed by DBE 2 Unsyiah. During the workshop, the draft was discussed and finalized with participants. As a result, a teaching module that focused on science and used the active learning approach for the Teaching Learning Strategic Course was printed and distributed to FKIP. By modifying the worksheets, this module could be applied to other subjects as well.

j. Learning Resource Center (United States-Indonesia Society (USINDO) – Unsyiah Lab School)

DBE 2 Unsyiah supported the establishment of the LRC *Bungong Keumang* (Blossoming Flower), located in the Lab School of Syiah Kuala University. The LRC was meant to support education quality improvement under the DBE 2 Unsyiah program. The LRC facilitated interaction between the Unsyiah FKIP program and local educational institutions, and provided classroom-based learning for FKIP students. DBE 2 provided the LRC with a variety of resources, including ICT equipment, resource kits, and books.

2. Building Unsyiah's Specialized Resource Capacity

a. Earthquake Preparedness

In response to the December 2004 earthquake and tsunami in Aceh, in April 2007, DBE 2 sent a group of Acehnese youth to a regional forum entitled ‗Disasters and the Aftermath: Building Young People's Life Skills for Health and Education.' The forum, which took place in Bangkok, involved young people from Southern Thailand, Pakistan, and Indonesia (Central Java and Aceh) whose lives had been impacted by natural disaster, and was designed to build capacity to cope with challenges that could compromise their healthy development. After the inspiring forum, participants from Aceh established a Creative Center at the LRC where they could work together to develop disaster preparedness messages to disseminate to their community.

Mr. Cameron R. Hume, the U.S. Ambassador to Indonesia, visited LRC Lab School Unsyiah.

DBE 2 and Unsyiah supported this group of young people in creating simple earthquake preparedness guidelines, communicated through song lyrics and expressed through the traditional Acehnese Saman Baru dance. The song and dance (named Saman Siaga Gempa) conveyed: (i) what one should do before an earthquake, (ii) what one should do during an earthquake, and (iii) what one should do after an earthquake. DBE 2, together with Unsyiah crisis management specialists, developed an instructional video and booklet for the Saman Baru dance. Through this creative approach, earthquake preparedness messages have been disseminated to Unsyiah students and faculty, all DBE 2 schools in Aceh, as well as communities in Aceh beyond the reach of the project.

b. Development of a Civic Education Instructional Video

DBE 2's core program in Aceh collaborated with university partners to develop a civic education training package titled ‗Learning to Live Together.' Building on this activity, DBE 2 Unsyiah collaborated with the Creative Center team to develop a Civics Dance to disseminate key messages from ‗Learning to Live Together' to students and the community. The Civics Dance lyrics, in Bahasa Indonesia, conveyed messages on how to develop democratic and participatory behavior, and why it is necessary to appreciate different values, norms, and cultures, as well as the importance of democracy, rights and responsibilities, tolerance, and empathy.

DBE 2 also developed an interactive instructional video and instruction booklet to support the dissemination of the dance. It is expected that these materials, much like Saman Siaga Gempa, will be used by art teachers in schools to teach their students the Civic Education song lyrics and dance.

c. Workshop on Career Opportunity, Entrepreneurship, and Multimedia for Pre-Service Teachers

From June 28–30, 2010, DBE 2 Unsyiah conducted a Workshop on Career Opportunity, Entrepreneurship, and Multimedia for Pre-Service Teachers. The objectives of this workshop were: (i) to give information about the career opportunity to FKIP students, (ii) to teach students how to develop Curriculum Vitae and application letters, (iii) to provide students with job application and interview tips; (iv) to motivate students to start their own business, and (v) to teach students about Excel and video development. Facilitators included DBE 2, FKIP, and Unsyiah staff.

3. Improving FKIP's Research Capacity

In coordination with FSU, DBE 2 Unsyiah worked to improve the research capacity of Unsyiah as an institution and of lecturers at Unsyiah FKIP, IAIN Ar-Raniry Tarbiyah, and UnMuha Tarbiyah through a series of workshops and activities, which are detailed below.

a. Workshops on Action Research

Commencing in June 2007, a series of action research workshops took place in Aceh for participants from Unsyiah FKIP, IAIN Tarbiyah, and UnMuha Tarbiyah. In 2008, participants were organized into two research teams: Group 1 conducted research in SD and Group 2 conducted research in MI. The target schools were SDN 57, SDN 71, MIN Rukoh, and MIN Mesjid Raya. Each group visited schools to collect data by observing the teaching-learning processes, interviewing teachers and headmasters, and conducting focus group discussions with teachers and principals. In 2009, a third workshop was conducted focusing on data analysis and writing for publication. The results of this action research effort were presented at the Action Research National Conference from December 4–5, 2009 at Universitas Terbuka (UT) Tangerang, Banten.

b. FKIP Focal Research Areas Identified and Developed

Unsyiah FKIP, which was the biggest teacher training college in Aceh, was in a position to make recommendations towards the development of education policy in Aceh. However, this was not possible given FKIP's lack of an organized research structure. To help FKIP develop its research capacity, DBE 2 and FSU worked with the FKIP community to identify Five FKIP Focal Research Areas (FRAs): (i) *Action Research: Assisting Schools in Adapting Curriculum and Teaching to Local Contexts and Student Learning,* (ii) *Assessing Minimum Teacher Competencies and Implementing Responsive Mentoring*, (iii) *Improving Relations Between FKIP Teacher Preparation and Classroom Teaching,* (iv) *Large-scale Educational Patterns and Trends in Nanggröe Aceh Darussalam,* and (v) *Understanding Teaching and Learning in Schools as a Socio-cultural Extension of the Lives of Students and Teachers.*

In 2009, DBE 2 Unsyiah supported five competitive research proposals related to "Improving Relations between FKIP Teacher Preparation and Classroom Teaching." The five research topics related to the development of FKIP curricula in the areas of chemistry, physics, mathematics, primary school, and home industry. The scope of the research projects included composing questionnaires/interview protocols, conducting discussions with the provincial education department (Dinas Pendidikan Kab/Kota), collecting data/school curricula/lesson plans from representative schools, conducting focus group discussions with representative teachers and head masters, interpreting/analyzing findings, and conducting focus group discussions with faculty members to determine gaps in the curriculum and areas that are no longer relevant. The results of the research were submitted to the departments of chemistry, physics, mathematics, primary school, and home industry to aid with revising curricula.

In coordination with FSU, DBE 2 supported Unsyiah FKIP lecturers as they conducted research related to other FKIP FRA. There were three research topics pursued by FKIP lecturers, namely: (i) *Understanding Teacher Distribution and Qualification in Aceh*, (ii) *Assessing Teacher Competency in Elementary Schools in Aceh*, and (iii) *The Socio-cultural Profile of Teachers and Students in Aceh*. The research teams submitted final reports to DBE 2, Unsyiah, and FSU for possible publication in scientific journals.

c. *Workshop on Writing Research Articles for Publication*

In 2009, DBE 2 conducted a workshop on "Writing Research Articles for Publication" for faculty from Unsyiah FKIP, IAIN Tarbiyah, UnMuha Tarbiyah, and the SMA Lab School Unsyiah. The objectives of this workshop were: (i) to develop participants' skills in identifying the ideas or messages that must be included in research articles, (ii) to give participants experience in reviewing and editing their own research articles following the format of accredited scientific journals, and (iii) to encourage participants to send their final drafts for publication in accredited scientific journals. Following the workshop, DBE 2 reviewed 21 participants' research articles, coached them through revisions of their drafts, and encouraged them to submit their articles for publication.

4. Strengthening Management Capacity

a. *Facilities Management Study Visit*

In 2008, DBE 2 Unsyiah sent two staff from Unsyiah on a study visit to Institute Pertanian Bogor (IPB) and Universitas Indonesia (UI). The objectives of this visit were to obtain comparative information regarding how these two institutions manage and maintain their facilities. This information was used as a reference in developing the management and operation plan for new FKIP facilities.

b. *Developed FKIP Web and Database*

DBE 2 assisted Unsyiah FKIP in developing the FKIP Database and Web which were launched on January 29, 2009. The database system contained the database of academic and non-academic staff, students, and alumni (http://www.unsyiah-fkip.org). DBE 2 Unsyiah provided a workshop on database and website maintenance for FKIP administrative staff responsible for updating data for students, lecturers, alumni, non-academic staff, and on scholarships, and for maintaining the website.

c. *Developed FKIP Income Generating Plan*

The FKIP income generating plan is very important for both the operation and upkeep of the new facility as well the sustainability of DBE 2 initiatives at the university. From December 3–4, 2008, DBE 2 Unsyiah conducted a workshop on developing this plan for staff from FKIP and other Unsyiah faculties

and work units. DBE 2 and staff from Unsyiah's Administration Planning and Information Bureau facilitated the workshop, which aimed to identify income-generating assets.

Following the workshop, DBE 2 Unsyiah helped Unsyiah FKIP develop an FKIP Income Generating Plan. Five FKIP staff members were appointed to a task force to assist all FKIP Departments and work units in developing income-generating programs and compiling them into the FKIP Income Generating Plan. This plan included the list of potential assets or resources, and estimated income from the programs. Two main activities related to "tridarma" activities (education, research, and community development) and auxiliary venture were the two main sources identified. While commercial venture activities had not been planned yet, they will be considered in long-term planning. Related to Income Generating Plan, in July 2010, DBE 2 Unsyiah helped FKIP develop a Pilot Business Plan.

d. Developed Standard Operating Procedures (SOPs) for New FKIP Facility

Commencing in May 2009, DBE 2 worked with Unsyiah FKIP to develop 25 SOPs for the new FKIP facilities, including procedures for: classrooms, laboratories, library, auditorium, Teachers' Room, Students' Room, Career Center/Alumni Room, laptop storage, Dissemination Room, Evaluation and Testing Measurement Room, Private Space Room, Professor Room, Teleconference Room, Prayer Room, gallery space, general storage room, Administration Room, public restroom, outdoor canteen, cleaning service and landscape, electricity facility, water facility, Internet facility, telephone facility, and facility maintenance. The SOPs were printed and submitted to FKIP and Unsyiah.

e. Developed Standardized Job Descriptions for FKIP

DBE 2 Unsyiah initiated the development of 13 draft Standard Job Descriptions (SJDs) for FKIP for several managerial positions such as Dean, Vice Dean (I-IV), department heads, department secretary, and administrative staff. The SJD consisted of job titles, reporting structures, job descriptions, qualifications, deliverables, references (regulations), and job responsibilities (internal and external). In early August 2009, DBE 2 printed and distributed these drafts to all relevant personnel including the FKIP Dean, Vice Dean, and Vice Rector for Administration Affairs for input/feedback. These drafts were then discussed in a workshop with FKIP staff on August 14, 2009. In September, a second SJD workshop was conducted to refine all the drafts. The final version of the 13 SJDs was printed and distributed to Unsyiah FKIP. It was expected that the SJDs developed by DBE 2 would also be used by other colleges at Unsyiah.

f. FKIP Strategic Plan (2010–2014)

DBE 2 Unsyiah helped FKIP develop an FKIP Strategic Plan by hosting a series of strategic planning workshops. The strategic plan consisted of three pillars, summarized below.

Workshop on the development of FKIP Strategic Plan

- Access: Establish several new study programs (S1 and S2) and centers, improve quality and quantity of academic staff, broaden cooperative linkages, empower students, increase access to job market, and improve teacher quality by distance education.
- Quality, Relevance, and Competitiveness: Shorten the length of study period, improve student competency, enhance evaluation of learning process, improve English competency for student and academic staff, strengthen capacity and quality of research and community services, improve ICT use in teaching-learning process, provide career

and competency empowerment to academic staff, develop curricula, improve microteaching quality and practice-teaching process, and enhance the function and role of Unsyiah Lab School, including use of LRC in teaching-learning process.

- Management and Public Service: Strengthen human resource management, information management, planning systems, facilities management, linkages, FKIP promotion programs, and social care programs.

DBE 2 printed and distributed the FKIP Strategic Plan to Unsyiah FKIP.

g. FKIP Human Resource Plan for Academic Staff

In October 2009, DBE 2 conducted a workshop to facilitate development of a human resource plan for academic staff. Participants included the FKIP Dean and Vice Deans, department heads and secretaries, and FKIP and Unsyiah Quality Assurance Committee members. During the workshop, all departments discussed and analyzed the current academic staff for each department. The planning model provided by Directorate General for Higher Education (DGHE/DIKTI) was used. Recruitment planning of academic staff, advance study, and professorship planning were developed through 2014.

h. FKIP Human Resources (HR) Manual

In collaboration with FKIP staff, DBE 2 Unsyiah developed an HR Manual for Unsyiah FKIP. Two workshops were conducted in 2010 during which the contents of the manual were discussed, drafted, and finalized. The manual developed consisted of seven sections: (i) Introduction, which explained general information of FKIP staff, purpose, task, and responsibility; (ii) Staff, Recruitment, and Regulations; (iii) Remuneration; (iv) Promotion; (v) Staff Development; (vi) Attendance, Leave, and Additional Work; and (vii) Monitoring and Evaluation. In the workshop, detailed job descriptions for all FKIP administration staff were also established. The manual was developed based on the Indonesian Regulation for Civil Servant (Pegawai Negeri Sipil) for higher education.

i. Workshop on Basic ICT for Administration Staff

In July 2010, DBE 2 conducted a workshop geared at improving the ICT skills of FKIP administrative staff; participants from IAIN and UnMuha were also in attendance. DBE 2 coached participants on how to use Excel to develop schedules as well as finance and student databases.

j. FKIP Resource Sharing Plan

USAID‘s FKIP project represented a major component of the U.S. and Indonesian governments‘ cooperation in reconstruction and modernization of the education system in Aceh. The overall project included the following components: (i) design and construction of a new FKIP building, (ii) renovation of existing FKIP buildings, (iii) furnishing and equipping the new building, (iv) and technical assistance to strengthen teacher training and improve the learning environment. On August 27, 2010, DBE 2 Unsyiah conducted a Workshop on Development of FKIP Resource Sharing Plan to ensure these new facilities would be used optimally. The workshop resulted in the development of an FKIP Resource Sharing Plan that has been shared with Unsyiah FKIP, IAIN Ar-Raniry, and UnMuha.\

k. Promoted Unsyiah FKIP to High Schools

During Quarter Four FY10, DBE 2 engaged in a series of activities designed to promote Unsyiah FKIP and its new facilities to schools in the region. The objective of these activities was to interest high-quality high school students in continuing their studies at FKIP. These activities are briefly detailed below.

- FKIP Open House: On August 5, 2010, DBE 2 conducted an FKIP Open House. Students, teachers, and principals from the best high schools in Banda Aceh and Aceh Besar were invited to visit Unsyiah FKIP. A total of 178 guests attended the open house, which was held in the new FKIP auditorium.
- FKIP Leaflet and Brochure: Besides the FKIP Open House, DBE 2 Unsyiah also developed leaflets and brochures to promote FKIP. The leaflet described the new vision and mission of FKIP, teaching staff profiles, study programs, scholarship opportunities, job prospects of FKIP alumni, and FKIP facilities including the support from USAID. The brochure detailed study programs offered, teaching staff profiles, facilities, scholarship opportunities, and job prospects. DBE 2 Unsyiah printed 500 of each for distribution to high schools in Aceh Province.

5. Supporting Infrastructure Improvement

a. Conceptualized New FKIP Facility

In March 2006, DBE 2 developed a conceptual design for the new FKIP facility. The goals of this new facility were threefold: (i) provide UNSYIAH FKIP with a space that could help instructors and students teach and learn in the most effective manner possible, (ii) facilitate instructors‘ shift to more learner-centered or active learning methodologies, and (iii) incorporate design elements that educational research have identified as ―high performance" physical features necessary to improved learning.

In February 2008, DBE 2 Unsyiah conducted a review of this conceptual design (design principles for new building, classroom, furniture, and equipment requirements). The review was conducted by the FKIP Working Group and DBE 2 Unsyiah and led by Mary Burns from EDC home office. The results of this review of new FKIP facilities were presented to the Unsyiah Rector, FKIP Dean, and Vice Deans. Some additional suggestions were made: (i) the Vice Rector for academic affairs suggested a video conference room at the new FKIP facilities, and (ii) the FKIP Dean suggested having a partition for the auditorium to use it as a classroom when it was not being used as an auditorium. The report of the conceptual design review for new FKIP facilities was submitted to USAID in March 2008, to be used by the building design consultant.

A view of the Chemistry Lab at the new FKIP building after it was outfitted with furniture.

DBE 2 Unsyiah participated actively in the project design workshops. Workshop I was held on April 17, 2008, workshop II was held on May 22; and workshop III was held on June 26. DBE 2 Unsyiah also assisted Unsyiah FKIP with clearing land at the new FKIP facility site and conducting UKL/UPL initial environmental examinations. DBE 2 Unsyiah worked with the design consultant to help Unsyiah FKIP obtain a construction permit from the local government for the new building.

b. New FKIP Facility Outfitted

In coordination with FKIP and USAID‘s construction consultant, DBE 2 developed the procurement plan, which was finalized in September 2009, to outfit the new FKIP facility.

After USAID approval was received, DBE 2 published the invitation to tender on November 28–29, 2009 in the Kompas National Newspaper, and on November 28 and 30 in the Media Indonesia National Newspaper. The procurements were divided into six packages as follows:

- General Furniture
- Lab Furniture
- Lab Equipment
- ICT Equipment
- General Equipment
- Books and Software

These procurements were open to any local or international vendors that had the institutional and financial capabilities to complete the project within the proposed timeframe. The bidder‘s conference was conducted on December 17, 2009 at the FKIP Auditorium, Unsyiah, and Banda Aceh, and was attended by 29 bidders. The winners of these procurements were approved by USAID in February 2010 and contracts with the vendors were signed shortly thereafter.

By September 2010, procurement was 100% complete with a total of 3,832 pieces of equipment, 4,832 pieces of furniture, more than 1,000 books, and 265 software licenses supplied by USAID DBE 2.

Summary of Transition Activities

DBE 2‘s team at Unsyiah worked closely with the project‘s three university partners in Aceh through the development and implementation of the vast majority of activities described in this report. This collaborative process helped ensure that universities had the ability to carry on DBE 2 best practices after the project came to a close.

DBE 2 Unsyiah supported both partner and non-partner universities in conducting a variety of staff professional development activities. The funding for these activities was covered by the participating university. These activities are listed below, with detailed information provided in Appendix 6.

List of Professional Development Workshops for University Staff

Year	Name of Activity	Implementing Agency	Number of Participants				
			Total	DBE 2 University Partner		Non-DBE 2 University Partner	
				Male	Female	Male	Female
2008	Workshop on Education Assessment	Unsyiah	25	11	14		
2009	Workshop on Active Learning in School (ALIS)	Unsyiah	35	16	19		
	Workshop on Active Learning in Higher Education (ALIHE)	Unsyiah	35	16	19		
	Workshop on ALIS	Unsyiah	40	28	12		
	Workshop on ALIHE	Unsyiah	37	25	12		
2010	Workshop on ALIHE	Unsyiah	34	15	19		
	Workshop on ALIS	UnMuha	29	12	17		
	Workshop on ALIS	IAIN Ar-Raniry	20	5	15		
2011	Workshop on Active Learning Training and Writing Article	UnMuha	20	1	19		
	Workshop on Educational Measurement	Unsyiah	28	8	20		
	Workshop on ALIHE	Unigha	39			16	23
	Workshop on ALIHE	Unimal	40			27	13
	Workshop on ALIHE	Politeknik Aceh	30			20	10
TOTAL			412	137	166	63	46
				303		**109**	

6. Socialization of Active Learning for Higher Education to Non-Teacher Training Colleges

In 2010, DBE 2 introduced ALFHE to participants from other (non-education) colleges at Unsyiah, IAIN, and UnMuha. Participants included Rectors, Vice Rectors, Deans, Vice Deans, and department heads. DBE 2 formally handed over the ALFHE training package to Rectors for dissemination throughout their universities.

7. DBE 2 Best Practices Disseminated to Other Local Universities

In 2011, DBE 2 visited several local universities to:

- disseminate DBE 2 best practices to local universities in Aceh (besides university partners);
- link the local universities to DBE 2 university partners; and
- encourage local universities to implement DBE 2 best practices.

Universities visited included Aceh Polytechnic, University of Almuslim Bireun, Sekolah Tinggi Agama Islam Negeri (STAIN) Lhokseumawe, University of Malikussaleh Lhokseumawe, University of Jabal Ghafur Sigli, College of Al-Hilal Sigli, and University of Samudra Langsa.

8. Building Linkages between Districts and Unsyiah

In fiscal year 2011, DBE 2 visited several districts including Gayo Lues, Langsa, Tamiang, Pidie Jaya, Sabang, Simeulue, Aceh Selatan, Subulussalam, and Aceh Singkil to disseminate DBE 2 best practices and advocate that districts collaborate with Unsyiah to develop teacher professionalism. This effort received a very positive response from all districts visited except Aceh Selatan and Subulussalam. All other district administrations agreed to sign an MOU with Unsyiah to provide teacher professional development programs.

9. Active Learning Training Roll-out at Unsyiah, IAIN, and UnMuha

From 2008−2010, DBE 2 collaborated with three partner universities in Aceh to roll-out the ALFHE training package to all teaching staff using local government (at Unsyiah) and university (at IAIN and UnMuha) budgets. This activity was completed at Unsyiah in 2009 and 2010. DBE 2 collaborated with FKIP to bring ALFHE to non-FKIP lecturers. The participants were lecturers in agriculture, law, medicine, engineering, economics, math, veterinary science, natural science, social science, and political science.

At UnMuha, transition activities combined active learning implementation with writing articles for publication. This was fully supported by the organization of Muhammadiyah Aceh as a transition activity.

10. Workshop on Active Learning Training at Non-partner Universities

a. University of Jabal Ghafur Sigli (UNIGHA)

As a follow-up to the visit to local universities discussed above, DBE 2 facilitated a workshop on Active Learning in Higher Education from June 14–16, 2011 at UNIGHA. UNIGHA provided the budget for the workshop, which was attended by lecturers from FKIP and non-FKIP faculties. Facilitators were from both DBE 2 and Unsyiah. UNIGHA covered the cost of Unsyiah facilitators, which included lodging, per diem, and remuneration.

b. University of Malikussaleh (UNIMAL)

UNIMAL staff had been involved in the national ALFHE Training of Trainers (TOT) and had rolled out ALFHE training on-campus in 2010. However, they wanted to conduct a second round of ALFHE training with DBE 2 and Unsyiah assistance. They invited DBE 2 and Unsyiah to facilitate staff training at UNIMAL using the university budget. The workshop was carried out from June 21−23, 2011 at the main campus and was attended by lecturers from a variety of colleges/faculties. Six UNIMAL staff, who had participated in the ALFHE TOT workshop in Jakarta, co-facilitated this workshop with two DBE 2 facilitators. Participants were also prepared to become trainers for their colleagues within their faculties.

c. Politeknik Aceh

In end July 2011, DBE 2 Unsyiah facilitated a workshop on Active Learning in Higher Education at the Politeknik Aceh in Banda Aceh. This workshop, which was fully funded by the Politeknik, was facilitated by DBE 2 staff.

Accomplishments: Monitoring and Evaluation Results and Impact

After almost five years (June 2006–August 2011) of project implementation, DBE 2 Unsyiah accomplished all deliverables and tasks set forth in its Scope of Work (SOW) in the areas of teaching and learning, research and management capacity development, and infrastructure support.

11. Teaching and Learning Improvement

Long-term training was carried out during 2007–2010. Five fellows from Aceh (two from Unsyiah and three from IAIN) completed their master's degree programs from Pitt, FSU, and UMass. Two training modules were developed: ALIS and ALIHE. These modules, which together became known as ALFHE, have been disseminated and adopted nationally. Sixteen active learning teaching modules were developed and all of them had been used at Unsyiah, IAIN, and UnMuha.

A total of 514 participants from Unsyiah, IAIN Ar-Raniry, and UnMuha engaged in professional development activities. As a result, many lecturers now implement active learning in their classrooms. Some participants were involved as national ALFHE master trainers; many students were observed practicing active learning during their teaching practice or in microteaching courses.

12. Research Capacity Improvement

In collaboration with FSU, DBE 2 pursued two main activities in an effort to develop Unsyiah's research capacity: develop an action research program and establish focal research areas.

FKIP staff gained experience in qualitative research that was different from the type of research in which they had previously engaged. This research gave the staff some experience in curriculum composition, and demonstrated to them that the FKIP curriculum should be revised. This generated collaborative research among lecturers in higher education and between schoolteachers. Some findings were presented by the researchers at national and international conferences, and some articles were submitted for publication. FSU developed an Action Research for Higher Education training package based on action research activities with universities in Aceh and other provinces.

After the identification of focal research areas at Unsyiah FKIP, FKIP staff conducted a total of three activities as part of their research capacity development training. A total of 33 Unsyiah FKIP lecturers were involved in research activities initiated by DBE 2.

13. Institutional Management Strengthened

A total of 325 administrative and academic staff participated in management workshops conducted by DBE 2, exceeding expectations. The outcomes of these workshops included: 25 SOPs for the new FKIP facilities, FKIP Database and Web (http://www.unsyiah-fkip.org), FKIP Strategic Plan, SJDs, HR Manual, HR Plan for Academic Staff, Resource Sharing Plan, estimate of operational and maintenance costs for the new FKIP facilities, and FKIP Income Generating Plan.

14. Infrastructure Support

To support USAID's plans to construct a new FKIP building and renovate the original site, DBE 2 developed a conceptual design that informed the building's eventual architectural plans. When the new FKIP building was constructed, DBE 2 outfitted all 79 rooms with furniture, equipment, software, and books. FKIP Unsyiah started to use these new facilities in May 2010. As a result of DBE 2's efforts, the new facility was equipped

not just to accommodate teaching and learning, but also to accommodate active teaching and learning with effective use of ICT.

Program Implementation, Problems, and Solutions

The DBE 2 Unsyiah SOW was aligned with current issues in higher education in Indonesia generally, and in Aceh specifically. The collaborative nature of DBE 2's FKIP project design greatly helped the project achieve its goals. The DBE 2 Unsyiah team was largely staffed with Unsyiah faculty, which helped create trust between the project and its primary beneficiary, the university. The project office was also housed within the FKIP building, affording university faculty and students easy access to DBE 2 resources. The development of working groups at the very beginning of the program established a framework within which the project could develop products and activities with relevant professional teams within FKIP and Unsyiah, and across Unsyiah, UnMuha, and IAIN.

Early in the project, local government and university partners would only provide in-kind support to implement project activities. This was a particular challenge when working group members expected financial compensation for their time, which DBE 2 could not budget. In 2007, DBE 2 worked with Unsyiah staff to develop a proposal asking the local government for funding to support working group activities. As a result, the local government provided funds through the university to support a number of DBE 2 Unsyiah programs, including compensation for working group members, training package roll-out, and certain transition activities.

Another challenge was the construction delay of the new FKIP facility, which at times led to loss of motivation of Unsyiah staff in DBE 2 activities, perceived to be linked to the construction. Close communication among the project, university leadership, and USAID created a forum where university personnel could communicate their frustration and issues could be clarified, addressed, and resolved.

Lessons Learned

Lessons learned through DBE 2's Unsyiah experience are detailed below.

- Working groups from university partners contributed significantly to the success of the DBE 2 Unsyiah project even though they did not include DBE 2 staff. These working groups allowed for close collaboration in the development of various activities and products, which greatly facilitated partner universities' feeling of ownership.
- To obtain financial support from universities and local government, it was mandatory to develop clear proposals requesting funds be designated to specific activities, and to maintain good communication with Rectors, Vice Rectors, and the person in charge of budgeting in local government offices.
- Lecturers from Unsyiah FKIP, especially PGSD, were very busy with a lot of activities like teacher certification and Department heads, Deans, and Rectors played a very important role in securing sufficient release time for these individuals.
- It was critical to collaborate closely with both the Rector and head of the university's research department on the development and coordination of all research activities.
- The PGSD campus was located far away from the Unsyiah FKIP main campus, which created some difficulties for PGSD lecturers and students in using the new FKIP facility.

Recommendations

Recommendations for future project implementation at Unsyiah and within the university community in Aceh are elaborated below.

- The university should balance the workload of lecturers in order to improve their capacities.
- Public transportation between PGSD and the main FKIP campus should be provided.
- The level of expected university and local government in-kind and financial support should be clearly stated in an MOU at the start of the project.
- The university/government should allocate a yearly budget to support FKIP research activities, and to build on and ensure sustainability of USAID DBE 2 efforts.
- Sub-contracts with university partners, though not without administrative challenges, can be effective mechanisms for project implementation, especially for activities that require numerous consultants.
- Active learning practices should be integrated into all existing courses within FKIP. New lecturers should receive ALFHE training before commencing their posts at the university.

Appendices

Appendix 1

Active Learning Teaching Modules Developed

No.	Name of Module	Name of Lecturer
1	Pengantar Manajemen Pendidikan	Dra. Fachriah Affan, M.Pd
2	Gizi & Ilmu Gizi	Dra. Ny. Kartini, M.Pd
3	Pendidikan Agama Islam	Dra. Syarifah Habibah, M.Pd
4	Pengolaan Makanan Kontinental	Dra. Indani, M.Si
5	Gelombang	Dra. Elisa Kasli, M.Si
6	Kalkulus II	Dra. Elianti, M.Pd
7	Sintaksis	Dra. Rostina Taib, M.Si
8	Pengolahan Makanan Nusantara	Dra. Zuraini Mahyudin, M.Pd
9	Pembelajaran Kalkulus	Usman, S.Pd, M.Pd
10	Struktur Aljabar	Dra. Suryawati, M.Pd
11	Pengelolaan Usaha Busana I	Dra. Fadhilah, M.Pd
12	Kimmia Anorganik II	Dra. Zarlaida Fitri, M.Sc
13	Modul Praktikum Biokimia Terintegrasi Konseling	Dra. Sulastri, M.Si
14	Landasan Pendidikan	Dra. Nurhaidah M. Isya Musa, M.Pd

Appendix 2a

Table of Activities and Participants (Lecturers) in Attendance (2007-2008)

No.	Name of Activity	Date (Period)	Place	Participants			Remark	
				Total Staff Trained	M	F	Management Training	Professional Development Training
1	Integrated Counseling Workshop	May 21–22, 2007	ACC Building, Banda Aceh	27	16	11		27
2	Action Research Training	June 25–30, 2007	IAIN, Banda Aceh	25	16	9		25
Total Year 2007				**52**	**32**	**20**	**0**	**52**
3	Basic ICT	January–March 2008	Unsyiah FKIP	20	3	17		20
4	Active Learning for Higher Education	February 4–7, 2008	LRC Lab School Unsyiah, Banda Aceh	43	23	20		43
5	ICT with Active Learning	February 14–15, 2008	LRC Lab School Unsyiah, Banda Aceh	25	12	13		25
6	Action Research in Higher Education	August 5–8, 2008	LRC Lab School Unsyiah, Banda Aceh	30	9	21		30
7	Developing Media for Active Learning with ICTs	November 24–26, 2008	LRC Lab School Unsyiah, Banda Aceh	25	12	13		25
8	Developing Income Generating Plans	December 3–4, 2008	Unsyiah Library	30	20	10	30	
Total Year 2008				**173**	**79**	**94**	**30**	**247**

Appendix 2b

Table of Activities and Participants (Lecturers) in Attendance (2009)

No.	Name of Activity	Date (Period)	Place	Participants			Remark	
				Total Staff Trained	M	F	Management Training	Professional Development Training
1	Database Training I	February 25–27, 2009	FKIP	10	5	5	10	
2	Database Training II	March 4–6, 2009	FKIP	9	4	5	9	
3	Workshop on Writing Research Article	March 18–20, 2009	LRC – Unsyiah	38	7	31		38
4	Workshop HR Management	March 27, 2009	FKIP	21	13	8	21	
5	Workshop on Development of SOPs	May 7–8, 2009	FKIP	24	15	9	24	
6	Workshop on Action Research	July and December 2009	FKIP	12	6	6		12
7	Workshop HR Academic Plan	October 8–9, 2009	FKIP	25	17	8	25	
8	Workshop on Development of FKIP Strategic Plan	November and December 2009	FKIP	50	40	10	50	
Total Year 2009				**189**	**107**	**82**	**139**	**50**

Appendix 2c

Table of Activities and Participants (Lecturers) in Attendance (2010)

No.	Name of Activity	Date (Period)	Place	Participants			Remark	
				Total Staff Trained	M	F	Management Training	Professional Development Training
1	Workshop II: Development of FKIP Strategic Plan	28 January 2010	FKIP	43	34	9	43	
2	Workshop II: Development of HR Planning for FKIP Academic Staff	25 February 2010	FKIP	27	21	6	27	
3	Workshop on Active Learning with ICT for Social Science	February 15–17, 2010	LRC – Unsyiah	29	15	14		29
4	Workshop on FKIP Focal Research Area	April 26–27, 2010	FKIP	13	7	6		13
5	Workshop on Action Research	April 23, 2010	FKIP	7	3	4		7
6	Workshop I: Developing FKIP Human Resources Manual	April 30, 2010	FKIP	14	12	2	14	
7	Workshop on FKIP Curriculum Development (Home Economy Ed.)	May 11, 2010	FKIP	14	1	13		14
8	Workshop on FKIP Curriculum Development (Chemistry Ed.)	May 17, 2010	FKIP	16	9	7		16
9	Workshop on FKIP Curriculum Development (PGSD Ed.)	May 19, 2010	FKIP	24	10	14		24
10	Workshop on FKIP Curriculum Development (Physics Ed.)	May 20, 2010	FKIP	13	9	4		13
11	Workshop on FKIP Curriculum Development (Mathematics Ed.)	May 21, 2010	FKIP	15	8	7		15
12	Workshop II Develop HR manual for FKIP	July 7, 2010	FKIP	19	9	10	19	
13	Workshop on Development FKIP business plan (pilot)	July 28, 2010	FKIP	9	5	4	9	
14	Workshop on basic ICT for Administrative Staff	July 29–30, 2010	FKIP	28	13	15	28	
15	Workshop on Resource Sharing Plan	August 27, 2010	FKIP	16	6	10	16	
16	Workshop on integrating Active Learning for Science Education	August 31, 2010	FKIP	25	10	15		25
Total Year 2010				**312**	**172**	**140**	**156**	**156**

Appendix 3

Table of Activities and Participants (In-Service Teachers) in Attendance

Year	No.	Name of Activity	Date (Period)	Place	Participants		
					Total	M	F
2009	1	Training on Earthquake Preparedness (Cohort 1)	October 7–14, 2009	CRC	52	18	34
	2	Training on Earthquake Preparedness (Cohort 2)	October 15–17, 2009	Pade Hotel	34	2	32
Total					**86**	**20**	**66**

Appendix 4

Table of Activities and Participants (Pre-Service Teachers) in Attendance

Year	No.	Name of Activity	Date (Period)	Place	Participants		
					Total	M	F
2008	1	Building Unsyiah's Specialized Resource Capacity (Creative Center)	January–December 2008	LRC Lab School Unsyiah, Banda Aceh	10	5	5
	2	Saman Dance and song with earthquake preparedness messages to Unsyiah Lab. School students	October–December 2008	LRC Lab School Unsyiah, Banda Aceh	16	8	8
	3	FGD on Teaching Methodology (skill on how to open and close the class, ask questions, and class management)	October 26, 2007	LRC Lab School Unsyiah, Banda Aceh	20	4	16
	4	Teaching practice on how to open and close the class, ask questions, and class management)	October 27, 2007	LRC Lab School Unsyiah, Banda Aceh	20	4	16
	5	Workshop on Composing Low-cost Material Media for Chemistry	November 29, 2007	LRC Lab School Unsyiah, Banda Aceh	40	6	34
	Total Year 2008				106	27	79
2009	7	Workshop on active learning for pre-service teachers (batch I)	July 13–15, 2009	LRC Lab School Unsyiah, Banda Aceh	26	4	22
	Total Year 2009				26	4	22
2010	8	Workshop on active learning for pre-service teachers (batch II)	May 25–27, 2010	LRC Lab School Unsyiah, Banda Aceh	28	3	25
	9	Workshop on career Opportunity, entrepreneurship & multimedia	June 28–30, 2010	FKIP	42	13	29
	Total Year 2010				70	16	54
Grand Total					**202**	**47**	**155**

Appendix 5

Table of Transition Activities and Participants in Attendance

No.	Transition Activities	Date of Activities	Implementing Agency	Estimate USD Amount of Funding Contributed by Implementing Agency	Estimate USD Amount of Funding Contributed by DBE 2	Number of Participants			
						DBE 2 University Partner		Non DBE 2 University Partner	
						M	F	M	F
1	Workshop on Education Assessment	June 16–18, 2008	Syiah Kuala University	3,000	5,000	11	14		
2	Workshop on Active Learning in School (ALIS)	December 16–19, 2008	Syiah Kuala University	3,500	0	16	19		
3	Workshop on Active Learning in Higher Education (ALIHE)	February 9–12, 2009	Syiah Kuala University	3,500	0	16	19		
4	Workshop on Active Learning in School (ALIS)	December 1–4, 2009	Syiah Kuala University	4,000	0	28	12		
5	Workshop on Active Learning in Higher Education (ALIHE)	December 14–17, 2009	Syiah Kuala University	4,000	0	25	12		
6	Workshop on Active Learning in Higher Education (ALIHE)	December 14–17, 2010	Syiah Kuala University	3,500	0	15	19		
7	Workshop on Active Learning in School (ALIS)	February 8–11, 2010	University of Muhammadiyah Banda Aceh	3,500	0	12	17		
8	Workshop on Active Learning Training and Writing Article	March 14–17, 2011	University of Muhammadiyah Banda Aceh	3,000	0	1	19		
9	Workshop on Active Learning in School (ALIS)	October 26–19, 2010	IAIN Ar-Raniry, Banda Aceh	3,000	0	5	15		
10	Workshop on Educational Measurement (*)	March 17–18, 2011	Syiah Kuala University	3,000	5,000	8	20		
11	Workshop on Active Learning in Higher Education (ALIHE)	June 14–16, 2011	University of Jabal Ghafur Sigli	4,000	800			16	23
12	Workshop on Active Learning in Higher Education (ALIHE)	June 21–23, 2011	University of Malikussaleh	4,000	800			27	13
13	Workshop on Active Learning in Higher Education (ALIHE)	July 25–28, 2011	Politeknik Aceh (CHEVRON – USAID)	3,000	0			20	10
Total				42,000	6,600	126	152	63	46
							278		**109**

Central Java Final Report

Introduction

Central Java is the third largest province in Indonesia with over 200,000 primary teachers. For DBE 2, this was a real challenge since the project would only reach out to around 2,000 primary teachers or 1% of the primary teachers in Central Java. However, DBE 2's comprehensive approach to training included principals, supervisors, and school committee members, thus providing a stronger foundation for further development. To support program implementation, DBE 2 hired 8 District Learning Coordinators (DLCs), 40 Master Teacher Trainers (MTTs), a University Advisor/Training Specialist (UA), a University Capacity Building Consultant, and 3 Information Communication Technology (ICT) Specialists who were supported by a very effective administration team. From DBE 2 Central Java's three partner universities, State University of Semarang (UNNES), State University of Surakarta (UNS), and State Institute for Islamic Religion Walisongo (IAIN Walisongo), 42 lecturers worked with the DBE 2 team to implement 5 training packages. With the other training programs, the combined team supported more than 50,000 person-training-days (one person attending one training for one day) over the life of the project.

The Central Java team was also very effective in establishing a strong transition program. The approach involved three key initiatives: (1) supporting DBE and non-DBE clusters in replication and dissemination, (2) trying out the transition guidelines in two new districts, and (3) expanding the number of universities that can support replication of DBE 2 programs. Regarding the first initiative, besides the 9 DBE districts collaborating on the project, an additional 26 districts from Central Java and DI Yogyakarta received at least one training program. These training programs were conducted in 190 sub-districts representing a total of 4,497 schools, reaching 8,526 teachers who supported 197,122 students. The second initiative involved supporting two districts located in the western part of the province, which is under-represented in DBE districts. Future replication efforts in western Central Java can be supported through former DBE 2 staff working in these districts. Finally, the massive teacher upgrading needs created by the ministry‘s policy on teacher qualification and certification required more universities to support this initiative. DBE 2 responded with a series of activities that placed DBE 2 programs with an additional ten universities (seven in Central Java and three in DI Yogyakarta). A series of DBE 2 program Trainings of Trainers (TOTs) were offered to the 13 universities to incorporate into their pre-service teacher education programs and support their teacher-upgrading efforts. All these transition efforts have placed Central Java and DI Yogyakarta in a very good position to support the next USAID project.

Implementation Strategy

As noted above, the three primary areas for project implementation were: (1) preparation and administration of the project, (2) program implementation, and (3) transition of best practices. The specific tasks for each are listed below.

Preparation and Administration of the Project

1. Hire Office Manager to assist with office start-up and hiring of staff.
2. Establish a Memorandum of Understanding (MOU) outlining the responsibility of each team in the DBE 2-managed joint DBE 1, 2, and 3 offices in Central Java.
3. Identify and hire key program management staff to coordinate the DBE 2 programs.
4. With DBE 1 and 3, discuss with the Provincial Education Office districts that met the selection

criteria. With DBE 1 and 3, discuss with district stakeholders to identify clusters that meet the selection criteria. With cluster stakeholders, principals, teachers, and supervisors, introduce the project and seek support for implementation.

5. In collaboration with the Provincial Education Office, identify possible candidates for university partnerships and negotiate MOUs with interested institutions.
6. Hire a Monitoring and Evaluation (M&E) Specialist to lead the development and implementation of the DBE 2 M&E assessment.
7. Hire a Communications Specialist to implement an effective communication plan for the DBE 2 program.
8. Provide supplemental provincial field staff training along with national field staff training.
9. Maintain regular coordination meetings to support office and program implementation.

Program Implementation

1. After hiring two DLCs and the UA, conduct the initial training program (later identified as *What is Active Learning?*) in each cluster. Identify potential MTTs based on performance of participants in the training
2. Under the UA's coordination, arrange for DLCs, MTTs, and university lecturers to participate in the initial training package organization workshops. Establish the Module Development Teams (MDTs), Module Implementation Team (MIT), and Module Adaptation Teams (MATs) for each accredited training package conducted in Cohort 1 and 2 clusters. Implement each of the five training packages according to the guidelines from Jakarta technical staff.
3. In coordination with Intel Teach staff and the Jakarta technical staff, the ICT Coordinator oversees the implementation of the *Intel Teach Getting Started* program per the guidelines established by both technical teams.
4. Based on directions and guidelines of the Jakarta and EDC technical staff, the ICT Coordinator implements the DALI programs.
5. The Cluster Resource Center (CRC) Coordinator, following the guidelines of Jakarta technical staff, establishes and develops a CRC in each of the 20 DBE school clusters.
6. The ICT Coordinator pilots hotspot development in two clusters and in the remaining clusters that want a hotspot installed per the directions from Jakarta technical staff.
7. The School Report Card (SRC) Coordinator tests SRC activity in 1 cluster and then expands the program to the remaining 19 clusters.
8. The Interactive Audio Instruction for Kindergarten (IAI TK) Coordinator supports the implementation of the program in all 20 DBE school clusters per the guidelines from Jakarta technical staff.
9. The Classroom Reading Program Coordinator helps the MTTs and lower-grade teachers in DBE schools establish classroom reading corners and provide training on reading enhancement activities for implementation in all DBE schools, per the guidelines from Jakarta technical staff.
10. The ICT Coordinator conducts Pilot 1 of the Distance Education (DE) program with local facilitators in each cluster. This activity Is followed-up by the implementation of the DE Pilot 2 effort, which focuses on development of university lecturers to design and facilitate distance learning courses.
11. In coordination with the Jakarta technical team, the UA assists with implementation of DBE 2's Active Learning for Higher Education Training Package (ALFHE) in the three partner universities.

Transition of Best Practices

1. The Provincial Coordinator (PC) prepares a transition strategy in collaboration with the provincial technical team and Program Manager (PM) according to the transition guidelines set forth by the Jakarta technical team.
2. Conduct provincial exhibition with DBE 1 and 3 as well as independently to promote best practices and assist DBE and non-DBE districts in planning for replication of desired DBE 2 programs. DLCs and MTTs explore with sub-district and district education stakeholders how to fund participant costs in replication of DBE 2 programs, while DBE 2 funds facilitators and provides a master copy of the training materials.
3. Conduct a Focus Group Discussion (FGD) with provincial stakeholders to identify ways to address the demand for teacher upgrading. The UA based on the FGD outcomes identifies institutions to support this demand for teacher upgrading.
4. Select two or three new districts to pilot DBE 2 transition guidelines. DLCs and MTTs apply the guidelines and provide feedback on their effectiveness.
5. Hire a University Capacity Building Consultant and a Training Specialist to conduct the ALFHE TOT and monitor the roll-out of the ALFHE program for new partner universities.
6. Hire a University Capacity Building Consultant and a Training Specialist to lead the DBE 2 field staff and university ALFHE facilitators in creating an association that supports ongoing training and research on active learning methods in schools and in universities.
7. Conduct a University Transition Workshop for all partner universities to identify desired DBE 2 programs for adoption into pre-service teacher education and implementation in school clusters.
8. Conduct regional university TOTs of DBE 2 programs for interested university partners.
9. Co-sponsor with partner universities a series of University Regional District Workshops in key cities to review DBE 2 and university teacher upgrading programs with district stakeholders from selected districts. During the workshops, assist the district stakeholders in identifying programs for replication and the university in supporting this effort.

The success of any program will depend on the development of a team of effective facilitators and Program Managers. As one of the first steps to implementing the project in Central Java, the PC focused on the development of the leadership skills of staff. Activities and plans were developed by the team and reviewed by the PC for comments. Through this process, the team developed their leadership skills for project implementation. The goal was to create a team of leaders to support project implementation and future development of teacher education efforts at the school, district, and provincial levels beyond the life of the project.

Summary of Activities and Participants

Preparation and ongoing staff development were critical for the successful implementation of the project. To support this effort, the PC provided staff development training during regular coordination meetings while the Jakarta office organized national and regional Field Staff Training (FST) workshops. The following table summarizes the training programs conducted by the Jakarta technical team as well as the provincially-led staff development training.

Summary of Central Java Staff Training Activities

No.	Activity	Location and Dates	Participants				
			UA	DLC	MTT	PM	Other
1	Regional National FST*	Yogyakarta: March 13–17, 2006	3	6	51	2	4
2	Central Java FST	Semarang: April 2–5, 2006	1	2	10	1	
3	Central Java MTT Coordination Meeting	Semarang: April 20–24, 2007	1	2	20	1	
4	Central Java MTT Coordination Meeting	Semarang: November 2–3, 2007	1	3	40	1	
5	Regional National FST**	Solo: September 8–12, 2008	2	9	31	2	
6	National Provincial FST	Semarang: October 12–16, 2009	1	8	40	1	87

**Central Java, West Java/Banten, and North Sumatra field staff, ** Central Java and West Java/Banten*

The following table provides a summary of the training programs and Cluster Resource Center (CRC) development efforts along with the number of participants, as implemented in Central Java.

Summary of Activities and Participants in Attendance

No.	Activity	Cohort	Participants								Total
			Teachers		Principals		Supervisors		Other		
			M	F	M	F	M	F	M	F	
1	Initial Teacher Training	1	275	470	68	36	24	3	27	10	913
2	What is Active Learning?	2	35	77	37	30		27		27	233
3	CRC Managers Workshop Province	1	22	9	8	2	1	0	1	0	43
4	CRC Managers Workshop District	1	15	11	20	5	8	2	3	0	64
5	CRC Managers Workshop Province	2	17	10	21	6			6	1	61
6	Roll-out CRC Initial Workshop	2	477	484	93	60	81	11	349	66	1621
7	Roll-out CRC Management Workshop	2	69	118	23	17	21	1	11	2	262
8	CRC Sustainability Workshop	1	15	1	5	6	2	1	8	4	42
9	ICT Main't & Troubleshooting Wksp	1	14	4	8	1	2	0	6	3	38
10	CRC Sustainability Workshop	2	10	8	6	5	2	1	8	4	42
11	ICT Main't & Troubleshooting Wksp	2	10	8	6	5	2	1	4	4	40
12	CRC Strengthening Workshop	1&2	19	5	9	2	2	3			40
13	Training Package: Mathematics	1	311	511	85	38	8	4	68	16	1041
14	Training Pkg: Classroom & Pers. Mgmt	1	259	464	74	35	4	4	12	9	868
15	Training Package: Foundation	2	40	81	48	36		1		1	207
16	Training Package: Language	1&2	518	993	145	91	99	21	174	22	2061
17	Training Package: Science	2	254	497	58	42	38	4	120	14	1027
18	IAI Kindergarten Training I	1	5	13		8			6	3	35
19	IAI Kindergarten Training I	2	1	29					2	4	36
20	IAI Kindergarten Training II	1	1	11		7				1	20
21	IAI Kindergarten Training II	2	1	29					4	3	37
22	IAI Kindergarten Training III	1	4	20	4	8	9	3	4	1	53
23	IAI Kindergarten Training III	2	4	28	2	3	9	2	1	3	52
24	IAI Kindergarten Training for CRC	1	1	4	2	2					9

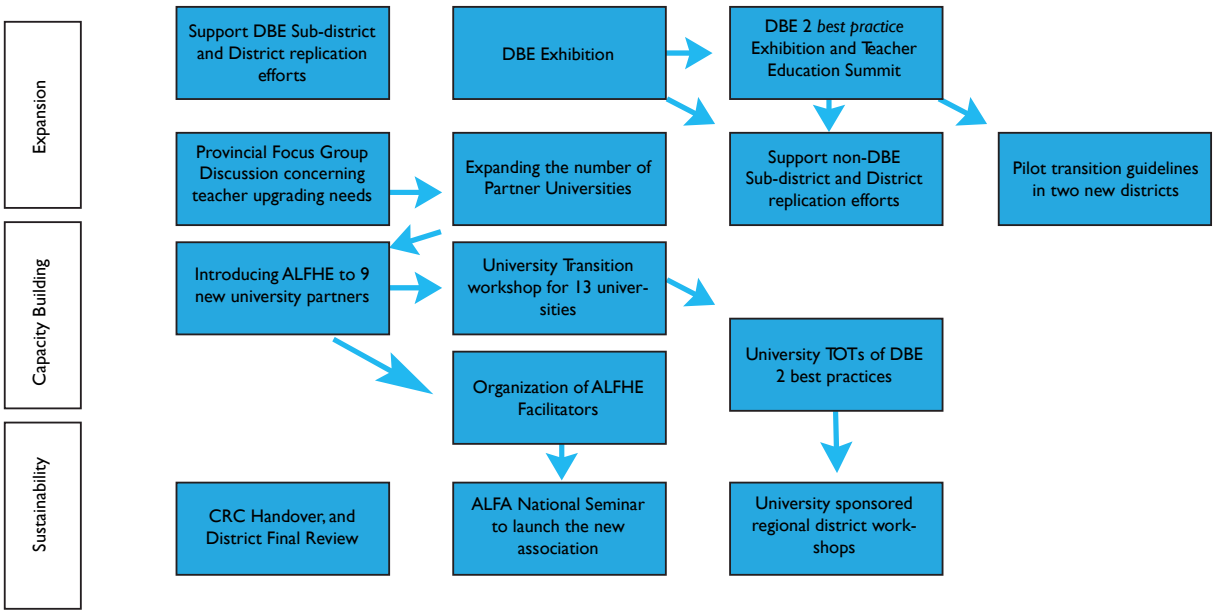
No.	Activity	Cohort	Participants								Total
			Teachers		Principals		Supervisors		Other		
			M	F	M	F	M	F	M	F	
25	IAI Kindergarten Training for CRC	2	4		3	3					10
26	Intel Teach GS MT Level	1	83	103	19	8	13	7	5	1	239
27	Intel Teach GS PT Level	1	146	272							418
28	Intel Teach GS MT Level	2	99	104	7	4	11	3	4	1	233
29	Intel Teach GS PT Level	2	122	329							451
30	Principal Leadership Forum	2			52	39	13	2	2		108
31	Internet Utilization Training	1	54	77	7	4	9	2	4	1	158
32	Internet Utilization Training	2	41	33	5	6	6	3	3		97
33	Provincial DALI TOT	1	15	6	4	3	1				29
34	Provincial DALI TOT	2	13	6	5			1			25
35	DALI Roll-out	1	232	404	46	26	47	36	23	2	806
36	DALI Roll-out	2	135	265	7	12	28	2	10	1	460
37	Classroom Reading Program	1	88	281	47	28	28	10	4	3	489
38	Classroom Reading Program	2	79	259	40	38	22	2	9	2	451
39	Classroom Reading Program TOT Mentoring	1	282	492	69	43	17	8	32	14	957
40	Classroom Reading Program TOT Mentoring	2	107	304	44	44	8	3	21	4	535
41	Classroom Reading Program Enhancement Workshop	1	6	4	5	5	7	3			30
42	Classroom Reading Program Enhancement Workshop	2	7	3	4	6	6	3			29
43	School Report Card Try out & Roll-out	1	51	55	71	34	30	8	69	34	366
44	School Report Card Try out & Roll-out	2	47	51	64	41	25	5	69	29	356
									Lecturer		
45	DE Pilot 1– Online Course Strategy and Techniques for School-based Mentoring	2	2			2			1	1	8
46	DE Pilot 2 – Online Course Design (OCD)								14	6	20
47	DE Pilot 2 – Online Professional Development Delivery (OPDD)								16	9	25
48	Learning Materials Multimedia Production and Utilizing Web 2.0 for Distance Learning Workshop								16	9	25
49	ALFHE TOT										15
50	ALFHE Roll-out*								44	36	80

** Through December 2010*

Summary of Transition Activities

Since Central Java is one of the largest provinces in Indonesia, there was concern about supporting the massive teacher upgrading requirements posed by the Ministry of National Education (MONE) policies on S1 degrees for all teachers as well as teacher certification. For Central Java, with more than 200,000 primary teachers currently in public and private schools (SD and MI), it was necessary to address this matter at the provincial level. Approximately 150,000 primary teachers (~80%) needed to complete an S1 degree while all teachers in 2005 needed to be certified. The diagram below highlights the sequence of transition activities that were implemented in the province to support the expansion effort for teacher upgrading. This process involves *Expansion*, *Capacity Building, and Sustainability*. Following the diagram is a summary of the activities noted in the diagram.

Sequence of Transition Activities in Central Java



Expansion

DBE 2 field staff encouraged DBE sub-districts and districts to work with education stakeholders in replication of DBE 2 programs in new clusters or selected schools. The field staff also supported the expansion of DBE 2 programs in new clusters, sub-districts, and districts based on the outcomes of the DBE and DBE 2 exhibitions.

The DBE Exhibition and DBE 2 Exhibition were opportunities to review best practices with DBE and non-DBE district stakeholders. The DBE 2 Exhibition and Teacher Education Summit were interesting in that the 12 partner universities participated along with district stakeholders (9 DBE districts and 12 new districts) in the introduction to DBE 2 best practices. The breakout session, *Teacher Education Summit*, was an attempt to have district teacher education providers review their programs and explore possible coordination of activities for efficiency in teacher upgrading efforts and to realize greater financial resourcefulness. The 12 partner universities received the 9 exemplar training packages at the end of the program. Following the exhibitions, follow-up activities were arranged with field staff to support new sub-districts and districts in replicating DBE 2 programs.

The Focus Group Discussion introduced provincial stakeholders to the concerns for teacher upgrading based on new MONE policies. A critical outcome of the FGD was the recommendation to expand the number of universities. The University Advisor prepared recommendations and proposed to add another nine universities to the three existing partner universities. Six of the universities were located in Central Java and three in DIY.

With no DBE districts located in the western part of the province, the Central Java team proposed to pilot several of the transition guidelines in two districts where three of DBE 2 Central Java's DLCs were from originally. Not only would this aid in expanding the number of districts receiving support, but also the location of the districts is such that future replication in other western districts could be supported from the facilitators and resources available there. Quran Science University (UNSIQ), located in one of the expansion districts, was willing to support further replication activities in the western part of the province.

Capacity Building

The nine expansion universities received the ALFHE TOT training in July 2010 and subsequently facilitators planned to implement the program in their institutions. Two outcomes emerged from this effort. The first was the University Transition Workshop where representatives from the 12 universities plus 1 additional university in the expansion district received a more detailed review of DBE 2 effective practices and identified programs they wished to introduce in their respective institutions (see Appendix A). This was followed by a series of TOTs for selected DBE 2 programs sponsored by partner universities. See Appendix B for a list of TOT programs, locations, and participants.

The second outcome was the creation of an organization for the ALFHE and DBE 2 facilitators to support future expansion of DBE 2 programs based on *active learning* methods. Two part-time university consultants were hired to establish the organization. They conducted several meetings with the ALFHE and DBE 2 facilitators to form the Active Learning Facilitators Association (ALFA).

Sustainability

A number of enhancement workshops were conducted for cluster/CRC leadership to assure that the CRC would be maintained after DBE 2 concluded its activities. A symbolic handover ceremony was conducted to signal the shift in responsibility from DBE 2 to stakeholders for maintaining the CRCs. The Central

Java team conducted meetings with stakeholders from the nine DBE districts to reemphasize the role that MTTs and DLCs could play in supporting teacher professional development. Also, the CRCs could be employed to support teacher/principal professional development for other school clusters.

Following the efforts of the university consultants, on July 5, 2011, ALFA conducted a National Seminar to launch the newly organized association. Sataya Wacana Christian University (UKSW) in Salatiga sponsored the seminar for university lecturers and school principals/teachers from Central Java and DI Yogyakarta. A total of 116 lecturers and 133 principals/teachers attended the seminar. The program included two keynote speakers, a plenary session with 3 lecturers, and 40 individual presentations concerning active learning for university and school classrooms. ALFA would be exploring the expansion of the ALFHE program with Coordinator of Private Universities (KOPERTIS) in Central Java and DI Yogyakarta.

A series of four University Regional District Workshops brought universities and districts together to explore teacher-upgrading needs. The four workshops were conducted in Solo, Salatiga, Semarang, and Yogyakarta. One university sponsored the program but other universities were invited to join (noted in the Appendix). Five stakeholders from each district were invited to the workshops in Central Java, with eight districts attending each of the three workshops in Central Java and six districts in the Yogyakarta workshop. After DBE 2 and the university staff reviewed their programs, the district stakeholders discussed programs of interest and received clarification from university and DBE 2 staff when needed. Based on district selections, the following table notes the number of districts interested in each of the DBE 2 programs.

The transition activities showed a significant shift in support as the Implementing Agencies provided 74% of the cost for the replication and dissemination of training programs.

Summary of District-Selected Best Practices for University Implementation

No.	DBE 2 Best Practice	Number of Districts/Cities Partnering with University
1	Designing Active Learning with ICT (DALI)	18
2	Accredited Training Packages	10
3	Cluster Resource Center (CRC)	11
4	Classroom Reading Program	5
5	Interactive Audio Instructional (IAI)	7
6	Active Learning in School (ALIS)	4
7	School Report Card (SRC)	5

A summary of the transition activities, estimated funding for activities, and location and number of participants is provided in the table on the next page. A total of 191 sub-districts from 26 new districts conducted at least 1 DBE 2 training activity or a dissemination program. These efforts supported 4,531 schools and reached 2,407 principals as well as 8,551 teachers. This represents about 4% of all the primary school teachers in Central Java and DI Yogyakarta. An additional 197,872 students stand to benefit from improved teaching as an outcome of the replication of DBE 2 programs.

The following table highlights specifically university transition activities conducted in Central Java and DI Yogyakarta.

Summary of University Transition/Dissemination Activities and Number of Participants

University Transition Activity	No. of Activities	Implementing Agency	No. of Lecturers Participating	No. of District Participants
ALFHE	5	PGRI IKIP, UKSW, UTM, UIN & UAD*	173	NA
University Transition Workshop	3	UNS, UNNES, UNY & DBE 2	65 plus additional staff from host institution	NA
TOTs of DBE 2 programs	7	PGRI IKIP, UKSW, UMS, UIN, UNY & UAD, IAIN Walisongo & DBE 2	222	NA
University Regional District Workshops	4	UNNES, UKSW, UNS, UAD &DBE 2	13	150
ALFA National Seminar	1	UKSW, ALFA, DBE 2	116	133

** The remaining expansion universities will implement the ALFHE program in 2011*

Cumulative Transition Activities - Central Java

Transition Activities	No. of Activities	Estimated IDR Amount of Funding Contributed by Implementing Agency	Estimated IDR Amount of Funding Contributed by DBE 2	Estimated No. of Beneficiaries								
				District		Sub-district		School		Principal	Teacher	Student
				DBE 2	Non DBE 2	DBE 2	Non DBE 2	DBE 2	Non DBE 2			
DBE 2 Training Packages (KKG, STW, KKKS, etc.)	12	773,688,000 (USD $85,965)	126,773,000 (USD $14,086)	2	0	0	20	0	214	193	1,190	25,081
Tailored Training Packages	55	681,029,000 (USD $75,670)	164,101,100 (USD $18,233)	9	41	20	226	1	3,702	1,369	5,034	115,914
ICT Training – DALI	8	157,280,000 (USD $17,476)	69,908,575 (USD $7,768)	0	1	0	5	0	24	137	885	22,450
ICT Training – Intel Teach	1	5,000,000 (USD $556)	1,840,000 (USD $204)	1	0	1	2	0	18	17	37	814
Kindergarten IAI Programming	22	135,775,250 (USD $15,086)	45,166,000 (USD $5,018)	5	0	14	0	0	716	527	845	18,422
CRC Development	1	25,000,000 (USD $2,778)	34,975,000 (USD $3,886)									
Reading	4	166,353,000 (USD $18,484)	64,139,000 (USD $7,127)	2	0	1	1	7	66	138	435	11,441
School Report Card	1	9,900,000 (USD $1,100)	7,494,000 (USD $833)							0	0	0
Others	2	28,500,000 (USD $3,167)	2,915,000 (USD $324)					6	75	26	125	3,750
Total	**107**	**1,982,525,250 (USD $220,281)**	**517,311,675 (USD $57,479)**	**9**	**26**	**20**	**191**	**13**	**4,815**	**2,407**	**8,551**	**197,872**

Accomplishments: M&E Results and Impact

The relevant results from the Results Framework are noted at the beginning of the report and repeated here in matrix format with supporting activities and outcomes from project implementation.

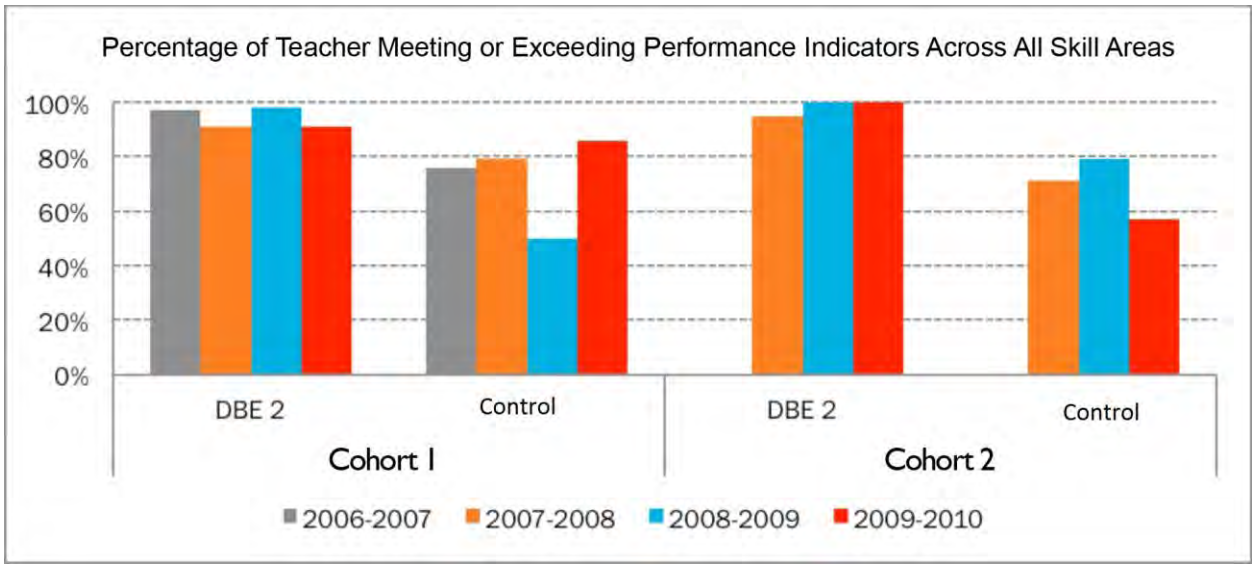
List of Results Framework Goals, Supporting Activities, and Outcomes

Primary Result Desired	Supporting Results	Supporting Activities	Outcomes
Strengthening in-service educator professional development systems:	Decentralized in-service educator training system created and operating.	• Team of facilitators (MTTs and DLCs) trained as well as PBS and Supervisors materials developed. • All training programs implemented.	• Trained facilitators able to support future replication activities. • Materials and best practices guidelines developed and in the hands of counterparts. Several best practices guidelines piloted in new districts. • All training programs implemented plus the School Report Card Program.
	Educator support system developed.	• CRCs established in clusters. • ICT Applications (DALI and Intel Teach) introduced. • Hotspots established in 17 CRCs. • Supervisors and PBS from DBE clusters trained in mentoring.	• All 20 CRCs functioning and supporting Principals' Working Group (KKKS) and Teachers' Working Group (KKG) activities. • Principals and teachers applying the skills learned through DALI and Intel Teach • Schools, accessing Internet from CRC hotspots. • Supervisors and PBS mentor teachers during training programs
	University capacity to support and deliver in-service training strengthened.	• Training packages development and implementation. • ALFHE. • DBE 2 Program TOTs conducted for 13 universities.	• Training package lecturers experienced in designing and implementing training packages at the cluster level. • Through ALFHE, expanded the number of lecturers capable of applying active learning methods in the classroom and for in-service teacher education. • Partner university lecturers capable in implementing DALI, SRC, Classroom Reading Program, CRC development, and IAI Kindergarten.
Improve the school learning environment	Local (school-based) capacity to support school quality strengthened/enhanced.	• Training programs inclusive of principal development in instructional leadership. • School committee members better informed of needs to support instruction.	• Principals better understand active learning and how to support the methodology. • School Committee understands active learning and how to support the methodology.

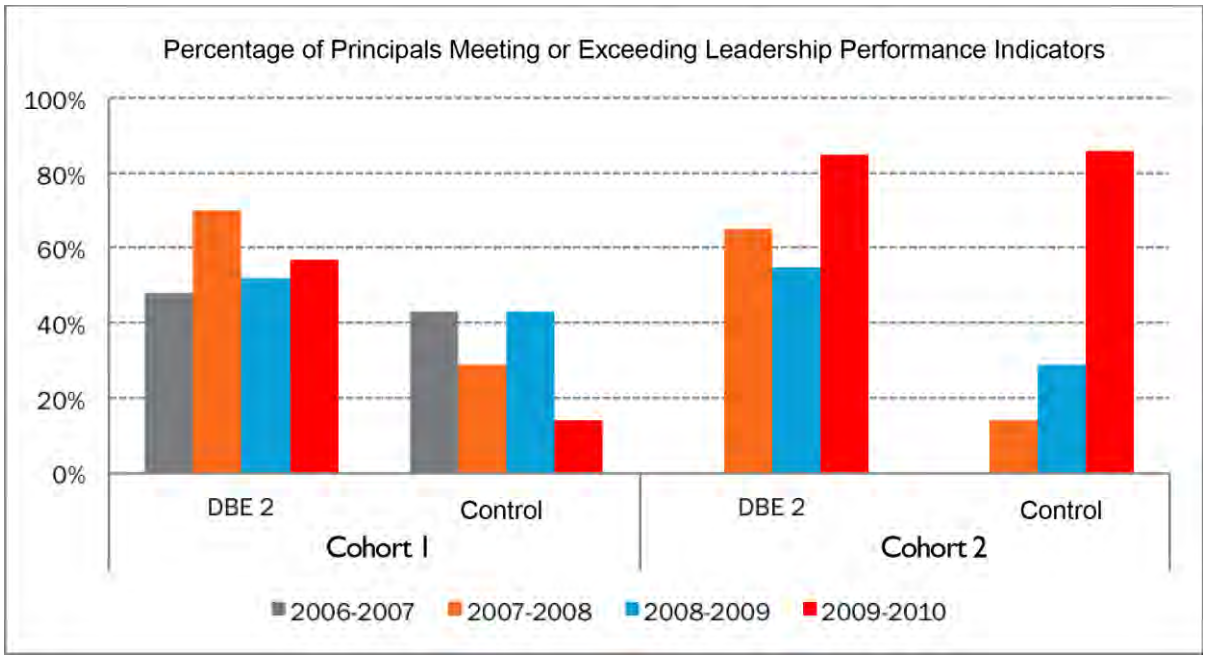
Primary Result Desired	Supporting Results	Supporting Activities	Outcomes
		• School Report Card program informs school community of development needs.	• School Community better informed of school development needs and the rationale behind them.
	Special learning needs addressed by schools.	• Classroom Reading Program implemented. • IAI Kindergarten Program implemented.	• Lower primary teachers practicing reading enhancement activities and proposing ways to improve the reading program in the school. • Kindergarten teachers in 20 DBE schools applying IAI activities effectively.
	Learning environment better resourced.	• Training and production of low-cost learning resources at CRCs. • Classroom reading corners developed in the lower grades. • ICT trainings introduced new approaches to learning resource development.	• Teacher and student produced low cost learning resources created, used and on exhibition at the CRCs. • Lower level primary classrooms established library corners in all 206 DBE schools.
Best practices knowledge/experience shared	Means to support replication developed.	• Expansion of partner universities. • ALFHE introduced to 12 universities. • University Transition Workshop conducted for 13 institutions. • University TOTs of DBE 2 best practices conducted for 13 universities. • University Regional District Workshops conducted in 4 cities for 30 districts in Central Java and DI Yogyakarta.	• An additional seven universities in Central Java and three in DI Yogyakarta participate in DBE 2 transition activities. • Universities identified the DBE 2 programs they wished to adopt for the Early Childhood and Primary Teacher Education Programs. • Lecturers from the 13 universities trained through TOTs in DALI, SRC, Classroom Reading Program, CRC development, and IAI Kindergarten. • District stakeholders from 30 districts selected DBE 2 and university training programs for implementation.
	Information exchanges conducted.	• DBE Exhibition. • DBE 2 Exhibition.	• Nine DBE and 12 non-DBE districts identify DBE programs to be replicated. • Nine DBE, two DBE 2 expansion districts and 10 non-districts selected DBE 2 programs for replication.

The above information provides an understanding of how the Central Java team attempted to address the desired results for the project. More specifically, the evaluations based on the M&E team's assessments

showed that there were gains in some key areas. Since the M&E efforts were extensive, only a few interesting results will be highlighted. Since the project's focus was on improving the teaching and learning process, this report will look at teacher performance first. DBE 2 assessed performance based on four criteria: classroom management, teaching and learning, lesson planning, and assessment. The following figure provides a summary of the four areas (across all skill areas) in which the teachers were evaluated. The information provided compares Cohort 1 teachers with the control group over a four-year period and Cohort 2 teachers to the control group over a three-year period. There is a significant difference between the DBE 2 teachers‘ performance and that of the control teachers. Both Cohort 1 and 2 DBE teachers performed at the 90% or higher level. The control school teachers' performance ranged from 50% to 86% over the same time period. Since the assessment was conducted while the project was being implemented, this may have some influence on the outcome but is a good measure of performance. It is hoped that the performance will remain high after the project is completed.



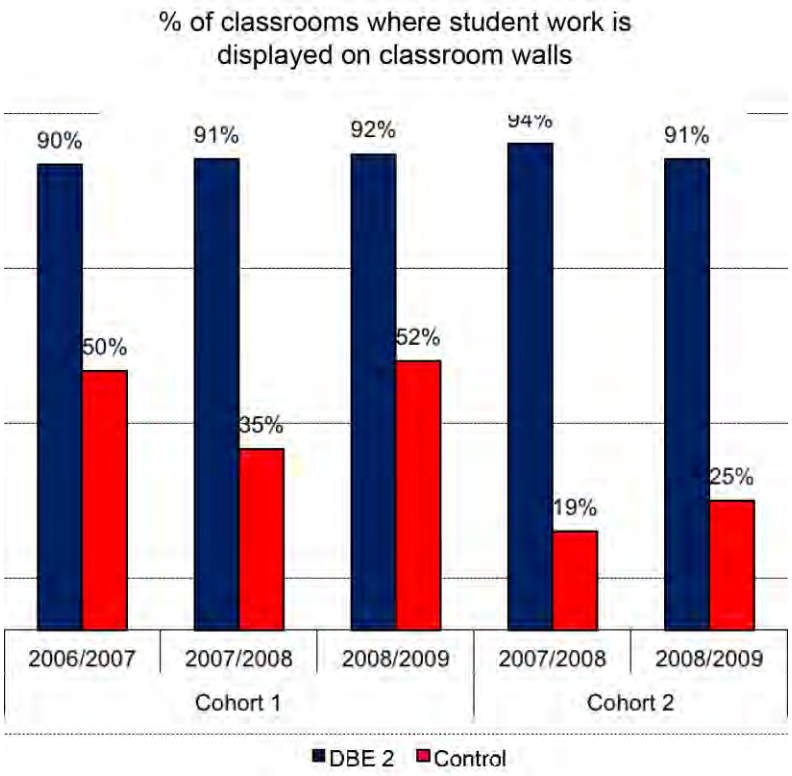
The most interesting principal assessment was in the category of *Leadership*. Instructional leadership was important for supporting any new teaching methodology. The chart below provides a summary of the criteria over the life of the project. In Cohort 1, DBE 2 principals made significant increases in the school year 2007−2008, but declined a little by the end of the project. The control principals performed much lower in this category by the end of the project. Compared to Cohort 2, there were higher gains in leadership by the end of the project. Interestingly, control principal performance more than doubled in the last year compared to the previous year, thus matching the performance of DBE 2 principals. Further research is needed to understand this rapid change; however, it is a positive outcome for the control group and could be reflective of the growing impact of DBE 2‘s transition effort.



The results of the assessment on school environment showed very positive gains by the DBE schools. The school environment was assessed using 15 variables represented as:

- Were the teaching aids displayed on the classroom wall or on the board?
- Are the teaching tools in good condition?
- Are teaching aids relevant to the class level?
- Is the student work displayed on the classroom walls?
- Does each child have a seat and place for writing (table and chair)?
- Do the classrooms have sufficient air and light?
- Is the classroom clean, neat, and orderly?
- Is the writing on the blackboard clearly legible?
- Can teaching aids be seen clearly on display?
- Is the teacher‘s voice clearly audible?
- Do teachers and/or students make teaching aids?
- What available teaching aids were made less than two months ago?
- Are teachers able to provide the learning tools?
- Are teachers able to model and use the learning tools?
- Were teaching aids used more than two months ago?

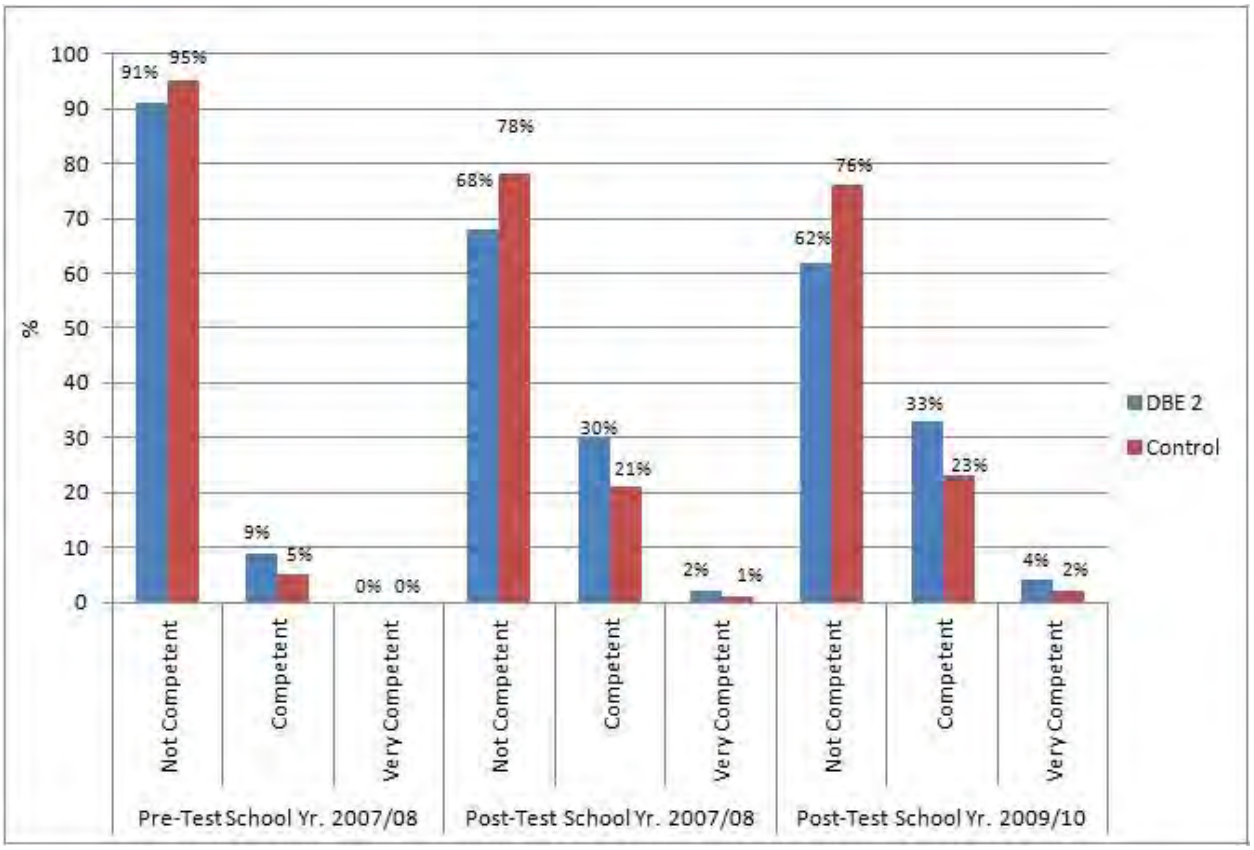
One of the results of the survey for *student work (portfolio) displayed on the classroom walls* is summarized in the figure below. DBE schools/teachers clearly demonstrated effective school environment management, with over 90% of the classrooms observed displaying student portfolios and control school classrooms in Cohorts 1 and 2 achieving a maximum of 52% and 25% respectively.



The Cohort 1 and 2 teachers clearly made a significant change in the school environment, as is illustrated here. Teachers appeared to be more focused on the school environment to support the learning experience of students.

The outcome of assessing teaching and learning that was of most importance was student achievement. The M&E program utilized authentic testing instruments in *Language* and *Math* for Class 3 and language, science, and math for Class 6. Based on the results of the assessment, in Language in Class 3 and Class 6, and Science in Class 6, students performed very well in both the DBE schools and the control schools. Where there was a difference was in math achievement. Math achievement was very low for DBE students and control students on the pre-test. The Cohort 1 and 2 Class 3 math students for both DBE and control students had similar achievement results by the end of the project; however, DBE 2 Cohort 2 students performed slightly higher, as illustrated in the chart that follows. Students were ranked as *Not Competent*, *Competent*, or *Very Competent*.

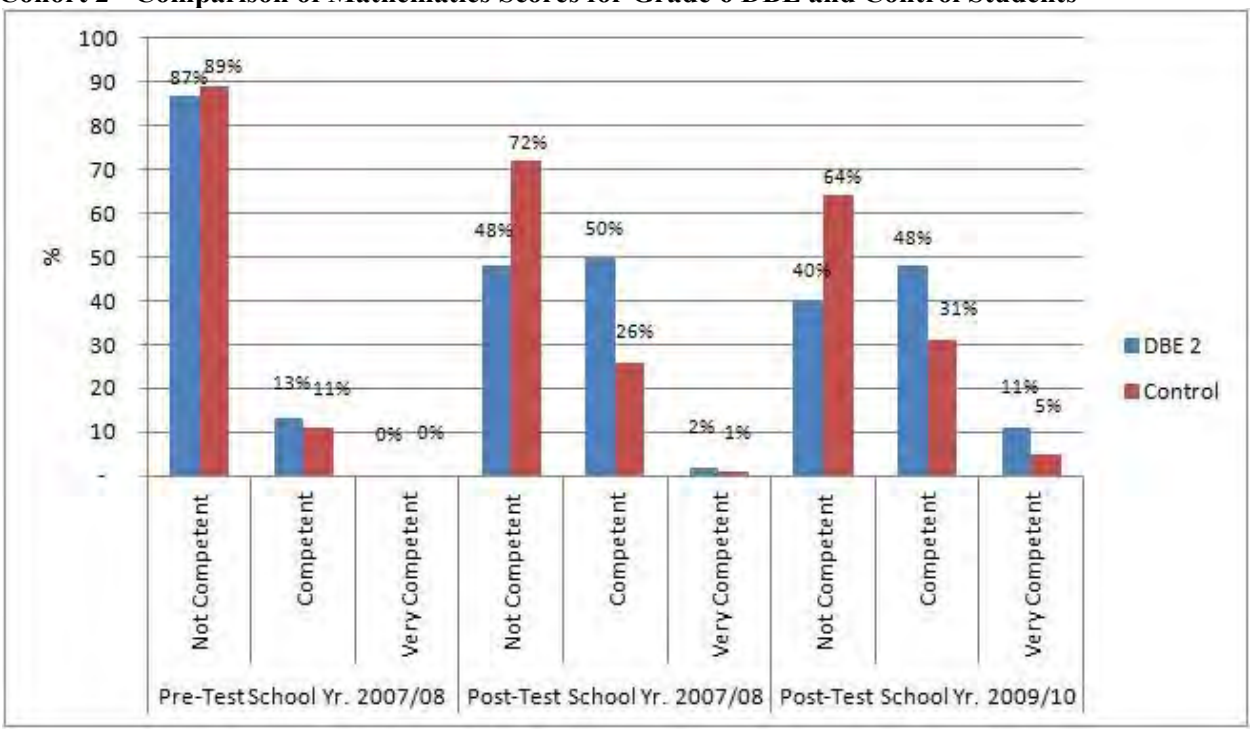
Cohort 2 - Comparison of Mathematics Scores for Grade 3 DBE and Control Students



Cohort 2 Class 3 DBE 2 students showed slightly higher gains by the end of the project. Student gains were higher than those of control students for Satisfactory and Very Satisfactory: 37% (33%+4%) compared to 25% (23%+2%).

For Class 6 math students, DBE 2 students showed an even higher gain by the end of the project, as noted in the next chart. During the pre-test in 2007–2008, the total percentage for students from DBE 2 schools scoring both Competent (13%) and Very Competent (0%) was 13%, while the total for control school students was 11% (11% Competent and 0% Very Competent). In the post-test for 2009–2010, with DBE 2 scores for Competent (48%) and Very Competent (11%), there was a combined score of 59%. Control school students scored a combined 36% (31% Competent and 5% Very Competent). The difference between DBE 2 and control schools was 59% –36% or 23% in favor of DBE 2 schools.

Cohort 2 - Comparison of Mathematics Scores for Grade 6 DBE and Control Students

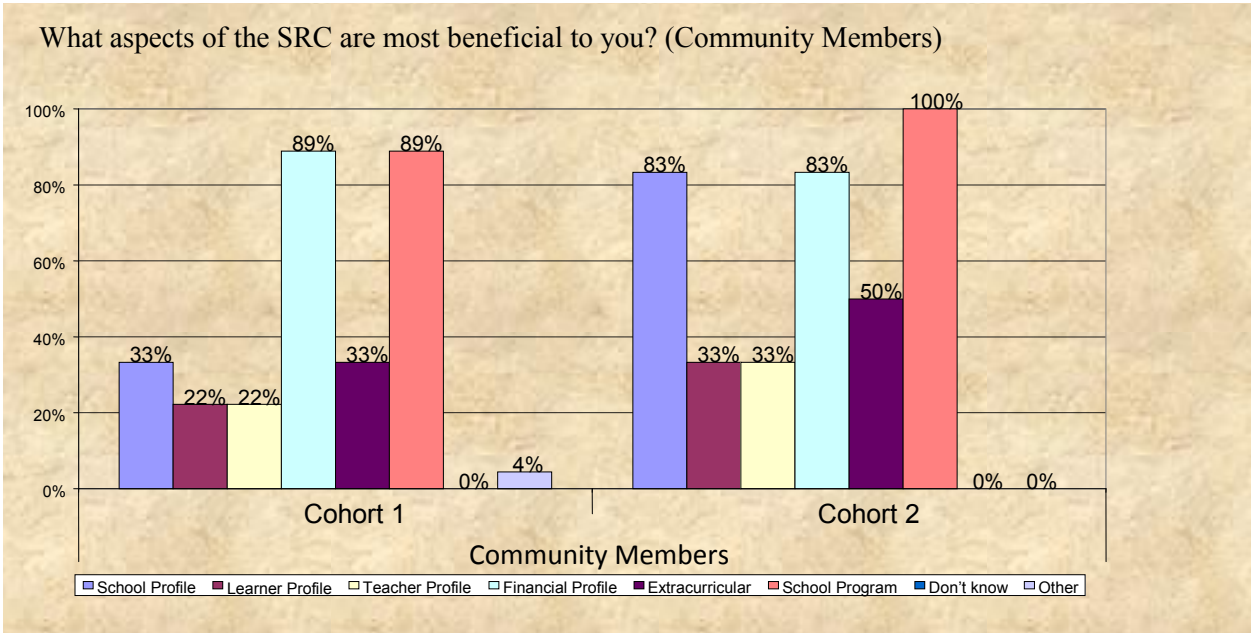


For Cohort 2 Grade 6 DBE students, there was significant improvement in math achievement. Satisfactory to Very Satisfactory scores increased from 13% in 2008 to 59% (a 46% gain) in 2010, while those of control students increased from 11% to 36% (a 25% gain).

In general, DBE 2 student achievement matched the control student achievement in Language and Science, with DBE 2 students making a slight gain. Math showed the greatest achievement gains for DBE 2. The relatively high achievements in Language and Science left little room for any significant higher achievement gains.

Central Java was the only province that implemented the School Report Card (SRC) in all the school clusters. Project M&E staff developed evaluation instruments for the participants of the program. The one interesting outcome was the increased level of understanding about the *Financial Profile* and *School Programs* by the parents and community in Cohort 1 and 2 clusters. In Cohort 2 clusters, results indicated that the parents and community had a better understanding of the *School Profile*. By raising awareness of the school‘s situation and plans, it was expected that the community would be in a better position to support the school. The following chart highlights this observation.

Community Members' Indication of the Most Beneficial Aspects of the SRC (2010)



Program Implementation, Problems, and Solutions

The initial set-up for the project in Central Java involved identifying the Cohort 1 districts. DBE 1, 2, and 3 PCs collaborated with the Provincial Education Office in identifying districts that matched the selection criteria. The districts selected were Jepara, Kudus, Boyolali, Karanganyar, and Klaten: two in the northeastern part of the province and three in the southeastern area. This was followed by the DBE PCs meeting with the district education stakeholders in the north and south to review the programs and identify clusters that met the criteria. Subsequently, each DBE team visited the appropriate stakeholders to explain the program and seek agreement to participate. Similar activities were again conducted in the selection of four new districts plus an additional two clusters in Klaten for Cohort 2 districts. The new Cohort 2 districts were Blora, Grobogan, Demak, and Purworejo. A list of the districts, sub-districts, clusters, and schools is provided in Appendix G.

Hiring the right persons for the project was critical for its implementation. The project explored hiring former USAID Managing Basic Education (MBE) staff as well as public advertisements. The MBE candidates, unfortunately, either did not meet project criteria or were not available. The project found former UNICEF Manajemen Berbasis Sekolah (MBS) staff very suitable for the University Advisor and District Learning Coordinator positions. As Cohort 2 began, DBE 2 Central Java opted to hire aspiring MTTs to serve as DLCs. This seemed to work well, as they were experienced with the DBE 2 approach and had served as facilitators.

In general, implementation of the various DBE 2 training programs was very successful in meeting project objectives. All programs were implemented according to the schedule set up by Jakarta technical staff. The Central Java team, after trying out the SRC program in 1 cluster, opted to introduce it to the remaining 19 clusters.

In implementing such a wide variety of programs across initially five districts and then nine districts, it is inevitable that scheduling conflicts would be a constant issue. The team had to contend with school schedules, university lecturer schedules, DBE 1 schedules, and district/provincial activities. During the

first three years, the project adjusted schedules to accommodate these conflicts. However, the team began to migrate program activities to the KKG and KKKS regularly-scheduled activities to avoid the scheduling conflicts thus far encountered. This approach solved the scheduling issue as well as strengthened the KKG and KKKS programs by having effective training activities.

Opportunities to collaborate with the Provincial Education Office and Religious Affairs Office as well as Education Quality Assurance Council (LPMP) were limited. LPMP did participate in most of the training package delivery and heavy workloads prevented little other support. The project maintained yearly updates for all provincial stakeholders and scheduled meetings when possible throughout the year. Since the project's MOUs were with the districts, there was some concern about engaging in provincial activities without an official MOU. The Central Java team did, however, collaborate with the Office of Professional Development of Educators under the Provincial Education Office. The project co-sponsored a Teacher Education Summit whereby the provincial teacher education providers shared their teacher upgrading programs and entered into a dialogue to explore a more effective and coordinated effort to teacher upgrading. On the other hand, collaboration with the provincial universities was very positive. A total of 14 DBE 2 and university co-sponsored workshops/focus group discussions were implemented over the life of the project. Considering that the universities will be playing a key role in teacher upgrading, this was a welcome opportunity. Under the transition activities, DBE 2 Central Java focused on university expansion and adoption of the DBE 2 programs so that universities could carry on the task initiated by DBE 2.

Lessons Learned

A concern with the division of effort among the three teams (DBE 1, 2, and 3) was that it appeared to be a differentiated program and not a whole development agenda. For example, school administration was separated from instructional leadership and lacked a sense of a coordinated program for school development. Effective teaching and learning requires school leadership that places teaching and learning at the center of school-based decision-making. In this respect, the UNICEF MBS and USAID MBE programs demonstrated, to some extent, the need to provide a comprehensive program.

Establishing the District Steering Committees was an important step in maintaining dialogue with the district education stakeholders. Unfortunately, decision-makers began sending representatives who were not aware of the programs or not sufficiently aware of the development needs of the district. In efforts to update the stakeholders, DBE 1, 2, and 3 needed to review what their programs were first before entering into a discussion about next steps. Since decision-makers were not attending the program, the outcomes of the meetings tended to be wishful thinking of the representatives with no real support from district leaders. The Steering Committees were not continued due to lack of interest on the part of district stakeholders.

The choice to work at the cluster level proved to be a wise option for several reasons. First, in-service teacher upgrading in the past was limited to a few select teachers attending a training program. The DBE 2 approach was inclusive of all teachers in the school cluster, thus providing a benefit that perhaps some teachers would not have received otherwise. Secondly, the focus at the cluster level helped to revitalize the role of the KKG in providing teacher upgrading opportunities. Working within the existing structures helped to strengthen the decentralization of education by placing the responsibility for teacher upgrading at a level closest to the teachers. The third significant advantage was that training programs could include principals, supervisors, and school committee members, thus offering a holistic approach to improving teaching and learning. Fourth, having university lecturers traveling to the school clusters offered them an opportunity to see the situation that teachers faced while teaching. Thus, the lecturer‘s awareness of real classroom conditions could contribute to better pre-service teacher education instruction.

The inclusion of supervisors and principals in the training programs was beneficial in establishing a strong instructional leadership capacity to maintain the new teaching practices. One real problem with introducing new methods was the necessary support from the principal and supervisors. Part of the reason that active learning could not be established in Indonesia was that the instructional leaders did not understand the new methodology. By including them in the training, they not only had a better understanding of active learning, but they were also knowledgeable about how to support new methods. Both at the school and cluster levels, decision-making was being reoriented to support learning and instruction.

School communities had a better understanding of the school conditions based on SRC results. It was very clear that they had not received sufficient information previously about school programs and funding concerns. School communities were now in a better position to support instructional/school development. It would be interesting to have SRC summaries in the KKKS to identify cluster-level needs concerning school and teacher development.

Since DBE 2 was focused on cluster-level initiatives, its outreach extended to the sub-district and at best the district level. Provincial-level support was limited and there was no program designed for this level. The work with universities provided somewhat of a provincial level of outreach. As universities supported the cluster-level training, they pursued adoption of DBE 2 practices into their pre-service teacher education programs and explored implementing DBE 2 programs at the cluster level.

Recommendations

The following recommendations serve as suggestions for the next USAID project in Indonesia as well as other countries. There were many valuable lessons coming from the implementation of the DBE project that can contribute to the next USAID project. The recommendations are as follows:

- The components of DBE 1 and 2 should be integrated into a single program. The new USAID implementing partner on the next project as well as university partners should provide a comprehensive program, as was conducted for UNICEF's MBS and USAID's MBE projects.
- District education stakeholders play a key role in monitoring the progress of project activities and insuring that resources are available and used to increase the quality of education. Means to assure that the decision-makers stay involved is necessary for long-term development.
- Working within the existing framework is crucial to maintaining a sense of continuity. Introducing alternative structures to the school-cluster leadership (KKKS and KKG) divides attention and competes with the time teachers and school staff have available for additional training. By working within the school cluster and specifically within the KKKS and KKG, development efforts can be effectively integrated into routine principal and teacher support activities.
- A few districts did not pursue replication efforts at the district level, but supported other options for replication of DBE 2 programs. The next project should identify the districts that have a commitment to improving teaching and learning and are willing to collaborate with universities in teacher upgrading efforts.
- The original limited scope of the project at the provincial level created challenges when the project shifted to the transition phase. Future projects will need to have a provincial focus from the very beginning. A systemic approach is needed that addresses the provincial and district educational efforts to improve the quality of teaching and learning. All components of the education system need to be involved in the process of assessment, planning, and implementation of a program. Universities, LPMP, Teacher Association of the Republic of Indonesia (PGRI), and other provincial education agents need to work with MONE and Ministry of Religious Affairs (MORA) staff in developing a coordinated, efficient, and financially responsive approach to teacher upgrading. Districts need to be part of the development process and at the same time held responsible for implementing professional development efforts for educational staff in districts, sub-districts, clusters, and schools.
- The inclusion of universities in the implementation and adoption of DBE 2 effective practices needs to be further strengthened and coordinated with a provincial plan (as noted above). A dialogue with districts needs to be promoted as districts have primary responsibility for teacher upgrading and universities are the primary source for upgrading. Provincial/district financing schemes could assist in helping poorer districts to meet the professional development needs of their teaching staff. The university role in in-service teacher professional development is increasing, and with the development of distance learning schemes, there will be a need for an effective coordinated effort that promises efficient and systematic upgrading of teachers.
- A program of instructional leadership for provincial and especially district administrators would aid in shifting the focus of administration from efficient management towards leadership that emphasizes quality teaching and learning.
- The efforts to support three expansion universities in DI Yogyakarta should be considered by USAID as a way to expand the project in new provinces. These three universities participated in ALFHE and most of the DBE 2 university TOTs for effective DBE 2 practices. They are in a position to follow PRIORITAS' initiative to have universities support in-service teacher upgrading. DI Yogyakarta can be easily attached to Central Java efforts in PRIORITAS.

Appendices

APPENDIX A

University Selected Programs for Introduction in Their Respective Institutions

Partner Universities	Accredited Training Packages	CRC	DALI	IAI	ALFHE	SRC	Classroom Reading Program
Central Java							
UNNES, Semarang							
IAIN WALISONGO, Semarang							
IKIP PGRI, Semarang							
UKSW, Salatiga							
UNS, Surakarta							
UMS, Surakarta							
UNWIDHA, Klaten							
UTM, Magelang							
UMM, Magelang							
UNSIQ, Wonosobo							
Regency of Yogyakarta							
UAD, Yogyakarta							
UNY, Yogyakarta							
UIN SUNAN KALIJAGA, Yogyakarta							

APPENDIX B

List of DBE 2 TOTs for Universities and Participating Institutions

DBE 2 Best Practices	Length of Program	Time and Location		Participating Universities	Participant Criteria
1. IAI/TK	2 days	SALATIGA UKSW, 11 – 12 Mei 2011		UNNES, IAIN, UKSW, UNS, IKIP PGRI, UNSIQ, UMS, UAD, UNY.	Early Childhood lecturers (maximum 8 persons /university)
2. Accredited Training Packages	5 days	YOGYAKARTA UNY, 16 – 20 Mei 2011		UKSW, IKIP PGRI, UNSIQ, IAIN, UNS, UNNES.	Primary teacher lecturers (maximum 2 persons x 5 subjects)
3. DALI	5 days	Northern Universities	Sothern Universities	UNNES, IAIN, IKIP PGRI, UKSW, UNS, UAD, UIN, UTM.	Teacher education lecturers (3 – 5 persons/university)
		IAIN, 6 – 10 June 2011	UIN, 13 – 17 June 2011		
4. School Report Card	1 day	SOLO UMS, 15 / 16 June 2011		UNNES, IAIN, UKSW, IKIP PGRI, UNS, UMS, UAD, UNWIDHA, UNY, UIN, UMM	Primary teacher/school management lecturers (maximum 3 /university)
5.Classroom Reading Program	3 days	SEMARANG IKIP PGRI, 21 – 23 June 2011		UNNES, UAD, IAIN, IKIP PGRI, UNS.	Primary language education or Language lecturers (maximum 2 persons/ program)
6. Cluster Resource Centers (CRC)	3 days	SOLO UNS, 12 – 13 July 2011		UNNES, UKSW, IKIP PGRI, UNS, UMS, UNY, UIN, UAD	Primary and secondary teacher lecturers and distance learning staff (maximum 5 persons /university)

East Java Final Report

Introduction

In the province of East Java, DBE 2 established its presence in nine districts, setting up two cohorts of target schools. Cohort 1 coverage included Bangkalan, Surabaya, Sidoarjo, Mojokerto, and Tuban, and Cohort 2 covered Sampang, Pasuruan, Nganjuk, Bojonegoro, and Tuban. In East Java, the DBE 2 partner universities were State University of Malang and State University of Surabaya. Both of East Java's university partners were chosen because of their expertise in teacher training and module development. Both universities provided credit to eligible training package participants by accrediting DBE 2's Foundation, Bahasa Indonesia, and Learning Communities, Math, and Science training packages.

Implementation Strategy

Based on the unique needs of the DBE 2 program partner schools in East Java, the following strategies were employed during implementation:

1. Socialization of the DBE 2 project with provincial and district-level ministries, namely Ministry of National Education (MONE), Ministry of Religious Affairs (MORA), and Agency for Regional Development (Bappeda) was a key first step. These activities were carried out by DBE 1, 2, and 3 jointly.
2. DBE 2 team conducted project orientation and information sessions at district and cluster levels with stakeholders from potential schools.
3. The DBE 2 team and district offices assessed the schools in each district. This assessment helped to determine the two target clusters in each district, which were selected in accordance with the established DBE 2 cluster selection criteria. In addition, the project engaged 25% of the total elementary schools under MORA to participate in DBE 2 activities.
4. Memorandums of Understanding (MOUs) were signed with the District Leaders (Bupati/Walikota)
5. District education officers and DBE 2 staff selected two people from each target cluster to serve as the project's Master Teacher Trainers (MTTs).
6. The below flowchart describes the DBE 2 implementation model for all project activities. For specific details regarding the implementation strategy of each DBE 2 component in East Java, please refer to the East Java Update in each of the DBE 2 Quarterly Reports.

Summary of Activities and Participants

DBE 2 East Java completed a series of professional development activities aimed at improving the quality of teaching and learning, impacting more than 2,000 educators from 179 partner schools and benefiting almost 40,000 students.

This program of teacher professional development activities is detailed below.

- Development and implementation of university-accredited training packages (Foundation Package, Math, Science, Bahasa Indonesia, and Learning Communities)
- Cluster Resource Center (CRC) development (preliminary workshop, Training of Trainers (TOT) on CRC management, CRC management workshop, CRC-Information Communication Technologies (ICT) maintenance and troubleshooting training, CRC

communication training, CRC-ICT enhancement, and enhancement and transition workshop)
- Interactive Audio Instruction (IAI) for kindergartens
- ICT (Intel Teach Getting Started, Distance Education Active Learning Initiative (DALI), Troubleshooting, Distance Education (DE), Internet Basic Introduction, One Computer Classroom Activities (OCCA), and DALI/OCCA mentoring)
- Classroom Reading Program (CRP) (CRP TOT, CRP workshop, CRP mentoring workshop, and CRP refreshment workshop)
- Active Learning for Higher Education (ALFHE) involving two university partners, namely Malang State University (UM) and Surabaya State University (UNESA)
- School Report Card (SRC)

The total number of participants trained under each program above is elaborated in the table below. Please note that an individual may participate in more than one type of training.

DBE 2 Participant Summary: East Java

No.	Program	Cohort	Principal		Teacher		Supervisor		Others		Total
			M	F	M	F	M	F	M	F	
1	Accredited Training Package	1	59	36	328	681	41	14	4	2	1,165
		2	92	24	508	700	66	7	16	0	1,413
2	Classroom Reading Program	1	42	28	81	316	3	6	0	0	476
		2	47	20	63	264	9	0	0	0	403
3	CRC Training	1	24	25	53	107	4	1	1	0	215
		2	59	18	143	207	35	5	6	0	473
4	Distance Education Training	1	4	1	10	16	0	0	0	0	31
		HE	0	0	0	0	0	0	7	8	15
5	ICT Training	1	35	19	258	572	12	6	1	0	903
		2	47	17	244	354	15	3	0	0	680
6	School Report Card	1	12	3	14	23	1	0	0	1	54
7	TK Training	1	8	15	4	45	2	2	3	2	81
		2	7	10	1	29	8	0	1	2	58

Note: DE as indicated by Higher Education (HE) was only provided for lecturers.

Summary of Transition Activities

The implementation of transition programs was performed through advocacy and intensive coordination with local government officials, local education officials, MORA, universities, education organizations, and societies and associations of educators. These activities took place to support the sustainability of DBE 2 best practices.

The DBE 2 East Java team carried out a number of follow-up actions requiring active collaboration with stakeholders to support and prepare for transition training workshops. These follow-up actions included assisting with planning schedules and activities, budgeting, selecting materials, and determining training strategies. The process was outlined in a proposal prepared by the DBE 2 East Java executive transition team. DBE 2 consistently maintained a system of quality control for all transition activities and encouraged a process of reflection and refinement. This course of action was carried out with the purpose of ensuring that the quality of training met the standards and needs underlined by DBE 2 requirements.

The following table details DBE 2 East Java transition data.

Cumulative Transition Activities – East Java

Transition Activities	No. of Activities	Estimated IDR Amount of Funding Contributed by Implementing Agency	Estimated IDR Amount of Funding Contributed by DBE 2	Estimated No. of Beneficiaries								
				District		Sub-district		School		Principal	Teacher	Student
				DBE 2	Non DBE 2	DBE 2	Non DBE 2	DBE 2	Non DBE 2			
DBE 2 Training Packages (KKG, STW, KKKS, etc.)	48	805,254,500 (USD $89,473)	58,204,100 (USD $6,467)	9	20	18	182	9	886	554	4,787	146,101
Tailored Training Packages	11	445,520,000 (USD $49,502)	5,200,000 (USD $578)	1			3	20	179	256	969	30,895
ICT Training – DALI	4	51,500,000 (USD $5,722)	5,042,700 (USD $560)	2	0	3	0	13	60	18	176	6,160
ICT Training – Intel Teach	0	0	0							0	0	0
Kindergarten IAI Programming	21	337,645,000 (USD $37,516)	29,892,600 (USD $3,321)	9	22	9	27	7	359	268	990	33,920
Total	**84**	**1,639,919,500 (USD $182,213)**	**98,339,400 (USD $10,927)**	**9**	**22**	**17**	**208**	**49**	**1,404**	**1,096**	**6,922**	**217,076**

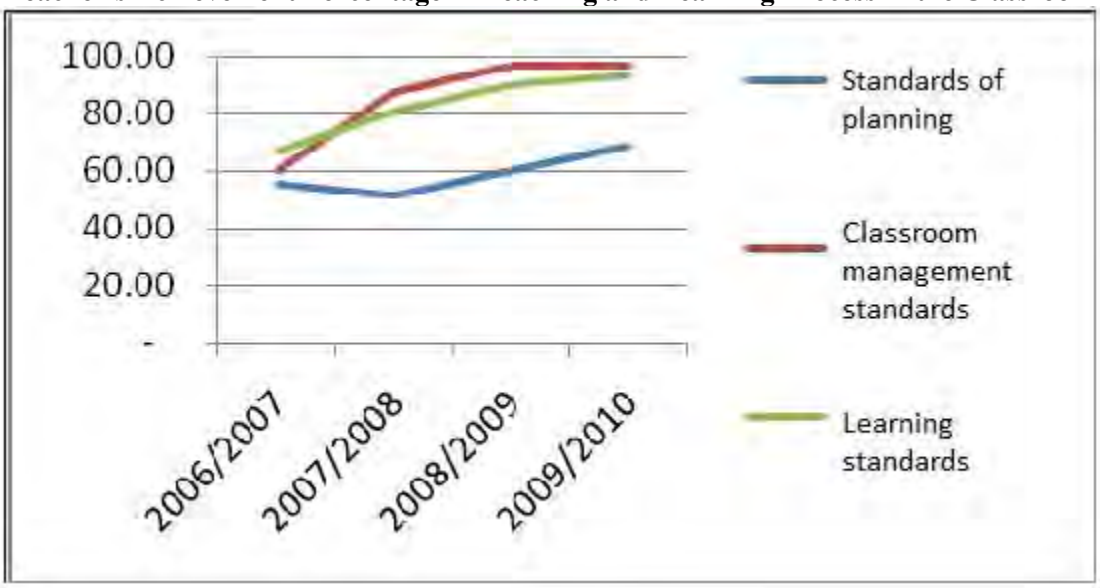
Note: Implementing agencies included Dinas, MORA, schools, clusters, and Ikatan Guru Taman Kanak-Kanak/Kindergarten Teachers' Association –Teacher Association of the Republic of Indonesia (IGTKI-PGRI).

Accomplishments: Monitoring and Evaluation (M&E) Results and Impacts

The DBE 2 program in East Java was implemented in 9 districts, reaching 179 partner schools, 2,318 teachers, and almost 40,000 students. The primary goal of these activities was to improve the quality of teaching and learning both at the kindergarten (through the IAI pilot) and primary levels.

Teacher training covered components such as active learning, creating and using learning media, utilization of ICT in conjunction with active learning strategies, and a classroom reading program. DBE 2 teacher training proved to be effective in improving the competence of teachers in producing and implementing lesson plans. Such improvements were tracked regularly through the project‘s M&E effort and are featured in the diagram below.

Teacher's Achievement Percentage in Teaching and Learning Process in the Classroom



Improvements were also evident in teachers‘ abilities to design and implement active learning-based lesson plans as well as their ability to utilize multimedia to positively affect learners (e.g., low-cost teaching media and ICT-based learning media). These improvements contributed to improved test results among student beneficiaries over the project timeframe, as demonstrated in Table 3.

Percentage of students attaining required level of competence at the end of the academic year

Titles of Subjects /Year	2006–2007	2008–2009	2009–2010
Indonesian Language	88.0	91.0	96.0
Natural Studies	97.5	98.0	95.5
Mathematics	45.0	56.0	65.0

Positive outcomes were also observed by the M&E team in terms of greater attention paid by principals to the learning process, academic planning process, and school management, as indicated in Table 4.

Percentage of schools supporting the teaching and learning activity

Activities Supported by Principals	2006–2007 (%)	2007–2008 (%)	2008–2009 (%)	2009–2010 (%)
Support Teaching Learning	100.0	100.0	100.0	90.5
Prepare Academic Plan	93.3	100.0	100.0	100.0
Fulfill the Management Standard	86.7	93.3	100.0	86.7

Program Implementation, Problems, and Solutions

While there were clear improvements in teacher performance and the school learning environment brought about by project activity across DBE 2‘s 179 target schools, project implementation was not without its challenges. These issues are detailed below, together with DBE 2‘s strategies for addressing these challenges as they occurred.

Cluster Resource Centers

Twenty CRCs were established across the nine partner districts in East Java. The CRC boards became very active and creative in managing CRCs and associated programs. In their own view, they had become much more professional in their management abilities through the experience. They kept data on CRCs‘ inventory and current building conditions. They also kept data on visitors, tools on loan, and completed training and reporting activities. The independence of the CRC in managing all existing activities (e.g., Teachers‘ Working Group (KKG) and Principals‘ Working Group (KKKS)) was heavily influenced by the managers‘ as well as CRC boards‘ understanding of the importance of professionalism, transparency, and well-structured organization. At project close-out, 80% of the CRCs were able to maintain and manage themselves well, according to DBE 2 survey data.

The presence of CRCs encouraged teachers to be more professional, especially in setting up learning sessions and expressing their creativity in managing learning in the classroom. Through various training and mentoring sessions conducted in CRCs, teachers and principals could easily share information and discuss and find solutions to problems encountered in teaching and learning activities.

The success of the CRC was due in large part to the cluster-level roles played by District Learning Coordinators (DLCs), MTTs, and Subject Matter Specialists (PBSs).

Towards the end of the DBE 2 project, between October 2010 and April 2011, the transition process of CRCs in East Java to local government representatives began. The purpose of the handover was to support the sustainability of the CRC program after DBE 2 closed. Following the CRC handover to local MONE offices (district or municipality levels), the education offices took an active approach to provide greater support and oversee the sustainability of CRC activities and programs. CRC boards would also be expected to be more proactive in coordination and discussions with stakeholders like the Head of Curriculum Section of Education Department, Basic Education and Kindergarten, as well as Program and Reporting Section of District Education offices.

In the course of CRC program implementation in East Java, a number of challenges emerged. However, the cooperation of all concerned stakeholders was instrumental in addressing these challenges, which are highlighted in the following table:

Program Implementation	Problems	Solutions
Management of CRCs	Lack of understanding amongst the CRC staff regarding their job descriptions, which proved to be a major constraint in the execution and operational activities of the CRC.	Regular meetings addressing roles and responsibilities were held amongst the CRC staff and regular mentoring visits were conducted by MTTs and DLCs.
Grants Phase 1	Inadequate facilities in some CRCs. Lack of dedicated rooms to support CRC activities. Science and Mathematics kits provided for CRCs were rarely used by teachers, mostly due to lack of knowledge and skills in using the kits. Additionally, some kits were unavailable in their schools.	Strategic approaches and effective coordination with district education stakeholders to obtain support for permanent rooms to be established in core schools. Relevant training to CRC staff in the use of available materials for daily teaching and learning activities. The training was combined with encouragement for teachers to produce Low-cost Learning Materials (APMs) to use in the classrooms.
Grants Phase 2	Lack of knowledge and skills in using the ICT equipment provided to CRCs. Some ICT equipment (laptop or digital camera) was often borrowed by MTTs for an extended period of time without observation of proper management procedures.	Mentoring on the use of ICT in classrooms (teaching and learning activities) and providing resources for administration of the activity (producing written lesson plans, student worksheets, etc.) Regular basic ICT trainings in KKG activities to encourage and support teachers in using ICT equipment. Application of clear rules to everyone (without exception) with regards to loaning of ICT equipment.
Grants Phase 3	Technical challenges encountered at CRCs due to poor Internet connectivity (low speed and difficulties accessing the web).	Provision to CRC stakeholders with ICT troubleshooting training to encourage them to take initiative to address these issues. Encouragement of CRCs to increase Internet speed by changing Internet facilities.

Classroom Reading Program

The Classroom Reading Program reached over 600 Grade 1-3 teachers across the targeted areas. With a training program for teachers on how to utilize the reading books in their classrooms, it was expected that the initiative would help foster a culture of reading both in the classroom and at home. Project monitoring and evaluation data indicated that CRP efforts led to increased teacher and parent interest in reading. Yet, CRP implementation was met by a number of challenges, as described below.

1. Lack of infrastructure in some target schools necessary for the security of classroom libraries
2. Lack of interest in reading activities among some teachers and parents
3. Lack of support from certain local education offices through a variety of regulations, which undermined teachers‘ efforts to promote reading activities
4. Skill deficiency among some teachers in managing the book loaning process, resulting in poorly controlled book circulation

Due to the late implementation in the project of the Classroom Reading Program and the reduced size of the DBE 2 East Java team during this period, many of these challenges remained at the time of project

close-out. Further time on task would be needed to address the lack of support in some areas for reading activities. Stakeholders often need time to become comfortable with new initiatives; obtaining widespread support from the school community is a process that requires extensive effort by the project.

Interactive Audio Instruction (IAI)

Many kindergarten teachers' skills improved through their regular use of the IAI program in classrooms, which as transition data indicates, was a very popular DBE 2 activity throughout East Java. Despite the widely recognized success of the pilot project, challenges of course emerged. The table below describes these challenges and the solutions offered.

IAI Implementation, Problems, and Solutions

Program Implementation	Problems	Solutions
Interactive Audio Instruction	Some teachers experienced difficulties integrating their daily activities into the IAI teaching and learning program.	DBE 2 provided teachers with guidance to assist them with matching themes in the IAI program to those in the curriculum.
	Students in some kindergartens began losing interest with the existing IAI program because it was not challenging enough.	DBE 2 worked with teachers to develop additional student worksheets tailored to the needs of more advanced students, and coached teachers on how to develop low-cost learning materials to animate IAI lessons.
	There were several indicators that could not be achieved by relying solely on the PAI application	• DBE 2 provided teachers with assistance on how to integrate the program with the existing curriculum in kindergarten. • DBE 2 provided training and a teachers' manual that detailed how several indicators (e.g., those related to religious education) would not be addressed by the program and teachers were responsible for covering those parts of the curriculum with their students independently from IAI
	Some local governments were not too supportive of the IAI program because they had not been involved in the development process	• DBE 2 socialized the IAI program through IGTK at both sub-district and district levels as well as through education exhibitions. • DBE 2 involved relevant officials at district education offices in all project kindergarten activities. • DBE 2 produced a brief progress report of the program for district officials.
	In the new curriculum for kindergarten, there is a change in terminologies and skills to be developed (Ministry Regulation No. 58 Year 2009)	If the IAI pilot is ever scaled up, content and evaluation criteria should be updated so that they are in line with the 2009 curriculum.

Information and Communication Technology (ICT)

Some ICT programs implemented under DBE 2 were the Intel Teach Getting Started, DALI, ICT Maintenance and Troubleshooting, DE, Introduction to Basic Internet, OCCA, and DALI Mentoring Activities/OCCA. Most of these programs were implemented as planned, and were successful in building the capacities of educators to incorporate ICTs in classroom activities.

Even though the program activities were largely successful, DBE 2 still faced obstacles while administering the program. DALI provided a good example of challenges encountered during ICT program implementation. Overall, the program received very positive responses from stakeholders and targeted teachers during its initial launch. The learning modules were very interesting and useful for teachers, and taught them to design plans using ICT even under conditions where resources like computers were scarce. However, problems began to emerge during implementation of DALI modules in the classroom, as schools were not well-equipped with laptops and LCDs. Due to limited availability, many interested teachers had to wait to check out equipment from their local CRC.

DBE 2 East Java collaborated with UM and UNESA on DE pilot activities. The program was carried out through the university website as well as through the use of PTK-online. However, because the program began mid-semester, it could not be completed. Future DE programs should observe the university schedule in order to avoid misaligned or conflicting schedules.

Transition

The DBE 2 program of professional development was widely recognized by non-partner districts/sub-districts in East Java as highly effective. This was clearly indicated by the funding these districts contributed to transition activities: more than IDR 1 billion. Even as the project was closing its office in Surabaya in September, requests to deliver transition activities continued to arrive. Despite this great demand, transition activities were met by a number of challenges, which are outlined below, alongside the strategies adopted by the project to address them.

Transition Activities: Problems and Solutions

Program Implementation	Problems	Solutions
Interactive Audio Interaction	District Education Office had not prioritized IAI program during the capacity-building of Kindergarten teachers.	Intensified coordination with the Head of Education offices at the district level and Association of Kindergarten Teachers (IGTK) through advocacy.
	IAI packages distributed through Education Office in 38 regencies/municipalities in East Java not always put to good use.	Held meetings, socialization, and IAI trainings for IGTK administrators at regency/municipality levels. The team also reminded Head of Education Office to immediately distribute the packages to IGTK administrators at regency/municipality levels. The package would then be developed throughout the existing Kindergartens within the districts.
PAKEM/AJEL (Active, Joyful and Effective Learning), Science, Mathematics, Basic Package, Mentoring, Skills Enhancement	Implementation of transition activities was performed only on partial basis (tailored training packages).	• Maintained DBE 2 training standard • Assisted in implementation process of transition activities by guiding teams and acting as quality control • Asked the presenter to select required and relevant materials

Program Implementation	Problems	Solutions
ICT/DALI Training	Deficiency in computer operational skills among participants.	• Delivered training on basic computer operations (MS Word/PowerPoint/Inspiration) • Provided mentoring/regular assistance in preparation of teaching materials involving use of IT media
CRC	Potential/new non-DBE 2 CRCs found it technically challenging to maintain the same types and quantities of learning resources with established DBE 2 CRCs.	• Emphasized and socialized that the primary purpose of CRC transition activities was to manage CRCs in an open, transparent, and participatory manner. Meanwhile, tools and learning resources could be acquired gradually in accordance with the needs and fund availability • Strengthened CRC functions as a center of meeting, production, communication, and professional development for educators with supports from the District Education Office and Unit Pelaksana Teknis Daerah (UPTD or Regional Technical Implementation Unit)
Provincial and District/Regency Contribution	Minimal support from Provincial and District Governments	• Communicated and coordinated with education officials in the provincial and regency/municipality levels on the importance of maintaining good practices. This communication and coordination also involved Bappeda • Conducted the meeting (“Show Case”) of DBE 2 program’s success by involving all elements of education stakeholders • Conducted joint visits to DBE 2 partner schools to learn about the schools’ successes in developing their capacities in accordance with Minimum Standard Services (SPM)

Lessons Learned

The following section outlines the key lessons learned through East Java's DBE 2 program implementation. This analysis is organized by the areas of the program that worked successfully as well as those areas affected by implementation challenges.

Cluster Resource Centers (CRCs)

Worked Well	Lessons Learned
KKG and KKKS ran on a regular basis at the CRCs.	CRC activities have enhanced the quality of teachers working groups and principals working groups significantly.
All divisions of the CRC performed their roles in accordance with their respective functions.	Clearly defined roles and responsibilities on CRC Boards simplify CRC management and maximize program efficiency.
Many teachers, principals, and supervisors were able to improve their knowledge, particularly in the topics of formal curriculum, management of teaching and learning, creativity in managing a variety of learning resources, and mastery of ICT tools.	The enhanced capacity of CRC members (teachers, PBSs, and principals) is an important outcome of the program.
CRC served as a learning resource for other clusters in improving the quality of their Pusat Kegiatan Guru/Teachers Activity Center (PKG) management.	CRC management model is used as reference in managing PKG/CRC by other non-DBE 2 clusters.
Local governments made use of both CRC equipment AND management materials, and involved MTTs and PBSS as facilitators in cluster capacity development activities funded by APBD budget allocation.	The CRC management structure became a model in various districts in conjunction with the clusters' capacity development.
Did Not Work Properly	**Lessons Learned**
CRC Board suffered from frequent personnel changes due to reassignment and promotion (to another cluster).	Though this reality created a number of challenges, it also led to the acceleration of transition activities and dissemination of DBE 2 best practices.
The majority of CRC Board members were individuals with other important management responsibilities. Their busy schedules and commitments conflicted with some program activities, leading to program delays and missed deadlines.	CRC Boards should have a balanced composition and seniority to allow timely and proper program implementation in accordance with the agreed plans.
The CRC Board did not record all activities and innovations in the CRC, either in the form of video or written reports.	Lack of commitment among the Board members (Information Division) in documenting activities made it difficult to identify CRCs' impact and progress on innovations. More supervision from district education officers is needed to support CRCs, particularly with respect to accurately documenting activities onsite and producing regular progress reports.
In some situations, CRC's budget allocation limited the development of activities and programs.	More innovation and creativity in financing CRC activities is needed.

In conclusion, cluster capacity-building and strengthening of CRC programs reached the expected target and had a significant and positive impact on educators and educational staff, particularly in changing the mindsets of those managing the programs, such as the KKKS and KKG. Most importantly, educators now show greater commitment to expand the cluster management model across other communities, and help them learn how to effectively manage these activities and trainings on their own.

Classroom Reading Program

The critical lessons learned from Classroom Reading Program implementation are as follows:

1. Teachers were able to integrate additional books to read as a source of learning in their lesson plans (RPP).
2. There was rising self-motivation among students to read books during school breaks.
3. Many principals started to introduce a reading hours program at school and organize a ―Visit to the Library" day for each class.

Interactive Audio Instruction (IAI)

Overall, the IAI program was greatly appreciated, well implemented, and expanded into schools beyond DBE 2-supported areas through transition activities in East Java. The IAI program helped teachers improve the quality of teaching and learning processes in the classroom. It also provided well-designed activities for students, which enhanced their motor, emotive, and cognitive skills. The following lessons learned could further benefit the program in the future:

1. Teachers and principals developed a variety of materials to complement the IAI program. Project attention focused on the involvement of these stakeholders in low-cost materials development. However, parents and students revealed themselves to be eager participants in this endeavor and many developed low-cost materials that were used to support a variety of IAI lessons.
2. Reassignment of officers in the district education office affected the development and deployment of DBE 2 East Java program assistance. The newly appointed officials required further information and more time to better understand the program and its progress.

Information and Communication Technology (ICT)

Lessons learned through the implementation of ICT program activities are outlined below.

1. The DALI program was widely adopted by school teachers and brought a lot of changes to teachers' mindsets about utilizing effective learning methodologies through ICTs despite limited access to technology. The program enabled teachers to gain experience designing learning models by incorporating ICTs as a teaching and learning tool.
2. The commitment to and support of the program by local education offices was essential to its proper management and sustainability. An additional advantage of having local support was greater understanding and recognition of the program and its impact in the community.
3. Forms of school-based mentoring were greatly welcomed by teachers and principals alike. Such mentoring activities or assistance programs (i.e., DALI Mentoring Activities/OCCA) provided valuable opportunities to design learning models and apply active learning using limited computer resources.

Transition

1. Independent transition efforts (those initiated by schools, for example) yielded better results in comparison to government-initiated transition activities.
2. A sign of commitment from local education office officials was visible when district budgets incorporated allocations and plans to increase teacher quality through training and mentoring activities compliant with DBE 2 training standards.
3. Some of the Early Childhood Education program managers also adopted IAI materials in their activities, demonstrating accessibility and viability for other audiences.

Recommendations

Cluster Research Center (CRC)

To ensure the effectiveness of future CRC program implementation, DBE 2 East Java would like to offer the following recommendations:

1. Make the effort to recruit the best qualified staff for CRCs.
2. Provide relevant trainings to enhance the knowledge and increase the skills and ability of CRC staff to ensure smooth management of CRCs, both operationally as well as technically.
3. Provide extensive ICT training to CRC staff so they can produce adequate ICT-based learning resources including learning CDs/videos.
4. Encourage the transfer of knowledge and skills amongst members of CRC staff so that staff turnover does not impede or compromise CRC activities.
5. Encourage a succession process of CRC staff to ensure that CRCs are managed by people with fresh ideas, allowing for sustainable change for improvement.
6. Encourage CRC staff to build and develop continuous relationships with stakeholders, e.g., provide periodic reports on CRC activities so they understand the significant role that CRCs play in developing teacher competence levels.

Classroom Reading Program (CRP)

1. The CRP provided a variety of skills to teachers, principals, and supervisors in making use of non-textbook reading materials. The program‘s benefits reaffirmed its importance, and it is recommended that CRP be expanded to cover other regencies/municipalities.
2. In light of the successes already achieved in CRP, a longer timeframe allocated for such a program is strongly advised for maximum impact. More time for implementation would also provide more opportunity for local government support and involvement. For example, complementary support from local education offices would be greatly welcome for schools receiving book grants.
3. CRP should be implemented across all school stakeholders, including principals, teachers of all grades, as well as other education staff to ensure widespread uptake of this important initiative.

Interactive Audio Instruction (IAI)

IAI improved the quality of teaching and learning in kindergartens across East Java. IAI also increased the capabilities and independence of students in school activities. The success of this activity was due in

large part to the strong commitment across all stakeholders throughout its implementation. There are still a number of areas, however, that can use further improvement in the future, namely:

1. Updates to the content and themes for CDs would be greatly beneficial so they are in line with the 2009 curriculum.
2. Optimization of IAI activities in the field should be performed by IGTK.

ICT

1. It is highly recommended that the DALI trainings and program materials be made available to other teachers for continued improvement in the quality of education across Indonesian classrooms.
2. A common constraint shared by teachers throughout the DBE 2 project was that the availability of ICT did not match the demand. Future projects that are to widely integrate the use of ICT into the classroom need to examine the possibility of outfitting individual schools, rather than just resource centers, with appropriate equipment.
3. The best practices of the ICT programs adopted in CRCs should be uploaded onto an existing website so that educators in other regions may refer to them.
4. CRC managers should improve their ability to generate effective learning resources, specifically, knowing how to operate camcorders and other relevant ICT media tools.
5. CRC managers produce periodic reports on a monthly basis. These reports should be delivered to the Education Department and local stakeholders. The content should include the progress in CRC activities, achievements made, and programs identified for longer-term sustainability.

Transition

The transition program provided a forum for schools, groups, sub-districts, and partner districts to participate in implementing and developing DBE 2 best practices. However, not all stakeholders proposing transition activities seriously pursued the capacity enhancement and professionalism of educators and educational staff. Some of them were more interested in obtaining certificates. A quality control mechanism in implementing DBE 2 programs is, therefore, an important component to ensure the program and its intent are not compromised as they extend to other communities.

1. Budgeting for transition programs should not only rely on District Budgets (APBD), but also use other sources of funding such as Bantuan Operasional Sekolah (BOS, or School Operational Support block grant). Using 10% of teachers‘ professional development funds is one such alternative.
2. Each regency/municipality should appoint people with the capacity and commitment to develop DBE 2 best practices to form a designated work unit.
3. For future programs, the regency/municipality and/or provinces should allocate funds for supporting program implementation or related activities. In this way, the program can be more structured while building a sense of ownership among beneficiaries and stakeholders.
4. Increased cooperation between HE and the Regency/Municipality Education Office in developing DBE 2 best practices will help improve learning quality and program impact

North Sumatra Final Report

Introduction

In the province of North Sumatra, DBE 2 implemented several strategies to improve Indonesia‘s primary education system, including university-accredited teacher training, instructional leadership and management, the Classroom Reading Program, Interactive Audio Instruction (IAI) for kindergarten teachers and students, Cluster Resource Centers (CRCs), partnerships with two Indonesian universities, information and communication technologies as teaching and learning tools, and alliances with the private sector to ensure project impact and sustainability. This report provides a summary of how and where these activities were implemented in North Sumatra, challenges encountered, and lessons learned.

Implementation Strategy

DBE 2 was designed to implement targeted strategies, listed above, to improve the quality of teaching and learning in primary schools in Indonesia. In practice, DBE 2 combined the various components of the project into a learning system that encourages hands-on, active learning. The combination was ultimately aimed at improving the quality of learning in schools.

Summary of Activities and Participants

Interactive Audio Instruction (IAI) Kindergarten Program

The IAI kindergarten program was aimed at guiding and supporting the daily instruction of the Indonesian kindergarten curriculum. A total of 18 kindergartens in North Sumatra were selected by DBE 2 to implement the IAI kindergarten program in level B classrooms. The program involved distribution of learning and teaching materials for kindergarten students, providing training to kindergarten teachers in utilizing the materials, as well as training to teach other teachers in the cluster how to utilize the materials.

The content included a set of 106 interactive and innovative lessons, which were designed to meet the needs of untrained as well as under-trained kindergarten teachers and their students. This interactive, audio-based approach enabled teachers to learn and practice at the same time, serving as an excellent in-service training resource for teachers who did not have a degree in early childhood education or who wanted to further enhance their skills. The program resulted in observable improvement in learning strategies employed by participating teachers. Similarly, students‘ competencies showed marked improvement in evaluation results.

DBE 2 also placed two IAI kindergarten packages in each CRC. Further, it equipped CRC managers with IAI kindergarten training to introduce them to the program and package materials.

DBE 2 delivered three trainings for partner kindergarten teachers in each cohort to prepare and equip the teachers in implementing the IAI kindergarten program. The third training aimed to equip DBE 2 partner kindergarten teachers in disseminating the program to fellow teachers in their respective clusters. These trainings were co-facilitated by DBE 2 and its partners from Universitas Terbuka/Open University (UT) and Pustekkom. The participants of each training consisted of kindergarten principals, kindergarten level B teachers, Master Teacher Trainers (MTTs), District Learning Coordinators (DLCs), representatives from Kindergarten Teachers' Association, and supervisors from the Sub-district Education Office. Each group of participants had its own responsibilities to support IAI program implementation effectively and efficiently.

Classroom Reading Program

The Classroom Reading Program was first launched in January 2010 and implemented in North Sumatra shortly thereafter, in February 2010. In North Sumatra, the program was implemented across 18 clusters in 8 DBE 2 districts, reaching 174 primary schools. Six hundred non-textbook reading materials were granted to each DBE 2 school and 500 non-textbook reading materials were provided to 18 CRCs.

The provision of non-textbook reading materials in the classroom has played a significant role in improving students‘ interest in reading. During a monitoring visit, some students were seen using their break time to read. In classrooms throughout DBE target schools, libraries had been developed and displayed. Classroom reading routines through Sustained Silent Reading (SSR), story-telling, and other activities were also observed as a result of the Classroom Reading Program .

In addition to reading materials, the program included technical assistance and mentoring to teachers in maximizing the supplemental reading materials. School supervisors facilitated a series of sessions for teachers to encourage reading and integrate it into classroom activities.

As a result of the program, the reading culture across participating schools increased. One of State Primary School (SDN) 081‘s 232 students won a story-reading competition in 2010 and 2011 at the provincial level, sponsored by the Education Department of North Sumatra Province.

Active Learning for Higher Education (ALFHE)

In order to facilitate active learning, lecturers should implement various active and contextual strategies. These strategies should involve cooperative learning and accommodating different learning styles. The ALFHE training package enabled lecturers at DBE 2‘s two partner universities in North Sumatra, Institut Agama Islam Negeri Sumatera Utara (IAIN SU) and Universitas Negeri Medan (UNIMED), to better understand and utilize active learning methodologies at the university level to enhance the student learning experience. These strategies resulted in second-level effects by training a new cohort of educators on the uses and benefits of active learning.

DBE 2 university advisors explained the implementation of ALFHE in Indonesia

DBE 2 facilitators discussing ALFHE topics with participants.

Information and Communication Technologies (ICT)

The implementation of DBE 2 ICT activities took the form of (1) Developing Active Learning with ICT (DALI) and One Computer Classroom Activities (OCCA) and (2) distance learning. The DALI workshop trained teachers to develop active learning strategies while using ICT equipment. It also trained teachers to manage learning in the classroom with limited resources (e.g., computers) by adopting and adapting some of the same learning models. The Distance Education (DE) activity was implemented over two pilots. DE Pilot 1 focused on developing school-based coaching skills via an online course. DE Pilot 2 focused on developing online courses and tailoring them to the needs of the lecturer and the audience.

In North Sumatra, DALI mentoring/OCCA activities were implemented in Padang Hilir and Sibolga Selatan in four primary schools involving a total of 45 teacher participants. The teachers designed active learning lessons integrating the use of ICT, which were then implemented in their classrooms with the support of their coaches. The success of the DBE 2 North Sumatra ICT programs is apparent in the changing behaviors of trained teachers. One indicator showed that more than 50% of teachers in Binjai Selatan were able to teach using ICT tools. Likewise, teachers in pilot schools in Sibolga Selatan and Padang Hilir were able to apply ICT learning strategies using remote communication methods, such as teleconferencing and Internet-based meeting applications (e.g., Skype).

Students use a digital camera to prepare for a class presentation.

ICT is used in the classroom.

A further request was made in the form of planning and adaptation activities. A team of ICT North Sumatra staff delivered a training workshop on solo teaching preparation from June 13–17, 2011.

The DE pilot activities emphasized training of skills required to participate in and design an online class as well as skills on facilitation techniques. These activities were intended for college lecturers and resulted in the production of more than 30 online classes. The activities were completed by July 31, 2011 and involved ten lecturers each from Institut Agama Islam Nege (IAIN-SU) and Universitas Negeri Medan (UNIMED).

Cluster Resource Centers (CRCs)

A total of 18 CRCs were established in North Sumatra to improve the Pusat Kegiatan Guru/Teachers Activity Center (PKG) function in each target cluster. Similar to the PKG, CRCs were used by teachers as a place to hone their competencies and professionalism. CRCs were formed by school and educational stakeholders in each school cluster to support education and learning activities.

CRCs in 18 Clusters in North Sumatra:

City/Regency	CRC Name	Cluster
Binjai	Taman Ilmu	Binjai Selatan
	Pelita hati	Binjai Utara
Deli Serdang	Sumber Ilmu	Delitua
	Wahana Ilmu	Lubuk Pakam
Tebing Tinggi	Study Center	Padang Hulu
	Taman Kreatif	Padang Hilir
Tapanuli Utara	Bintang Silindung	Tarutung
	Pahae Nauli	Pahae Julu
Sibolga	Saiyo Sakato	Sibolga Selatan
	Cemerlang	Sibolga Kota
Tapanuli Utara	Sipoholon Lestari	Sipaholon
	Abadi	Pangaribuan
Tapanuli Selatan	Natama	Padangsidempuan Barat
	Bona Ilmu	Batang Angkola
Dairi	Bersama	Sidikalang
	Mitra	Sumbul
Tanjungbalai	Tanjung Berseri	Tanjung Balai Selatan
	Bandar Ilmu	Datuk Bandar

In order to improve the use of CRCs, several trainings were implemented for CRC stakeholders from each target cluster in North Sumatra with the following goals and objectives in mind:

No.	Training	Goals and Objectives
1	Preliminary CRC Workshop	To provide basic knowledge on the 'what and why' of CRC
2	Initial CRC and Grants and Procurement Training	To build on previous training by providing a detailed/in-depth interactive training on: • Concept of CRC to support teaching and learning • Use of starter kits • Role of grants program • Skills acquisition in developing and using learning resources
2.1	Provincial Roll-out – Initial CRC and Grants and Procurement Training	To provide better understanding on the concept of CRC, use of starter kits to support teaching learning process, and grant and procurement procedures for all CRC staff in the province
3	CRC Management Workshop	To provide knowledge and skills for managing the CRCs
3.1	Provincial Roll-out – CRC Management Workshop	To provide knowledge and skills for managing the CRCs for all CRC staff in the province
4	CRC – Communications workshop: Capacity Building to support CRC Sustainability	To provide communication skills and knowledge on how to best promote CRC, to be able to produce communication products and obtain support from stakeholders for CRC sustainability
5	CRC – ICT Maintenance and Troubleshooting	To provide skills and knowledge on how to conduct maintenance and minor repairs and make effective use of ICT equipment in the CRC
6	Introduction to Internet training	To provide skills and knowledge on the use of Internet to support teaching and learning activities
7	CRC Strengthening and Transition Workshop	To strengthen skills and knowledge of CRC staff in managing effective CRCs and creating independent CRCs for sustainability

University Accredited Training

A total of five university-accredited training packages were implemented in North Sumatra: Introduction to Science (developed with UNIMED), Planning and Assessment (developed with IAIN-SU), Foundation Package, Introduction to Bahasa Indonesia (adapted with both UNIMED and IAIN-SU), and Introduction to Math (adapted with IAIN-SU). The first two training packages were implemented in Cohort 1 along with Bahasa Indonesia, which was also implemented in Cohort 2. Cohort 2 educators also participated in Foundation Package and Introduction to Math training.

Summary of Transition Activities

This DBE 2 report describes all transition activities that took place through July 2011. Final data on the total number of transition activities, type of activities implemented, estimated funding contributed by implementing agencies and the project, and number of beneficiaries are described in the table below.

Making use of the computers in the CRC

CRC staff making a presentation on progress during a CRC workshop

Teachers working in groups to produce low-cost materials in the CRC.

Discussion amongst participants during the CRC strengthening workshop in Parapat.

Cumulative Transition Activities – North Sumatra

Transition Activities	No. of Activities	Estimated IDR Amount of Funding Contributed by Implementing Agency	Estimated IDR Amount of Funding Contributed by DBE 2	Estimated No. of Beneficiaries								
				District		Sub-district		School		Principal	Teacher	Student
				DBE 2	Non DBE 2	DBE 2	Non DBE 2	DBE 2	Non DBE 2			
DBE 2 Training Packages (Teachers' Working Group (KKG), School Team Workshop (STW), Principals' Working Group (KKKS), etc.)	30	965,735,000 (USD $107,304)	210,682,300 (USD $23,409)	8	6	13	56	50	453	256	1,975	69,125
Tailored Training Packages	17	135,560,000 (USD $15,062)	20,511,600 (USD $2,279)	5	3	4	14	16	145	151	1,107	36,030
ICT Training – DALI	0	0	0							0	0	0
ICT Training – Intel Teach	4	31,087,500 (USD $3,454)	20,805,000 (USD $2,312)	3	0	4	0	10	43	18	198	6,930
Kindergarten IAI Programming	8	47,284,000 (USD $5,254)	50,530,400 (USD $5,614)	5	2	8	17	2	113	68	243	8,505
CRC Development	1	480,000 ($53)	540,000 (USD $60)	1	0	2	1	0	11	10	20	700
Total	**60**	**1,180,146,500 (USD $131,127)**	**303,069,300 (USD $33,674)**	**8**	**8**	**15**	**65**	**53**	**715**	**503**	**3,543**	**121,290**

Program Implementation, Challenges, and Solutions

IAI Kindergarten Program

DBE 2 introduced a student assessment aimed at measuring how students met the minimum school readiness standards through their participation in the IAI kindergarten program. The kindergarten student assessment instrument was used in pre- and post-test of the program. These tests measured student performance in three categories: language, cognition, as well as physical and psychomotor skills.

Assessment results indicated that a majority of Indonesian kindergartens prepared their students for primary school well. As a result of exposure to the IAI kindergarten program, the percentage of students scoring in the ―below average" category fell from 59.2% pre-test to 3.9% post-test. Conversely, the percentage of students scoring in the ―above average" category increased from 13.6% pre-test to 77.7% post-test.

Despite promising results, stakeholders faced several challenges in implementing the IAI kindergarten program in North Sumatra, which were addressed, as described below.

No.	Challenges	Solutions
1	Not enough packages were available and teachers had to take turns using the materials between classes.	Where deemed necessary, teachers replicated the materials themselves. Kindergartens with 1-2 level B classes received 1 IAI kindergarten package from the project, and those with 3-4 level B classes received 2 packages. It was inevitable that some classes needed to take turns using the materials.
2	Some students started to lose interest because certain IAI kindergarten lessons were considered either too long or not challenging enough.	• Teachers developed additional student worksheets taking into accounts students' condition and ability. • Teachers animated activities to make them livelier and maintain students' concentration.
3	In some districts, particularly North Tapanuli and South Tapanuli, students experienced difficulty fully comprehending Indonesian language used in IAI kindergarten lessons, as they used local language more than the Indonesian language.	• Teachers paused the CD and explained instructions in the local language as needed. • This difficulty emerged at the beginning of the IAI kindergarten lessons. By the end of the school year, students became more fluent in Indonesian language as indicated in monitoring and evaluation results.
4	Some areas, particularly Pahae Julu, South Tapanuli, and Pangaribuan, often experienced power outages, which delayed the IAI kindergarten learning process.	Teachers used the batteries included in the IAI kindergarten package.

Classroom Reading Program

The implementation of the Classroom Reading Program in North Sumatra demonstrated that positive outcomes were more readily apparent in schools with resident Subject Specialist Teachers for reading. School principals' participation and support also contributed to success.

Some of the challenges encountered during program implementation are listed below.

1. There were inadequate numbers of classrooms as three different classes shared one room during the day. Hence, there was no single person in charge of a classroom library.
2. Some books were stored elsewhere due to lack of facilities like properly secured doors and windows. School security continued to pose a big problem.
3. There was inadequate support by school principals for teachers during program implementation.
4. Teachers were short-staffed and assigned to various grade levels. Some lower-grade teachers who had attended a series of professional development courses were reassigned to higher grades at the start of the new academic year.

University Accredited Training Program and Mentoring

Though the training package development, adaptation, and implementation processes were overall a success in North Sumatra, it was not without its challenges. MTTs and DLCs reported a number of related challenges encountered during the mentoring process, which were associated with the accredited training package implementation discussed below.

1. There was lack of motivation on the part of certain principals due to high turnover rates of both principals and teachers. Some principals were hesitant to invest either their own or their teachers' time in DBE 2 activities, given the reality that they or many of the teaching staff would likely move on to new schools in the new academic year.
2. There were inadequate numbers of professional assistants in some clusters (1 MTT for 175-200 teachers). Some clusters in North Sumatra had very high numbers of teachers, posing a challenge for DBE 2 field staff and classroom-based mentoring activities. DBE 2 addressed this issue by adding an additional MTT in each cluster plus engaging Subject Matter Specialists (PBSs) in mentoring activities.
3. There were low levels of participation and support from school supervisors, which prevented the attainment of optimum assistance levels.

Given the resource constraints and suboptimal motivation levels, program staff first classified teachers that needed additional mentoring support, then focused their efforts by providing tailored training based on teachers‘ own motivation levels. This strategy proved more efficient and effective in delivering trainings. Staff also worked to build school supervisors' enthusiasm for mentoring by organizing activities during the regular work day. This strategy enabled teachers and principals to complement each others‘ efforts and work towards common goals.

Information and Communication Technologies (ICTs)

Despite the eventual popularity and general success of DBE 2‘s ICT program of work in North Sumatra, several challenges were encountered related to lack of knowledge of ICTs, limited equipment and infrastructure, and lack of interest among some key stakeholders. The specific challenges and how they were addressed, whether through the DALI mentoring strategy or DE pilot activities, are outlined below based on the specific activity.

DALI

The ICT Coordinator reported a number of obstacles in DALI implementation. These challenges included:

1. Inadequate knowledge among participants, especially technological knowledge, which sometimes affected the time management of the training.
2. High principal turnover further complicated implementation due to seemingly constant policy changes in some target schools.
3. There was limited ICT equipment and infrastructure to support such equipment in schools.
4. There was lack of interest among some stakeholders in the existing CRC facilities.

DALI Mentoring/OCCA activities sought to address the first challenge listed above by providing participating teachers with classroom-based support as they utilized ICT within their classrooms. Principal turnover was not something the project could control, but field staff tried their best to work through the issue through regular communication with the school community. ICT equipment was provided to CRCs and teachers were able to check out equipment and bring it to their classrooms. However, given the large geographic distances between schools in some clusters and the CRC, in the future it may be wise to equip schools with pertinent technology, provided there is infrastructure to support its use.

DE Pilot Follow-up Activities

A total number of 20 faculty members originating from partner universities and 3 DBE 2 provincial facilitators participated in the DE pilot 2 workshop, which took place over 3 days. These faculty members had already participated in the previous DE workshop. The North Sumatra province was represented by two partner universities, IAIN-SU and Unimed.

The results of DE 2 pilot evaluation indicated that lecturers required further training on more advanced levels, particularly skills in online class development. DE activities yielded five major challenges:

1. An already full program of activities for participating lecturers
2. Lack of supporting infrastructure at the university for delivering such courses
3. Insufficient number of Web 2.0 applications to support online lectures
4. Difficulties in producing reliable schedules for the DE pilot program
5. Constraints in time allocation for DE mentoring program

In order to deal with these problems, the ICT team proposed the following recommendations:

1. Conduct DE assistance activities during the semester break or prior to the beginning of the new semester.
2. Provision of DE-supporting infrastructures by the university in terms of connectivity and other support
3. Deliver training with the focus of enhancing the skills of faculty members in mastering DE applications as well as supporting the development of online classes.
4. Cascade the DE program beyond the pilot group, especially to those possessing the basic requirements and willingness to participate.
5. Establish a realistic timeline for the program in terms of its concurrence with other activities.

Cluster Resources Centers (CRCs)

Monitoring and Mentoring visits to CRCs. The goal of this activity was to monitor the progress of each CRC after it was handed over to the Government of Indonesia (GOI) through the local Ministry of National Education (MONE) offices at the district/city level. During these visits, CRCs were also given advice and feedback on how to improve their performance and required steps to prepare themselves to become independent CRCs.

The CRC Strengthening and Transition Workshop. The workshop aimed to improve and enhance CRC staff's skills and knowledge for improved CRC management. The goal included preparing the CRC for its gradual transformation into an independent and sustainable entity. Among the participants were CRC staff and representatives of local MONE offices. Overall, participants were aware that the CRCs' effective management, independence, and sustainability depended on the capabilities and commitment of the staff, available resources, and support from stakeholders. As such, the staff remained positive about their future prospects. Most CRCs were solid and had open and transparent management.

The problems encountered by CRCs in North Sumatra were as follows:

1. CRC staff had little understanding of how to prepare good reports and did not understand how to produce and develop the terms of reference for various CRC activities.
2. CRC funds were still dependent on Bantuan Operasional Sekolah/School Operational Support block grant (BOS) funds from schools. Most CRCs did not have the ability to generate income to cover activities and CRC operational costs.
3. Inadequate resources and shortage of competent staff to manage daily routines.

These challenges were communicated to the CRC team in Jakarta and a number of professional development activities for CRC staff took place to address many of these issues. That said, CRC funding post-project close-out remained a concern. Only time will tell whether DBE 2's efforts to develop independent, self-sustaining CRCs will have a lasting impact.

Lessons Learned and Recommendations

Based on the experience of implementing DBE 2 component activities across North Sumatra, a number of key lessons and recommendations were identified to help advance and enhance program outcomes in the longer term.

IAI Kindergarten Program

Since the IAI kindergarten program was audio-based, teachers needed to provide visual aids to enhance its appeal to students. These visual aids could be produced from low-cost materials, as recommended by DBE 2, and included in IAI kindergarten trainings. It was recommended that there be a separate training workshop focused entirely on producing low-cost educational materials that complement IAI lessons.

The IAI kindergarten program used a CD player as its learning medium, which requires electricity as its power source. Unfortunately, some sub-districts experienced regular power outages, thus compromising the learning process. In anticipation of this issue, the project provided batteries in the IAI materials package. However, given the program's popularity, in many schools, all batteries were used within the first year, and in some instances, batteries were not readily available locally when supplies ran out. Provision of generators to schools in remote locations may be a consideration if this pilot is ever taken to scale.

It is also recommended to involve district education stakeholders in monitoring visits so they witness firsthand the positive impact of IAI activities on teachers and students. These experiences would help motivate them to support and replicate the program.

Classroom Reading Program

The primary lesson learned through the Classroom Reading Program related to ensuring students' interest levels and motivation to access non-textbook reading materials. A number of successful activities were developed to aid in this process, and the most successful of these are outlined below:

- ***Buddy Reading.*** Buddy reading was a strategy taught during the training roll-out. The strategy was very suitable and applicable for students who had not been able to read or did not read fluently. Students were encouraged to help each other during this activity.
- ***Treasure Hunt.*** This activity was performed as a means of introducing a book collection to students. This game asked students to scan a set of books to find out the content by searching the keywords given.
- ***Book talk.*** A book talk did not only improve reading abilities of students, but also enhanced students' ability to speak due to the nature of the activity. Students had to promote a book she or he had read in such a way that other people would be interested in reading it too.
- ***Grab Bag.*** This was a strategy that could enhance imagination as well as students' writing skills. Students were encouraged to write a story about objects taken from a "grab bag" or purse.

As with any new initiative, teacher support was critical. Reading teams had to be set up within each cluster, consisting of PBSs, supervisors, and potentially parents and other appropriate stakeholders. Ideally, there had to be a 1:20 PBS-to-teacher ratio in each cluster. Supervisors had to be involved step-by-step in the reading program implementation process.

Though due to time and resource limitations DBE 2 elected to implement the Classroom Reading Program in Grades 1-3, in the future, this program should encompass all grade levels.

Principals, teachers, and students who become actively involved in the reading program should be rewarded. This could be accomplished through the establishment of a reading competition or an incentive program that would permit schools/classrooms that show considerable effort in advancing reading efforts to be rewarded with additional books for their classroom libraries.

ALFHE

The implementation of ALFHE at universities in North Sumatra led to the identification of additional needs for the ALFHE module. Though the ALFHE module, as it was written, was suitable for teaching (FKIP) faculty, several additions had to be made to strengthen the content for lecturers from other faculties. Specific ALFHE components that should be reviewed and possibly revised as it is rolled out to a wider university audience include learning strategy, learning media, and learning evaluation.

In order to enable ALFHE to be implemented in all faculties, university trainings should involve ALFHE facilitators more intensively using the allocated budget (DIPA) of the respective university department. With select modifications, ALFHE should be implemented in all departments (e.g., education, non-education, and religious studies) by adopting all sessions of the ALFHE modules.

ICTs

DALI Mentoring/OCCA

In principle, DALI was an excellent program to prepare teachers and students with twenty-first century skills. The DALI program had significantly changed teachers‘ paradigms in developing teaching and learning methods through the integration of even a minimal amount of ICT or equipment. The program also provided new insights for teachers while increasing their professionalism.

Given the success of DALI mentoring/OCCA activities, if this program were to be implemented again, OCCA should be expanded from a pilot and integrated into the program of DALI activities in all clusters.

Prior to implementing large-scale ICT initiatives, projects/donors should obtain assurance from local government that they will designate budget for the purchase of ICT equipment and supporting infrastructure to be placed in schools. Adequate infrastructure and resources would help stimulate teachers‘ interest and creativity in implementing active learning using ICT equipment and ultimately providing an improved learning experience for everyone.

DE Pilot Follow-up Activities

DE was suitable for designing a mentoring program especially for teachers and university lecturers. It offered alternative means of providing teachers with professional development. Additionally, it allowed teachers and lecturers to implement the concept of teaching and distance learning by exploring the power of the Internet as well as other supporting electronic media tools.

If DE pilot activities are taken to scale, special consideration should be given to timing of activities as well as creating a realistic implementation timeline. For example, DE mentoring activities could be scheduled during the semester break or prior to the beginning of the new semester. This strategy would limit conflicting schedules with other campus activities as school activity schedules can be hectic. Universities are expected to support the DE program in terms of the provision of infrastructure (e.g., Internet connectivity and other supporting facilities). Universities should also consider creating a dedicated room for online course activities, which would be of much benefit to course managers.

CRCs

Collaboration amongst the CRC staff and ongoing training are necessary for ensuring the continuous development and sustainability of CRCs. Regular debriefings should be held for different groups in the cluster so that all stakeholders are aware of activities. This will improve awareness of the activities and limit the impact of personnel changes at the CRC on program activities.

The lack of financial resources needs to be addressed. Obtaining government support is one avenue to sustainability. To this end, CRCs could deliver periodic reports in a consistent manner (e.g., on a monthly basis) to the Technical Implementation Unit of the local MONE office. As a communications strategy, CRC achievements should be included to gain government support.

Managing and operating a CRC is much like running a small business. A particular set of skills is required to successfully run any business. Unfortunately, a supply of individuals with such a skill to operate a CRC is often unavailable. DBE 2 provided an extensive amount of training to develop the skills of CRC committee members; however, future projects should build on the training materials DBE 2 has created and take things even further (more intensive training sessions, site visits to functioning resource centers, —mentoring” for CRC managers, etc.). More effort should be placed in finding CRC managers who are qualified or somewhat qualified for the task. Local government can assist here by creating an official CRC Manager position.

South Sulawesi Final Report

Introduction

South Sulawesi is a strategically important province located at the geographic center of Indonesia, making it a vital connection point between the more developed cities of Java and resource-rich and underdeveloped eastern part of the country. The provincial capital of Makassar, formerly known as Ujung Pandang, is an important hub for the development of eastern Indonesia. Its harbor and airport make it an important economic gateway between Java and the historically underserved provinces to the east. As such, it has experienced rapid economic and social growth in recent years. Its universities serve students from other provinces of Sulawesi, as well as from Maluku, NTB, NTT, and all provinces of Papua. The strategic location of Makassar makes it a convenient location for many donor organizations to locate project offices and coordinate activities in these other provinces.

The province has four significant cultural and language groups: Makassarese, Bugis, Mandar, and Torajan, each of which has its own very different language and alphabet. This creates some diversity in local content, which can affect education. There are several and varied mother tongues spoken throughout the province, which is also an important element in the context of education in the province.

DBE 2 faced many of the challenges that hinder development in eastern Indonesia: lower infrastructure, multiple languages, and difficulty of transportation, all of which influence education and have an impact on program implementation. Physical infrastructure in the province, including roads, access to uninterrupted electricity, phone networks, and Internet access, tended to be inferior than in most parts of Java. All travel between Makassar and the districts served by DBE 2 was made by car and drives to more distant districts could take up to 11 hours each way. At the time the project began in 2005, the majority of primary schools in South Sulawesi did not have access to uninterrupted electrical power. Almost none had access to internet. The majority of schools did not have computers, and those that did typically had one or two desktop PCs located in the school principal‘s office. Human infrastructure in the province also tended to be less developed than in many parts of Java, particularly in districts outside of Makassar. Primary school teachers were no exception; a large number lacked S1 qualification, as was the case throughout the country.

Political context also became a relevant part of project planning, particularly following the election of a new governor half-way through the project. With this change in leadership came a new policy agenda, which included a key piece of the governor‘s campaign for ―Pendidikan gratis” to promote free education. The governor‘s effort to make primary education free throughout the province also came with a call to all donors active in the education sector, stating ―the government will target increasing access to education; donors should focus their efforts on promoting quality.”

The provincial approach endeavored to recruit and contract a cohort of generally young, ambitious, and energetic educators who would become Master Teacher Trainers (MTTs) and undergo intensive training to develop the highest possible capacity level to deliver the range of planned project interventions. Staff selection of the provincial team and these MTTs was a critical part of project‘s success. Ultimately, four MTTs were contracted in each district to support program implementation. These personnel were the key to all field activities at the district, cluster, and school levels. Their dedication, leadership, and willingness to learn were a vital part of the project‘s drive.

The project also recruited two partner universities to work with the program, first to develop the accredited training packages in collaboration with educators and relevant provincial government agencies and later to participate in other project activities such as Distance Education (DE), Active Learning for Higher Education Training Package (ALFHE), and transition support. The State University of Makassar (Universitas Negeri Makassar or UNM) and Universitas Muhammadiyah Makassar (Unismuh) were chosen as partners for these purposes. Through these partnerships, DBE 2 gained the credibility of working with esteemed institutions. It also gained the considerable expertise of faculty who were recruited to develop the accredited training that was delivered through project implementation. UNM is a former teacher training college, and an influential player in the education sector with a history of working with various government projects to improve basic education. It delivered the Sekolah Unggulan or ―special schools" program under the previous governor, and several of its professors were contracted to help the current governor develop his policy on free education. The project's other partner in South Sulawesi, Unismuh, is lower in capacity than UNM, but a large university with a strong role in teacher education. It is part of a consortium of universities that has been empowered to deliver distance education to upgrade in-service educators.

Training was delivered in 2 cohorts, the first of which included the districts of Jeneponto, Pangkep, Enrekang, Soppeng, and the city of Palopo. The second cohort added the districts of Sidrap, Luwu, Pinrang, and the city of Makassar. Two clusters, one urban and the other rural, were selected in each of the nine districts. A total of 161 primary schools and 18 kindergartens were trained directly by the project.

The South Sulawesi DBE 2 office developed and delivered a strong transition program that promoted widespread replication of project best practices not only within the province but also to areas as far flung as Papua, Kalimantan, and Maluku through delivery by other service providers. Having successfully demonstrated techniques that visibly improved quality of teaching, learning, and the school environment, local stakeholders and educators sought to widen the project‘s impact so it could reach a greater number of beneficiary schools and educators. The project responded with a strategy to promote sustainability, support replication of project training activity, and transition project best practices and interventions to other institutions like universities and government education offices so they could provide viable services even beyond the life of the project.

The strategy was a quantifiable success, as shown in the transition data described in detail below. A total of 218 transition activities led and funded by local stakeholder agencies reached into 81 non-DBE 2 sub-districts and replicated DBE 2 training for 1,849 non-DBE 2 schools. Through these activities, 2,291 principals and 11,579 teachers benefitted by participating in training activities.

Implementation Strategy

There were three primary areas of project implementation. The first was setup, which involved establishing a provincial team, forming effective partnerships with stakeholder institutions, and maintaining effective administration of the project. The second was program implementation, which encompassed all aspects of training development, delivery, and monitoring as well as collection of Monitoring and Evaluation (M&E) data, which would allow the project to effectively report on progress and results. The final area of project activity involved promoting sustainability through the institutionalization and replication of DBE 2 best practices.

Each aspect of technical implementation is described in detail in the technical component sections of this final report. Complete detail of project implementation from start-up to close-out is accounted in quarterly reports published since project inception. Those reports can be referenced as a resource for more information.

Activities and plans were developed by the provincial team as directed by Jakarta technical staff and approved by the Provincial Coordinator (PC). The provincial team developed implementation plans that were tailored to meet local needs and the provincial context. This approach was true for both direct project service provision to partner schools and for support to the transition strategy, through which the program supported the replication of DBE 2 best practice to non-DBE beneficiaries throughout the province and to other parts of the country beyond South Sulawesi. Behind the project implementation strategy lay a subsidiary goal: to develop the capacity of a cohort of project staff capable of implementing all programmatic activity and providing ongoing support to promote the sustainability of project impact once direct funding and support from the United States Agency for International Development (USAID) ended.

Summary of Activities and Participants

DBE 2 implemented numerous professional development activities that encompassed a range of areas. The table below provides an overview of the various categories of activity and a breakdown of the participants from primary schools and kindergartens who attended various types of training.

Other types of professional development also took place. Training for university lecturers through ALFHE was also part of the project. Preparation and ongoing staff development were critical to successful project implementation, and the project conducted a range of activities aimed at building the capacity of provincial and cluster-based field staff for the various roles they would be required to play throughout project implementation. The table below does not encompass ALFHE training, which is described elsewhere in this report; instead, it focuses on training for teachers, principals, school supervisors, and other educators.

The following table provides a summary of the training programs‘ and Cluster Resource Centers‘ (CRCs) development efforts along with the number of participants, as implemented in the province.

Summary of Activities and Participants in Attendance

No.	Activity	Cohort	Principal		Teacher		Supervisor		Others		Total
			M	F	M	F	M	F	M	F	
1	Accredited Training Packages	1	59	59	393	1,189	36	15	11	6	1,768
		2	45	50	290	923	27	20	20	2	1,377
2	Classroom Reading Program	1	42	39	33	270	10	5	2	0	401
		2	28	36	22	242	8	9	0	0	345
3	CRC Training	1	7	4	14	18	10	4	7	2	66
		2	35	42	126	371	20	16	12	2	624
4	ICT Training	1	20	26	191	668	8	0	3	1	917
		2	15	11	106	398	4	0	3	0	537
5	Distance Education	1	2	4	8	37	1	0	5	9	66
6	TK Training	1	0	12	4	29	0	0	0	0	45
		2	0	8	6	23	0	0	0	0	37

Summary of Transition Activities

Toward the latter part of the second year of project implementation, the district government education offices of several partner districts asked if the project could help them replicate DBE 2 activities for schools not receiving direct project support. This initial request would eventually lead to a groundswell of interest from a range of parties that wanted to replicate DBE 2 best practices. This theme was observed by

the mid-term evaluation.

The provincial office strategy to promote sustainability prioritized working with partners that demonstrated commitment, provided appropriate levels of support, and showed willingness to adhere to standards of implementation established by the project. The transition strategy in South Sulawesi was adapted from the national transition strategy so it could promote the widest possible impact of replication to the greatest number of beneficiaries across as wide a geographic reach as possible. The strategy was designed to be responsive to opportunity as it arose, address local stakeholder needs, and suit the provincial context. The project took every effort to prioritize partnering with local stakeholders that demonstrated high levels of interest and commitment to support replication of project best practices.

Transition in South Sulawesi affected kindergartens and primary schools as well as universities that replicated ALFHE implementation. The project partnered with district governments, universities, and university consortia, local and international NGOs, teacher unions, and teacher associations. In terms of geographic reach, transition activities supported by the provincial office reached across eastern Indonesia and included the provinces of Central Sulawesi, Maluku, and West Papua.

One noticeable trend that became evident in South Sulawesi was the grassroots nature of transition. Sub-districts, school clusters, schools, and even teachers were the driving force behind initial requests for replication support. Whereas other program components focused on district government-directed and district level allocation of funding to support replication of best practices, the DBE 2 experience was driven by grassroots educator demand and bottom-up funding, which were heavily sourced from Dana Bantuan Operasional Sekolah (BOS or School Operational Support block grant) provided by the schools.

The following table details transition initiatives in South Sulawesi:

Cumulative Transition Activities – South Sulawesi

Transition Activities	No. of Activities	Estimated IDR Amount of Funding Contributed by Implementing Agency	Estimated IDR Amount of Funding Contributed by DBE 2	Estimated No. of Beneficiaries								
				District		Sub-district		School		Principal	Teacher	Student
				DBE 2	Non DBE 2	DBE 2	Non DBE 2	DBE 2	Non DBE 2			
DBE 2 Training Packages (KKG, STW, KKKS, etc)	100	1,362,390,900 (USD $151,376)	75,555,000 (USD $8,395)	21	2	27	84	66	1,583	1,685	7,852	273,630
Tailored Training Packages	72	457,888,999 (USD $50,876)	70,810,000 (USD $7,867)	6	0	5	12	5	64	332	2,608	91,828
ICT Training - DALI	6	16,769,000 (USD $1,863)	3,510,000 (USD $390)	4	0	5	7	22	44	1	170	3,220
ICT Training - Intel Teach	8	77,685,000 (USD $8,632)	3,800,000 (USD $422)	5	1	6	7	2	69	9	186	5,535
Kindergarten IAI Programming	31	172,130,000 (USD $19,126)	21,285,000 (USD $2,365)	10	2	15	31	2	411	428	1,228	25,870
CRC Development	0	0	0	0	0	0	0	0	0	0	0	0
Reading	1	10,000,000 (USD $1,111)	1,620,000 (USD $180)	1	0	0	1	0	53	6	81	2,835
School Report Card	0	0	0							0	0	0
DBE 2 Training Packages (KKG, STW, KKKS, etc)	100	1,362,390,900 (USD $151,376)	75,555,000 (USD $8,395)	21	2	27	84	66	1,583	1,685	7,852	273,630
Tailored Training Packages	**72**	**457,888,999 (USD $50,876)**	**70,810,000 (USD $7,867)**	**6**	**0**	**5**	**12**	**5**	**64**	**332**	**2,608**	**91,828**

Note: DBE and non-DBE district Ministry of National Education (MONE) and Ministry of Religious Affairs (MORA) offices, DBE and non-DBE Sub-district MONE offices, Iuran Teachers' Working Group (KKG), Iuran Guru Kindergarten (TK), Ikatan Guru Taman Kanak-Kanak/Kindergarten Teachers' Association (IGTKI), and Teacher Association of the Republic of Indonesia (PGRI).

A total of 218 transition activities were conducted based on requests from stakeholders in all 9 DBE 2 and 3 non-DBE 2 districts. The data show that there was a tendency for replication of DBE 2 partnered districts to spread out within the non-DBE 2 sub-districts. A total of 81 non-DBE 2 sub-districts replicated DBE 2 best practices, as did all 18 DBE 2 sub-districts.

The most commonly requested activities replicated either some form of the DBE 2 accredited training packages (in many cases these involved a ―tailored" version of packages based on content and approaches from DBE 2 accredited training packages but modified either in content or approach to meet local needs) and the Kindergarten Interactive Audio Instruction (IAI) program.

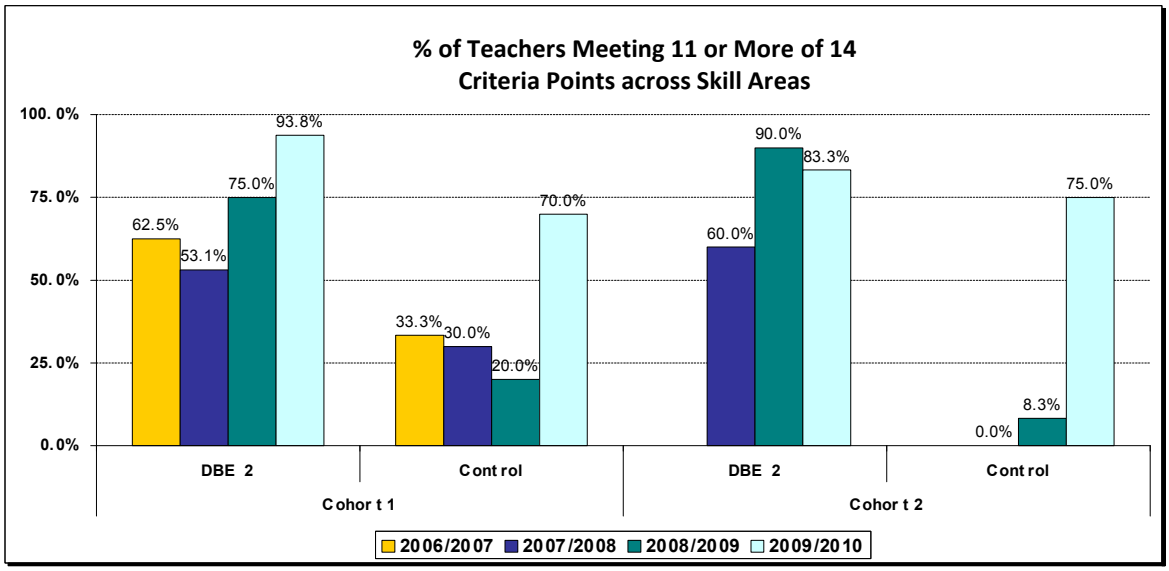
The number of beneficiaries that were reached is considerable and indicates a strong return on investment: 1,849 non-DBE 2 schools participated in transition activities as well as 89 DBE 2 schools. There were 2,291 principals and 11,579 teachers who benefitted from the various transition training activities that were recorded by provincial staff and entered into the national transition data set.

Accomplishments: Monitoring and Evaluation (M&E) Results and Impact

Evaluations based on the DBE 2 M&E survey and student assessment data showed gains in several key areas. Since the M&E efforts were extensive and have been reported in detail elsewhere, this report will highlight only a few interesting results that stand out and are relevant to project experience in the province. Since the project's focus was on improving teaching and learning processes, a close look at teachers‘ performance is perhaps the most interesting place to start.

DBE 2 assessed performance based on four criteria: classroom management, teaching and learning, lesson planning, and assessment. The chart below provides a summary of the four areas (across all skill areas) in which teachers were evaluated. The information provided compares Cohort 1 teachers with the control group over a four-year period and Cohort 2 teachers to the control group over a three-year period. The chart shows a visible difference between the performance of DBE 2 teachers and control school teachers. Both Cohort 1 and 2 DBE teachers scored higher than their control school counterparts in each year data was collected. One noticeable trend is the marked increase in control school teachers‘ performance in the final year of data collection. Anecdotal evidence suggests that this sudden jump in both control school groups was a result of these schools participating in the replication of DBE 2 training. Having participated in data collection, control schools were obviously aware about the program and were among those most curious about project interventions. Field staff reported that teachers from these schools were extremely interested in replication; this may explain the sudden and extreme jump in teacher performance in the final year.

Teachers' Performance across All Skill Areas

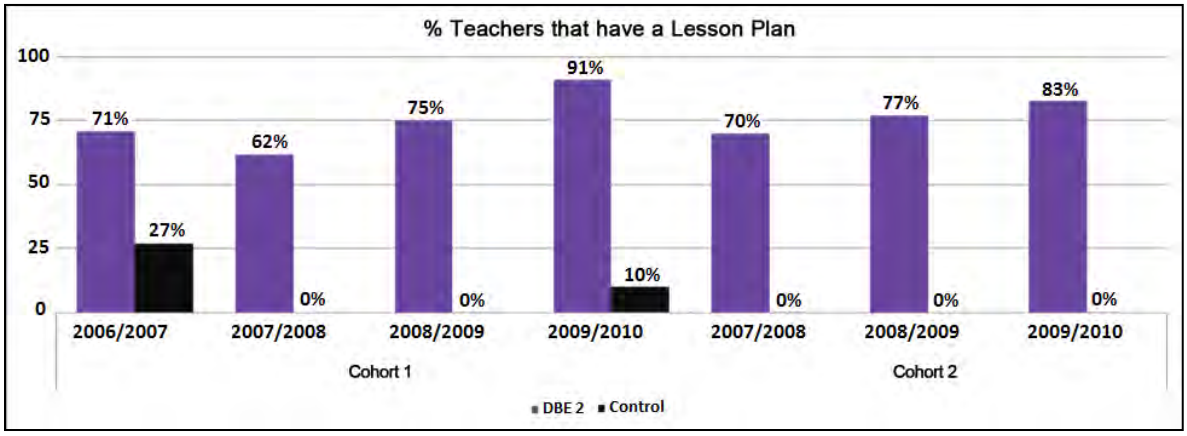


Note: The criteria points can be found in the collection of DBE 2 annual monitoring and evaluation reports, most recently in Tables 5 and 6 of Impact, Results and Progress: DBE 2 Monitoring and Evaluation Report FY 2010 (pp. 19-20). These tables detail Cohort 1 and 2 teachers meeting or exceeding criteria by item.

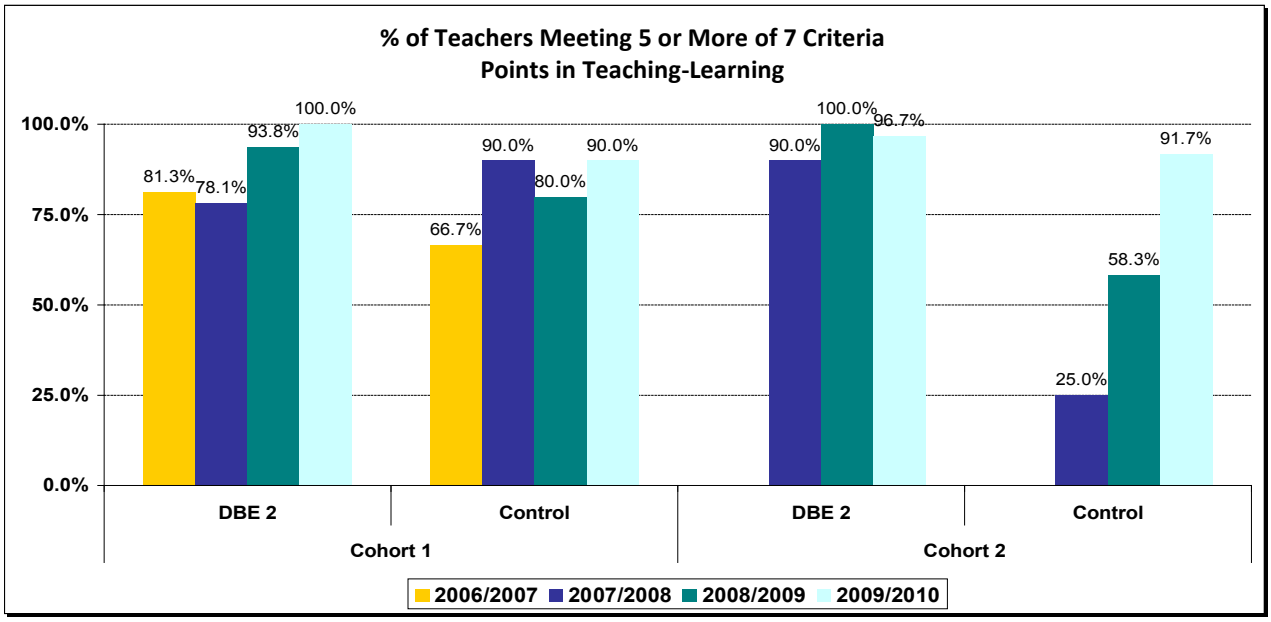
Data on teacher performance becomes even more interesting when one looks at specific elements of performance. One of the most interesting is planning. A phrase often quoted by South Sulawesi field staff when they trained teachers was ―If you fail to plan, you plan to fail," and clearly that message was heard by teachers in project schools from both cohorts. The data in the table below shows that field staff outperformed their control school counterparts by a wide margin in planning. This data was collected by classroom observation, which measured whether teachers had a lesson plan related to the teaching and learning activities taking place in the classroom at the time of observation. Clearly, there is still room for improvement, but compared to their peers, DBE 2 teachers are performing better in this area.

Teachers' Performance in Planning

Data collected through the DBE 2 M&E process indicated that teachers from DBE 2 schools were more apt to demonstrate good teaching and learning practices than those from control schools. This data was assessed through classroom observation. Criteria used to measure good teaching and learning practices included whether the teacher used interactive methods in the classroom, talked or lectured no more than half the class period, questioned students at least 1-2 times during the lesson to check for understanding, and initiate discussion at least 1-2 times per lesson. One interesting observation was the sharp gain among Cohort 2 control schools from year to year. This improvement is extraordinary; it cannot be explained with certainty though it may be due, at least in part, to the impact of transition.



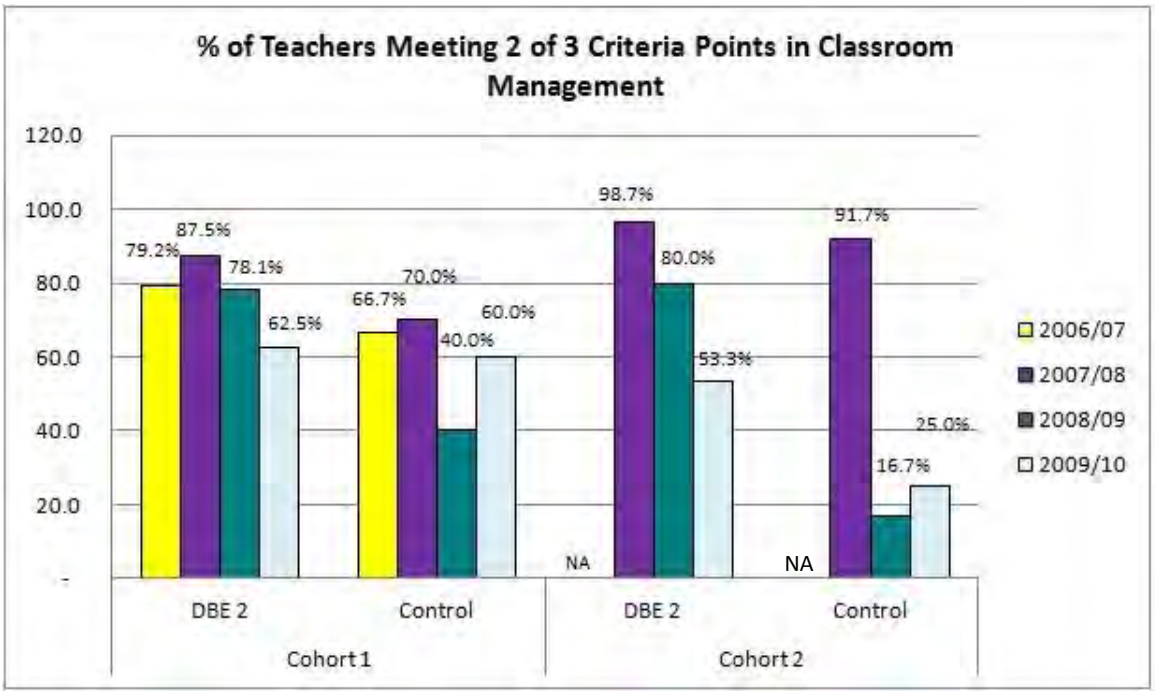
Teachers Meeting Criteria in Teaching-Learning



Note: The criteria points can be found in the collection of DBE 2 annual monitoring and evaluation reports, most recently in Tables 5 and 6 of Impact, Results and Progress: DBE 2 Monitoring and Evaluation Report FY 2010 (pp. 19-20). These tables detail Cohort 1 and 2 teachers meeting or exceeding criteria by item.

Classroom management is another area where teachers from DBE 2 schools outperformed their counterparts from control schools. The chart below shows that this was a consistent trend for both Cohort 1 and 2 schools. Interestingly, there was a slight decline in DBE 2 schools over time from the 2007–2008 to 2009–2010 school years, which is worth exploring in a future study. Some suggest that this is the effect of teacher transfer, which was used in some districts as a way to disseminate good practice by moving teachers who had been trained by the project from DBE 2 schools to other non-DBE 2 schools so they might help teachers who had not benefited by direct training. This is, however, only anecdotal.

Teachers Meeting Criteria in Classroom Management



Note: The criteria points can be found in the collection of DBE 2 annual monitoring and evaluation reports, most recently in Tables 5 and 6 of Impact, Results and Progress: DBE 2 Monitoring and Evaluation Report FY 2010 (pp. 19-20). These tables detail Cohort 1 and 2 teachers meeting or exceeding criteria by item.

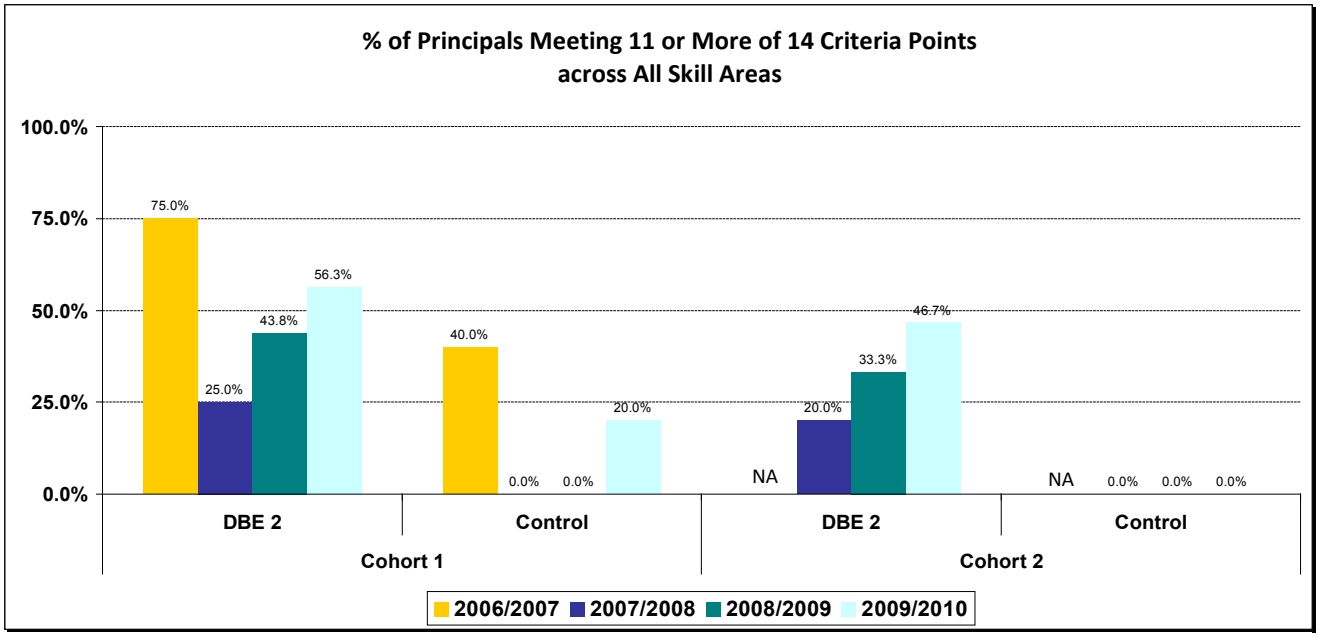
Principal performance also presents an interesting picture, both of gains over time and in terms of how principals in DBE schools performed in comparison to their peers from non-project schools. The chart below provides a summary of the criteria over the life of the project. DBE 2 South Sulawesi principals in both cohorts outperformed their counterparts in control schools. Steady gains were recorded from the 2007–2008 through the 2009–2010 school years.

"Interactive methods make children eager to learn."

—The use of media like ICT also helps them to better understand the subject matter. Before our school joined DBE 2, students were passive. Now I understand teaching and learning models, how to use student groups, discussion, demonstration, various media, and the school environment to add variety to teaching and learning activities in the class."

Fitriana A. Ma, Teacher, SDN 431 Walenna, Belopa, Luwu

Principals Meeting Performance Criteria across All Skill Areas



Note: The criteria points can be found in the collection of DBE 2 annual monitoring and evaluation reports, most recently in Tables 7 and 8 of Impact, Results and Progress: DBE 2 Monitoring and Evaluation Report FY 2010 (pp.26-27). These tables detail Cohort 1 and 2 principals meeting or exceeding criteria by item.

One of the more interesting principal performance findings was in the category of *instructional support*. Instructional leadership was an important role for principals as it could either help or hinder efforts to help teachers implement new teaching methodology. This role was heavily reinforced in the later part of program implementation, when peer mentoring instruction was emphasized not only for school principals but also for school supervisors and subject area specialist teachers. It is interesting to see that while principals from DBE 2 schools generally outperformed their peers from control schools, there was some gain in control school principals, particularly toward the later years of the project. Field staff provided anecdotal evidence that suggests this is largely due to widespread replication of DBE 2 peer mentoring techniques. In some cases, district education offices directed school principals and school supervisors in entire districts to employ these methods as a matter of routine practice.

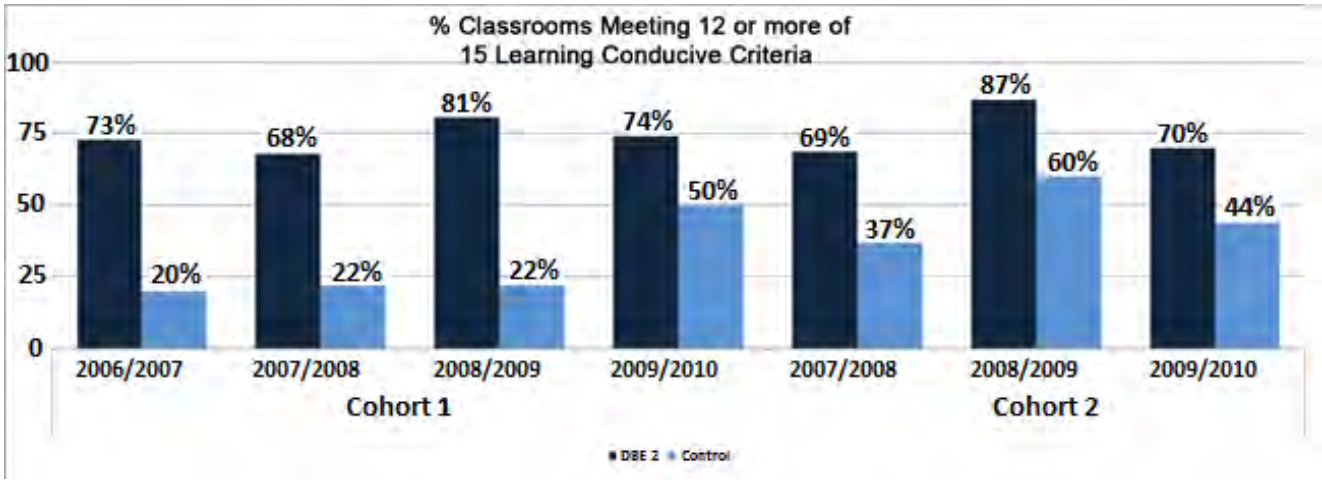
The results of the assessment on school environment showed gains in DBE schools. The school environment was assessed using 15 variables to determine various ways that the school and classroom were or were not conducive to better teaching and learning. DBE 2 schools outperformed control schools in this set of indicators. However, as with other areas, control schools showed some gains during later years. This trend was again frequently observed by field staff as an impact of successful replication among many control schools, which were more likely to be interested in the project because they had been surveyed to collect project data and were aware of DBE 2 activities before many other schools excluded from the survey.

Percentage of Classes Meeting 12 or more of 15 Learning-conducive Criteria

The 15 criteria used to measure whether a class was learning-conducive are the following:

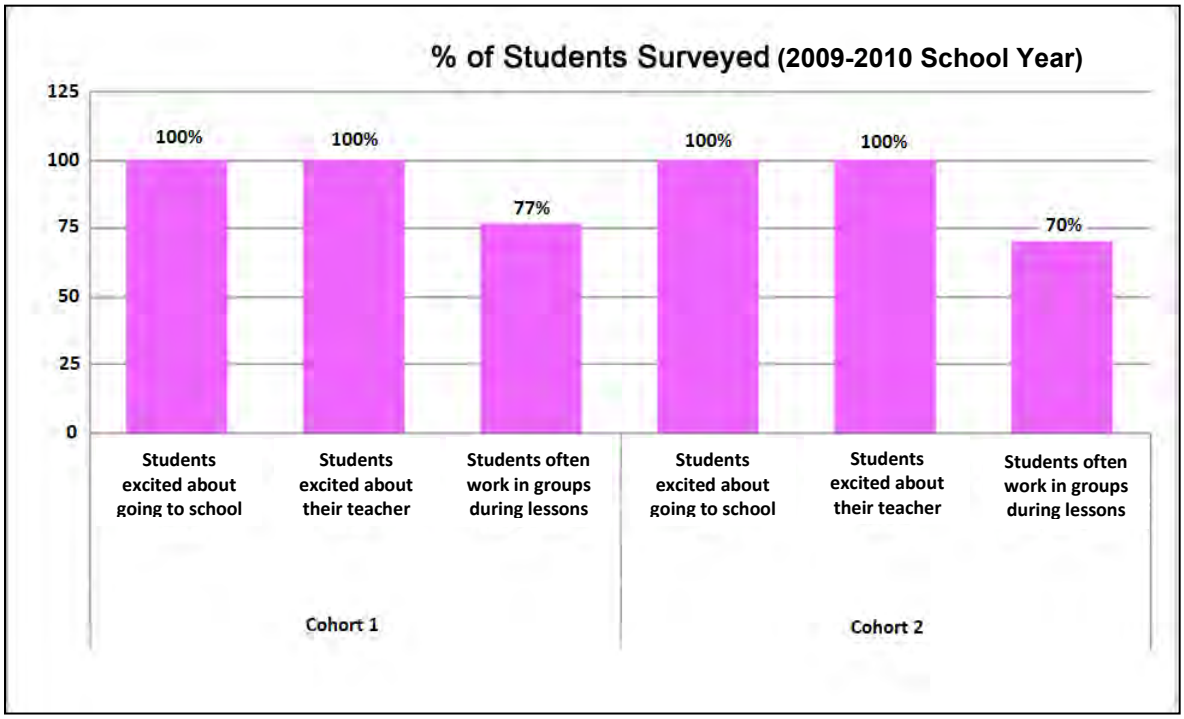
1. Learning aids are displayed.
2. Learning aids are in good or new condition.
3. Learning aids are appropriate to the grade level.
4. Student work is displayed.
5. Every student has a seat and writing surface.
6. Classroom is adequately lit and ventilated.
7. Classroom is neat and tidy.
8. All students can see what is written on the blackboard.
9. All students can comfortably see displayed learning aids.
10. All students can hear the teacher.
11. Teachers or students have made learning materials.
12. Learning materials have been made within last two months.
13. Teacher is able to provide examples of materials.
14. Teacher is able to provide examples of use.
15. Learning materials have been used within last two months.

In addition to physical surveys of schools and direct observations of teacher performance in the classroom, the project surveyed teachers, stakeholders, parents, and even students to measure their perceptions about DBE 2 activities, and determine whether they were satisfied with the services provided.



Students were surveyed and asked whether they like going to school and were happy with their teacher, and what kinds of activities were taking place in the classroom (such as discussion, learning games, building objects, role playing, etc.). Student perceptions about their experience in school are described in the table below. Students in DBE 2 schools from both cohorts reported that they were excited to come to school and were happy with their teachers. The majority of students also reported that they often worked in groups during the teaching and learning processes.

Student Survey Results

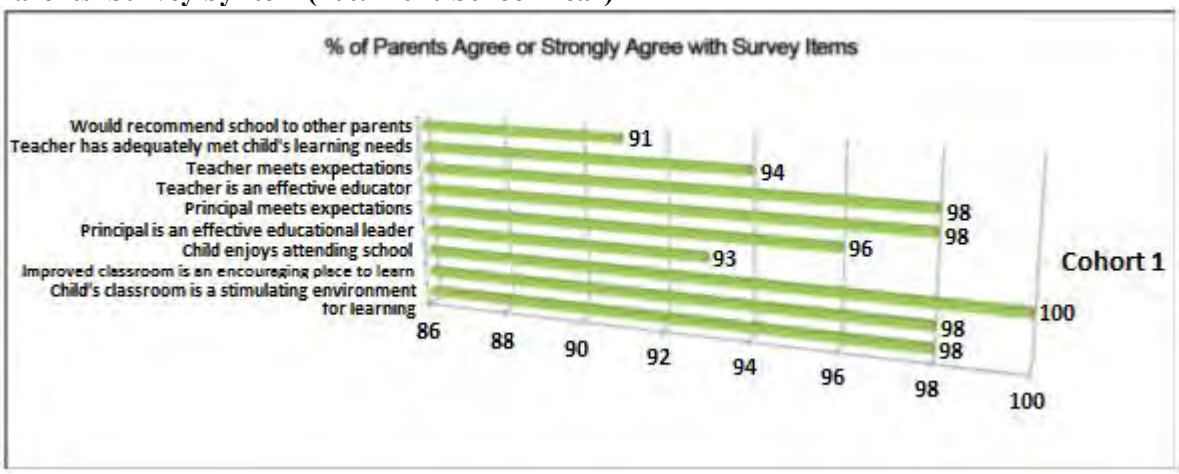


Parents were also surveyed to find out their perceptions about what was taking place in their child's school. They were asked to respond to nine survey items, which included:

1. Is your child's classroom a stimulating environment for learning?
2. Has the classroom improved and does it encourage learning?
3. Does your child enjoy attending school?
4. Is the principal an effective educational leader?
5. Does the principal meet your expectations?
6. Is your child's teacher an effective educator?
7. Does your child's teacher meet your expectations?
8. Has your child's teacher adequately met your child's learning needs?
9. Would you recommend your child's school to other parents?

Parents' responses to these questions were overwhelmingly positive and are indicated in the following table.

Parents' Survey by Item (2009-2010 School Year)

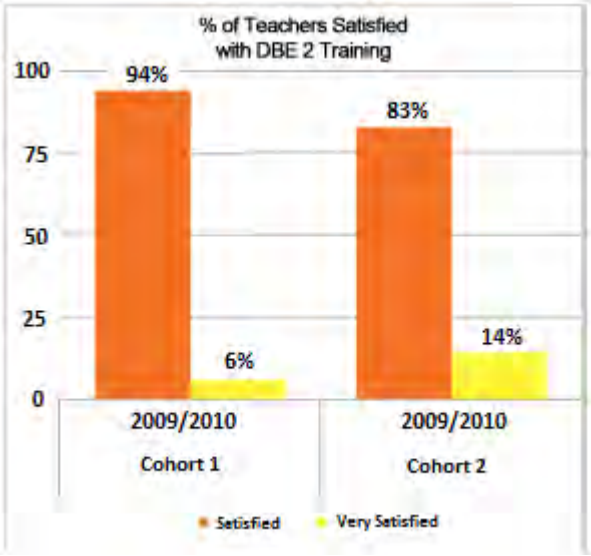


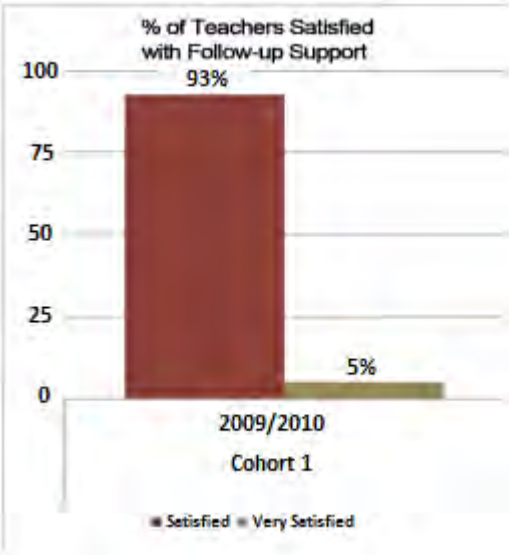
According to educators surveyed, training provided by DBE 2 differed from many other types of training provided to them. The project training had several characteristics that made it distinct from similar in-service training activities by other institutions, such as the use of the active learning methodology, more thorough approach, emphasis on providing practical approaches that can be immediately applied in school, and provision of peer mentoring in the classroom in follow-up training activities.

During the 2009–2010 school year, as many as 94% of participants from Cohort 1 said they were satisfied and 6% of participants reported they were very satisfied with the DBE 2 training. Among Cohort 2 schools, as many as 83% of teachers said they were satisfied and 14% reported they were very satisfied with the training.

Post-training follow-up through peer mentoring is one hallmark of the program. Each teacher partners with a DBE 2 facilitator, who observes the teacher in class; then, the two reflect on the lesson together and consider ways to improve on teaching and learning processes directly following the lesson. The teacher satisfaction survey found similar levels of satisfaction with follow-up. As many as 93% of teachers said that they were satisfied and 5% said they were very satisfied with the follow-up provided by DBE 2.

Teacher Satisfaction with DBE 2 Training (2010)



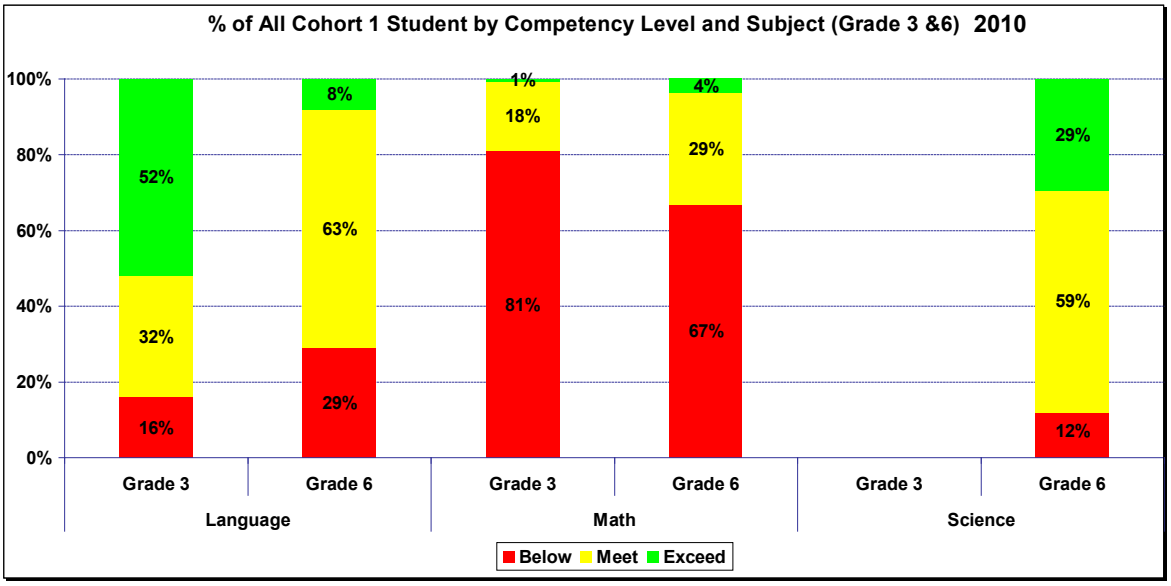


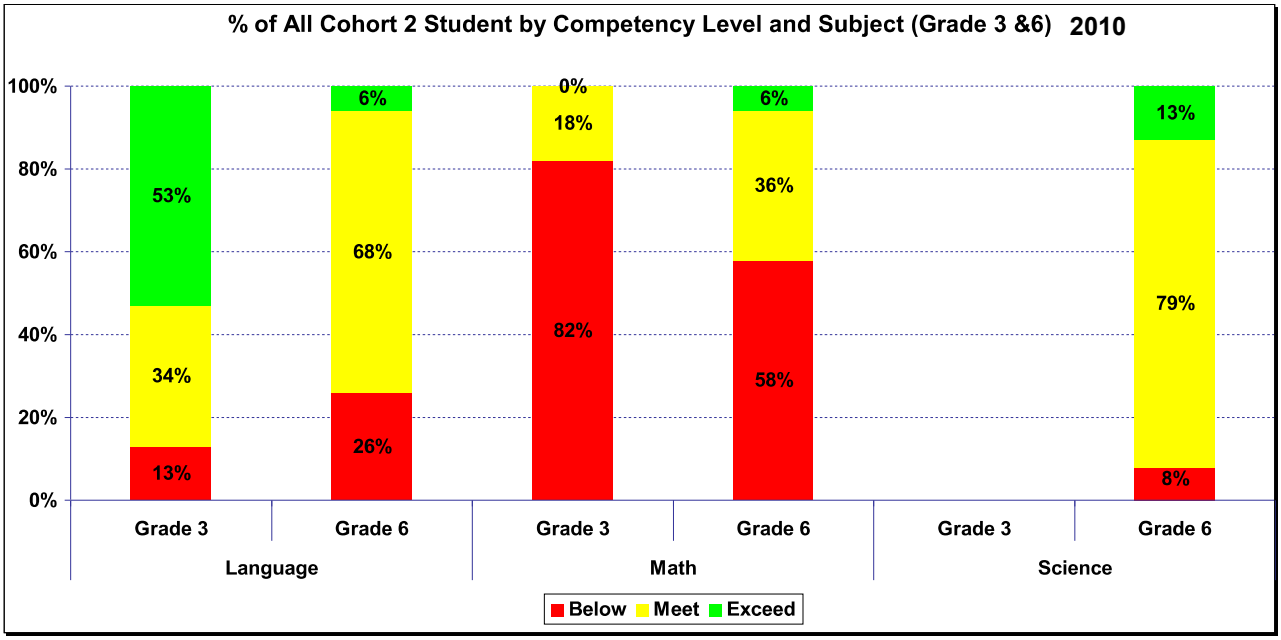
Measures of teacher performance, principal performance, and changes to the classroom environment are good tools to assess areas important to education. However, these indicators only reveal inputs to the education system and not outputs. The ultimate aim of having better performing teachers and principals and more learning-conducive school environments is to promote better student learning. The most important outcome for assessing teaching and learning is student achievement.

To better understand whether the program has made an impact on student learning, DBE 2 conducted assessments of student achievement in math, science, and bahasa Indonesia longitudinally over the life of the project. The program used authentic testing instruments in *Language and Math* for Class 3 and Language, Science, and Math for Class 6. It measured student achievement not only in project schools, but also in control schools across the country, that were selected to match DBE 2 schools‘ characteristics so that a comparison could be made without intervening variables affecting any measured differences. Students were ranked as Not Competent (KK), Competent (K), and Very Competent (SK).

The findings from these student assessments are described in great detail in the project‘s Annual M&E Reports, which include comparisons of DBE 2 and control schools in grades 3 and 6 for each subject area over time. These findings are too numerous to provide here in their entirety, but can be referenced in the complete Annual M&E Report. Several findings indicative of project results in South Sulawesi are described below.

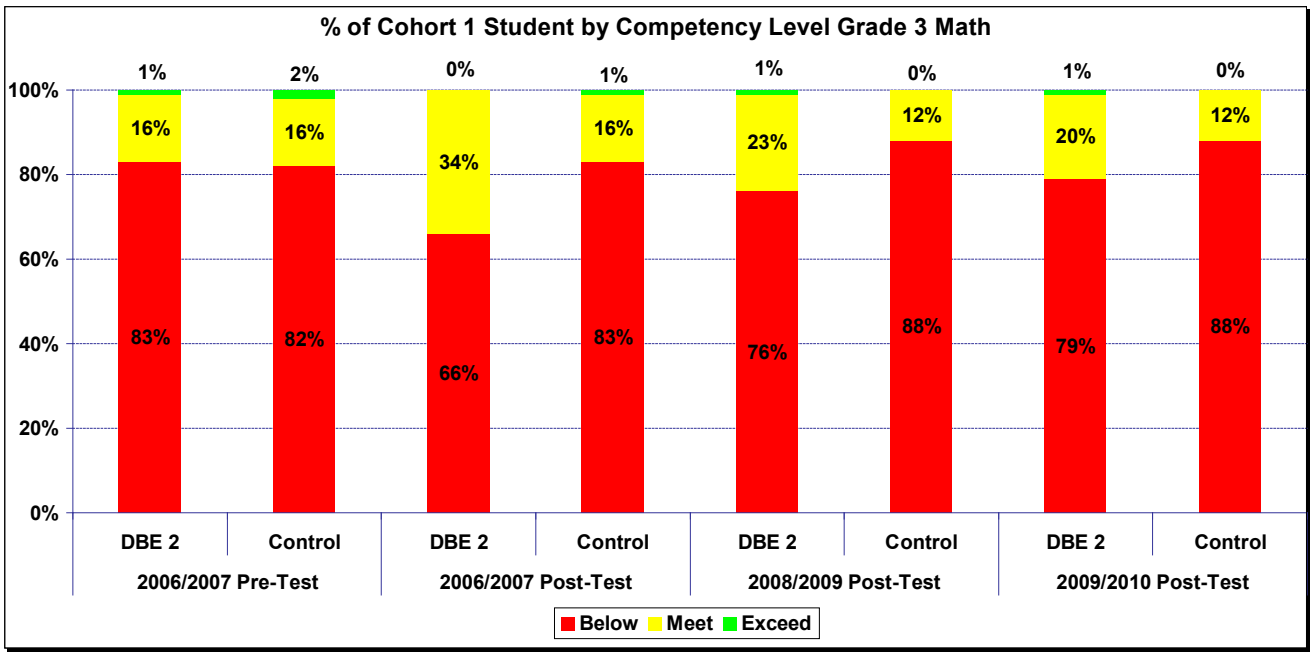
Based on the results of the assessment, the project found that students performed very well in both DBE schools and control schools in Language in Classes 3 and 6, and in Science in Class 6. This was found in both cohorts. The findings were very different in Math achievement, which was very low for students in DBE and control schools on the pre-test. Generally speaking, the pre-test found that DBE schools were slightly behind control schools in student achievement. One can expect that gap to widen over time in the absence of other intervening variables; the trend is for higher achieving students to increase their performance more rapidly than lower performing students, thus widening the gap between their achievement and that of lower-achieving students in the same grade over time.



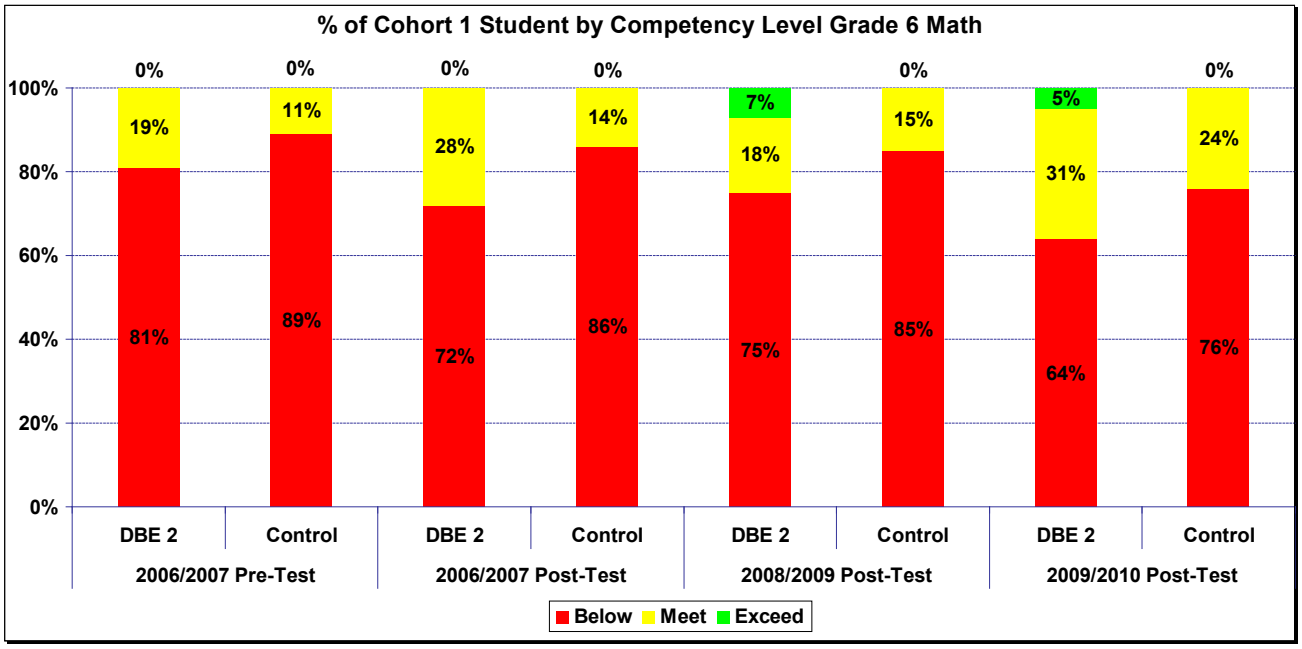


Grade 3 students slightly outperformed their counterparts in control schools each year following the pre-test, although achievement in Math remained poor overall in both DBE and control schools.

Cohort 1 Student Achievement in Grade 3 Math

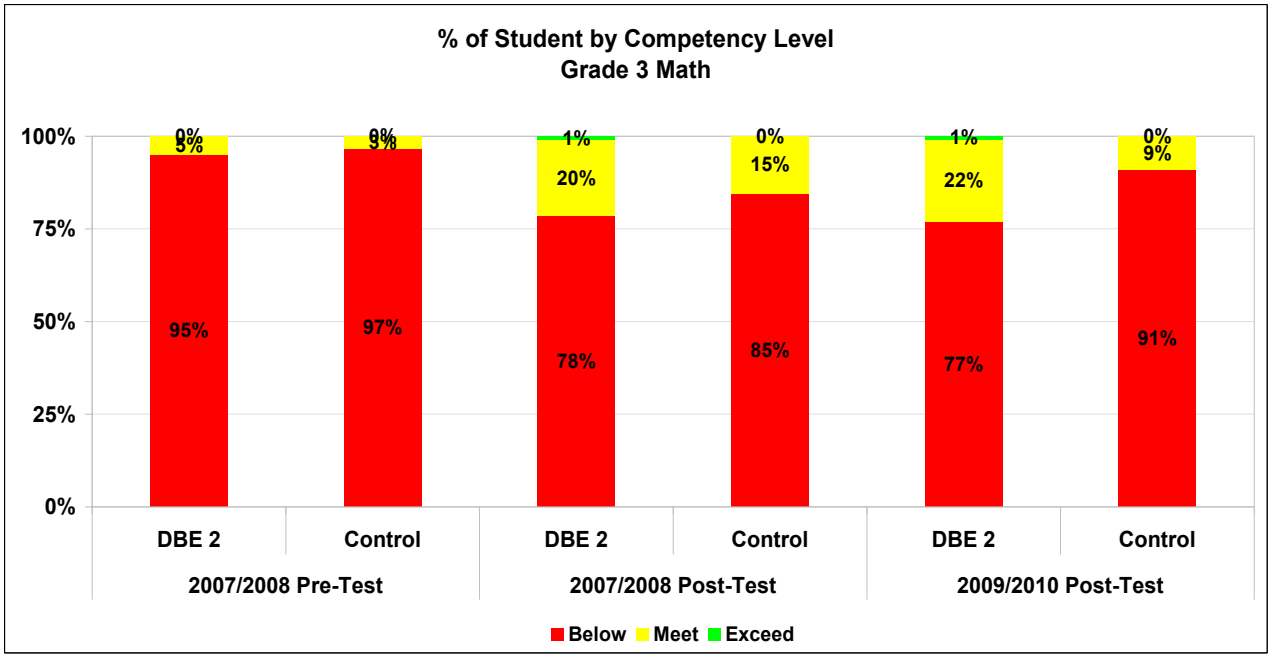


Cohort 1 Student Achievement in Grade 6 Math

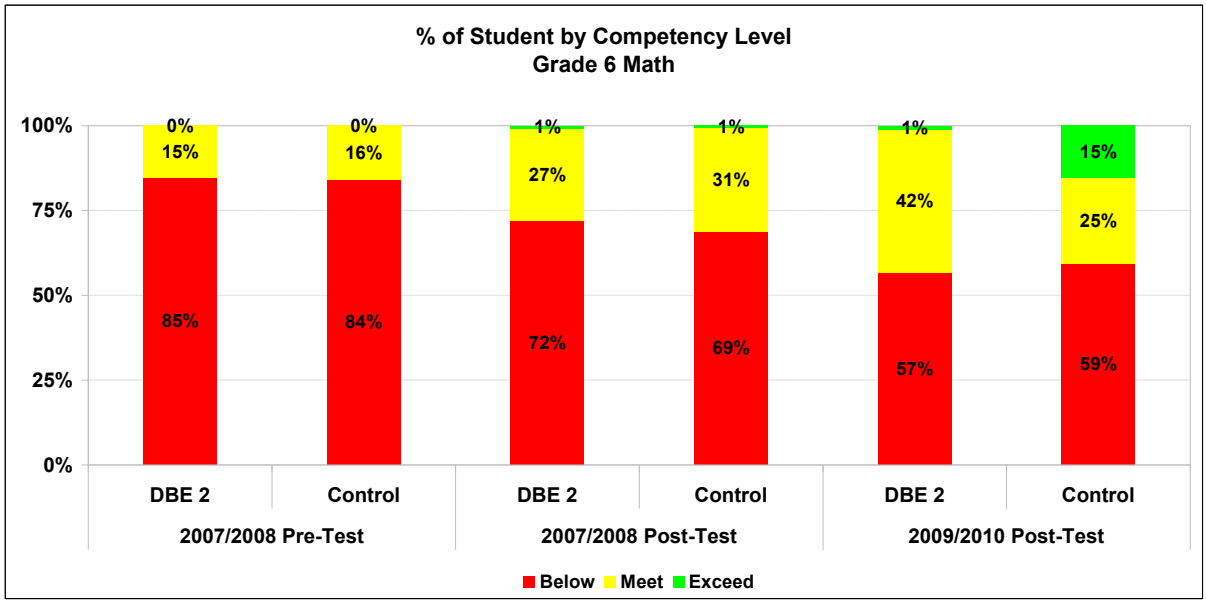


Students in Cohort 2 grades 3 and 6 also showed some gains from year to year, although these were not as pronounced as those observed among Cohort 1 students. Grade 3 students outperformed their counterparts in control schools in the post-tests during 2007–2008 and 2009–2010; however, achievement in math competency remained poor overall in both DBE and control schools. Interestingly, there was an apparent sharp gain among control schools over time. This improvement was extraordinary and occurred in both math and language, as shown in several of the graphs below. This trend cannot be explained with certainty by student assessments alone; however, anecdotal evidence suggests that control schools were perhaps the first to replicate DBE 2 training. This trend was noted particularly when a relevant training package, such as language or math, was implemented by DBE 2 schools in the same province.

Cohort 2 Student Achievement in Grade 3 Math

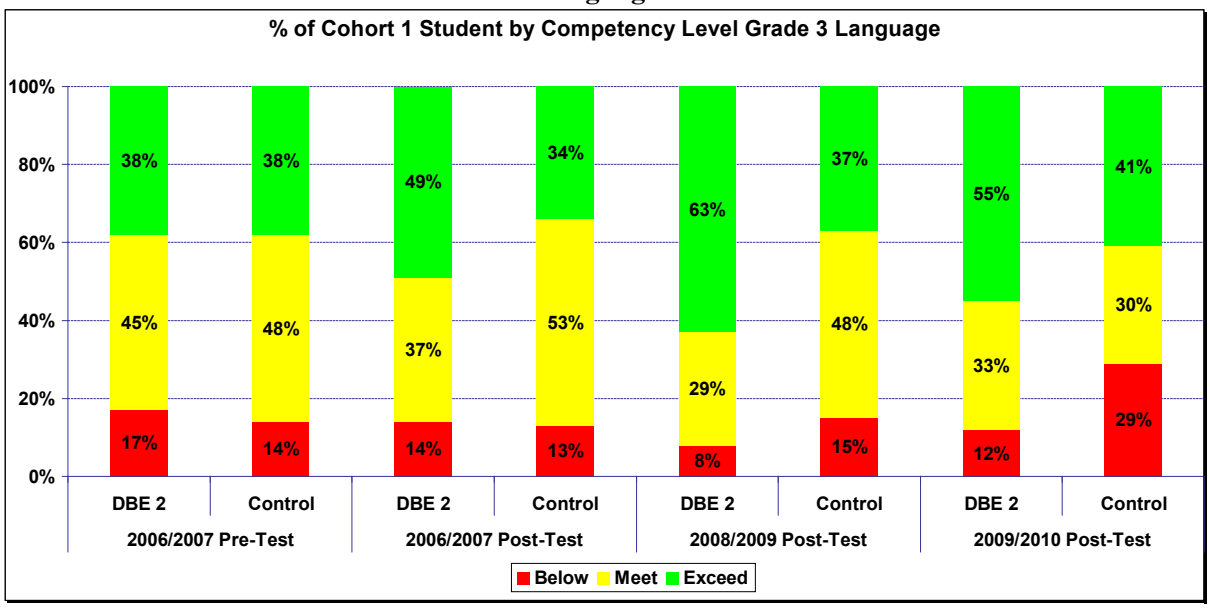


Cohort 2 Student Achievement in Grade 6 Math

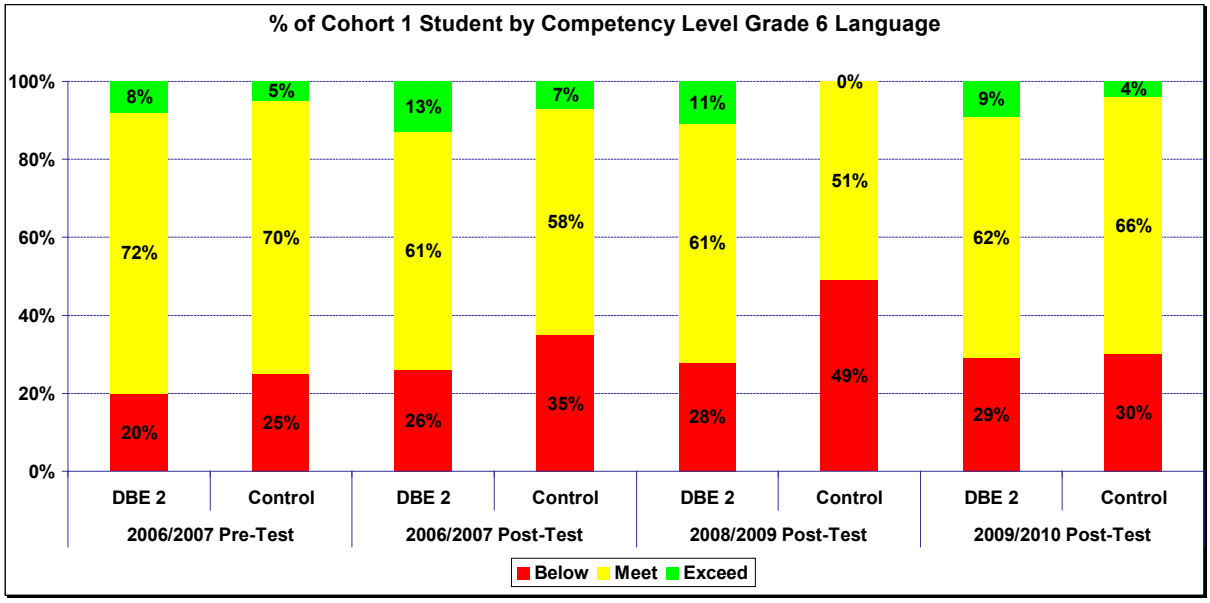


Student achievement in language was higher overall in both DBE and control schools compared to math achievement scores, which were below competent for a larger portion of students. Students from DBE schools showed some gains. However, there appeared to be a slight decline during the 2009–2010 school year among students from DBE schools, and a much larger decline among students from control schools in the same year.

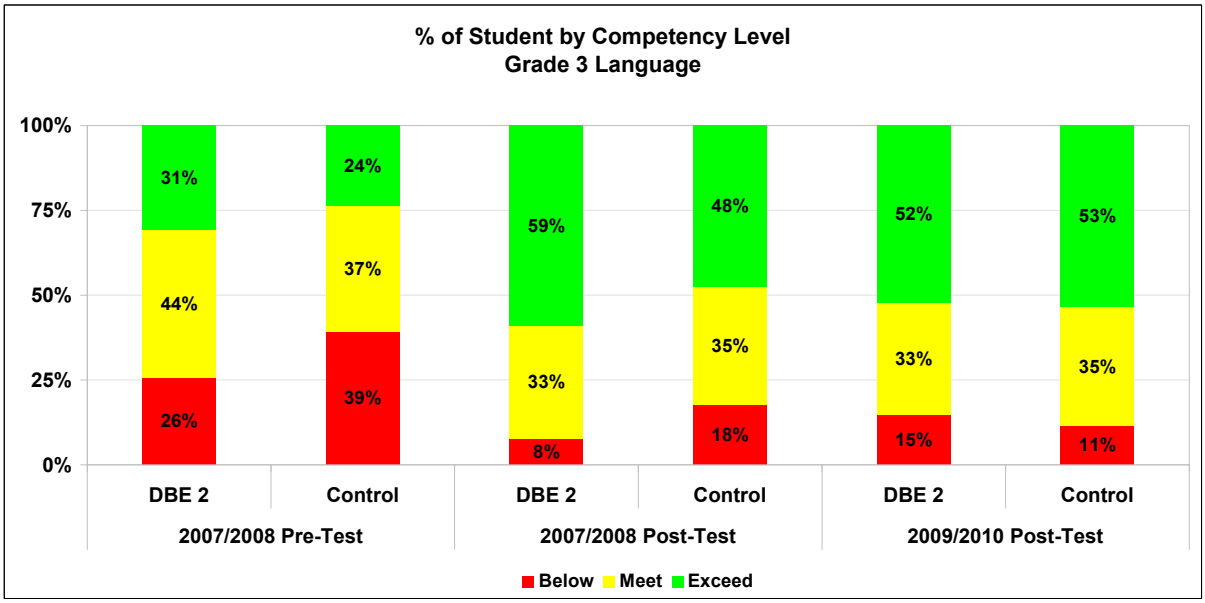
Cohort 1 Student Achievement in Grade 3 Language



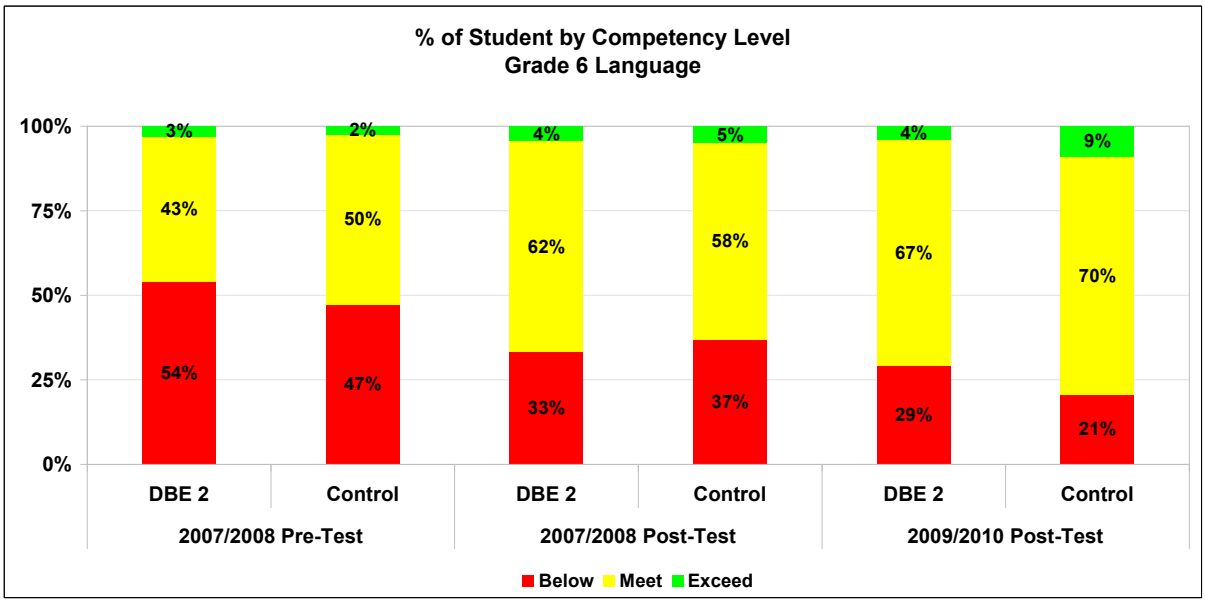
Cohort 1 Student Achievement in Grade 6 Language



Cohort 2 Student Achievement in Grade 3 Language



Cohort 2 Student Achievement in Grade 6 Language



Program Implementation, Problems, and Solutions

Over the course of the project, numerous and various challenges emerged. Many of these challenges and their solutions may be informative to future projects. Problems and solutions that were implemented by DBE 2 are described below by topic.

Geography and logistics in South Sulawesi. Travel between the provincial capital and many of the partner districts where the project was implemented was challenging. Districts such as Luwu, Enrekang, and Palopo required anywhere from 9 to 11 hours to reach (one way) by car, which was time-consuming. As road conditions worsened over the years, the length of time required to travel to project sites also worsened. Driving for 11 hours from Makassar to some partner districts, where road conditions were poor, was physically exhausting and introduced risk of injury by vehicle accident. The distance and time required to deliver training were obstacles to university lecturer participation. The project responded to this challenge by conducting field visits in series. Rather than visiting one district then returning to Makassar before visiting another, activities were planned in sequence so specialists could proceed from one district to the next without returning to Makassar. This was challenging for staff because they could be away in the field for up to three weeks at a time, often working on weekends to reduce travel back and forth to Makassar.

University partnerships. The partnership with universities proved to be extremely useful and a strategically smart decision. Working closely with universities from the outset allowed DBE 2 to develop and implement professionally credible, accredited in-service teacher training, the like of which had never been achieved before. The DBE 2 university partnerships also added value beyond the delivery of in-service training. The partnership enriched pre-service teacher education at partner universities and opened their eyes to their potential as providers of in-service teacher education. Partnerships proved to be strategically valuable to the institutionalization of all three DBE components‘ best practices, when toward the end of the project, DBE 1 and 3 targeted DBE 2 partner universities as service providers that would promote program sustainability once all three DBE components ended. DBE 2 motivated university partners to participate in their own staff development through the ALFHE training package implementation, which later spread to other higher education institutions throughout the country. DBE 2 university partnerships helped build bridges to higher education institutions in the U.S., and facilitated other activities between universities and various U.S. government agencies (including U.S. consular information programs, and the dissemination of information on USAID fellowships and other programs, as requested).

All of these benefits were observed from the project‘s implementation, but they came at a price. Universities were often unable to meet deadlines and deliver products on target. The partnerships required intensive consultation that was both time-consuming and laborious. The implication was that DBE 2 took longer to roll-out initial training activities in the field than its DBE counterparts. Arguably, DBE 2 could have delivered training more quickly had it done so alone, rather than involving universities in in-service training. The project responded to this challenge by keeping USAID aware of the strategic aim of working with universities and its importance to achieving the project‘s strategic objectives. It also provided intensive consultation and collaboration with each university‘s module development team.

University faculty‘s absence from field training activities was a widespread challenge. Although the involvement of university faculty in training package roll-out improved over time, the provincial team regularly encountered challenges with last-minute absences from field training activities. In response, the DBE 2 provincial team planned and implemented a substitution mechanism wherein additional ‗substitute‘ training package implementation team members were identified from each partner university. These personnel were then prepared to ‗step in‘ if other university lecturers were suddenly unable to facilitate training. This ‗reserve roster‘ prevented scheduling problems and reduced stress on DBE 2 staff.

Distance Education. The DE effort delivered in partnership with UNM was complex and required extra effort. This initiative offered the opportunity to promote sustainable impact on the system of teacher in-service delivery through distance learning. However, the effort encountered several challenges. DBE 2 worked closely in consultation with UNM to identify ways in which CRCs could support university-led distance education initiatives, and solicited additional support from DBE 2 Jakarta staff to develop and promote the sustainability of this initiative.

UNM saw CRCs as valuable service delivery points that could offer UNM (or other partners) considerable advantages such as an established network of functioning facilities, required computers and hardware, a suitable training space, and a trained cohort of personnel experienced in organizing training events and administering facilities. The effort encountered several challenges. The first of these was Internet access; this was difficult to achieve and expensive, particularly in rural areas where many CRCs were located. Although it was difficult for CRCs to individually fund suitable connectivity, UNM together with provincial government support may be able to develop a solution that is cost conscious and effective. UNM personnel believe they may be able to build in CRC Internet access, together with their DE initiatives and JarDiknas, though the exact details of this effort were not completed at the closing of the provincial office.

The second challenge was collaboration with other partner organizations. DBE 2 focused on working with UNM because it responded enthusiastically and demonstrated commitment to follow through. However, there were other organizations such as Education Quality Assurance Council (LPMP), Universitas Terbuka/Open University (UT), and university partner Universitas Muhammadiyah Makassar (Unismuh), which could also offer teacher upgrading through distance learning avenues. Unfortunately, the initial approaches by the DBE 2 team were met with enthusiasm but lacked follow-up, so further effort was not invested. Any effort to expand DE opportunities centered from the CRCs must involve other related parties in the future, including LPMP, UT, Unismuh, provincial and district governments, and possibly other organizations involved in similar activities.

The role of provincial government. All three DBE components made every effort to coordinate with the provincial government throughout the course of project implementation. Four agencies were targeted: the provincial education office (Dewan Pendidikan), the provincial board of education, the provincial office of MORA, and the provincial Agency for Regional Development (Bappeda). Of these four agencies, the most actively engaged and responsive to the program were Dewan Pendidikan and Bappeda, while the offices of education and religious affairs were less so. Unfortunately, neither Bappeda nor the Dewan Pendidikan had the technical capacity to engage directly in education project activity. Coordination with the provincial government education office was possibly made more difficult due to staffing changes. It may have been outside these agencies‘ experience because DBE did not provide a budget for the provincial education office to manage (as other education projects had in the past). The project thus targeted district education offices in partner districts as the institutions most capable of providing continued service delivery through replication of training based on project interventions. The provincial team also intensified efforts to engage in multi-donor and multi-agency coordination meetings, aimed at promoting the sharing of good practices and information in the education sector. At the same time, the project continued to meet with the head and staff of the provincial education office and submit reports of DBE 2 activities on a regular basis.

Recruitment of staff. Human resources in South Sulawesi were not always as qualified or experienced as in the provinces of Java, where numerous programs resulted in a larger pool of experienced professionals who could support projects like DBE 2. The South Sulawesi provincial office expertise was largely limited to university lecturers; negotiating for their release from campus duties was a delicate and often challenging task. Finding and contracting technically competent and experienced provincial staff who were not civil servants was nearly impossible.

Cluster Resource Centers. CRC program implementation met with several challenges, which include the following:

- Site selection was not always ideal. CRCs were positioned using criteria and in consultation with local stakeholders from the district education office and other relevant agencies. Despite this approach, the location was not always optimal. This was partly due to the fact that school cluster selection was not always 100% aligned with the district school cluster system. School clusters were selected and additional schools were added to accommodate USAID interest in successfully reaching the targeted number of schools and having representative participation from madrasahs. To achieve these two aims, clusters were selected and additional schools were added from neighboring school clusters to increase the number of schools and representation of madrasahs. The result was a DBE cluster that was based on the education office‘s school cluster organizational scheme, but which sometimes did not match it precisely. The project overcame this obstacle by working closely with sub-district education offices to promote CRCs as a sub-district-wide resource. MTTs also worked with CRC managers to promote the CRC to schools outside the immediate school cluster.
- CRC managers were not always motivated to work in a dedicated fashion. The project did not provide a financial incentive to CRC managers and local education offices did not recognize their role officially at the start of the project. This resulted in managers becoming demotivated over time because many felt they were performing extra duties without extra recognition or pay. The project responded by providing additional training to CRC managers, which was valuable for their CVs and contributed toward teacher certification.
- Low ICT penetration and poor infrastructure created problems for the inclusion of computers and establishment of Internet connectivity. Many schools lacked access to electricity at the time the project began. This situation improved over time but the infrastructure required to provide Internet access was extremely poor in the districts outside of Makassar. These factors, coupled with poor ICT penetration, created an environment that was weak in both physical infrastructure and human capacity to make ICT interventions work effectively from the outset. The project responded by providing intensive consultation and additional training to CRC managers and MTT field staff, who were more directly responsible for CRC operations than initially envisioned in the project design.
- CRC sustainability required considerable thought, planning, and follow-up. Many CRCs relied on only a collection of money from schools (usually taken from school operational assistance funds or Dana BOS) for operational funding, which was usually collected quarterly in the amount of roughly Rp.100,000 from each school. This was a positive development that provided each cluster school with a sense of ownership of the CRC. It also indicated that schools using the CRC had worked to identify sustainable funding sources. A challenge that remained was the significant shortcoming in local government stakeholder awareness and understanding of the CRC facilities and program. This must be improved if sustainable funding sources are to be identified, CRCs are to obtain status as a legal entity (which has implications for the establishment of strong fund management structures), and CRCs are to be supported as a sustainable resource in the cluster and district.
- Another challenge was in developing adequate management capacity. CRC managers needed increased capacity to manage CRCs, particularly in terms of administration of finances, planning and administration of training activities, communication with stakeholders, and management of facilities, particularly ICT equipment. Many CRC managers needed further capacity-building before they could be considered ‗effective‘ training facilitators, as many lacked core skills and understanding of how to facilitate and manage effective training activities. In an effort to identify solutions, the PC and provincial office specialists designed and delivered additional training for CRC managers, which aimed to address this challenge. The project also explored closer working relationships with both LPMP and UNM so that CRCs could be viewed as valuable assets to these organizations‘ efforts, and through them, receive funding and support.

Incremental extension to the project. The continued uncertainty about project extension was challenging. The contracts of all MTT field staff and Makassar technical staff were extended several times only at the very last minute. Luckily, staff were extremely flexible and focused on their sense of loyalty to the mission, though uncertainty eroded morale. Uncertainty about timelines for project implementation sent confusing messages to stakeholder agencies, which had requested assistance from DBE 2 to support their transition activities. The incremental extension process made the situation difficult because the provincial team could not guarantee support for planned transition activities within any definite timeline. The uncertainty about extension affected DBE 2‘s ability to schedule and implement activities that had long been planned, such as ALFHE program transition to higher education institutions associated with the private university consortia for region IX in Sulawesi (KOPERTIS Wilayah IX), which fell under the auspices of the Director General for Higher Education in MONE. The provincial office responded by intensifying consultation with stakeholders to build personal relationships. It also expended considerable extra effort to simultaneously plan project extension and project closure.

ICT faced several challenges. The ICT program faced several challenges, most of which derived from the fact that ICT is a new world for most participants who had been involved in training packages like the Intel Teach program and DALI training packages, and in DE initiatives. The lack of infrastructure made effective implementation of the ICT program a challenge; electrical power outages and lack of capacity for maintenance and troubleshooting were two common difficulties encountered. This was a chicken and egg scenario wherein it was difficult to determine which one should come first: Without ICT, people would never gain the capacity to work with it, but without people who knew how to use ICT, it would be difficult to maintain and effectively use it, particularly at the primary school level. What is more, if people had never used computers or the Internet there would be low demand for ICT to be made available.

CRCs were a key foundation to all DBE 2 ICT activities. At the start of the project, almost no CRCs had uninterrupted power supply, and none had Internet connectivity or staff capable of installing it. In several CRCs, Internet connectivity could not be established yet, largely due to shortcomings in local infrastructure. Improved coordination with the CRC program was one way the provincial team worked to address these and other challenges. The ICT team intensified coordination with specialists and MTTs involved in CRC management. This included concentrated efforts to improve infrastructure in CRCs and the capacity of CRC managers so they could provide basic maintenance and troubleshooting. A series of instructional videos was produced to meet this goal. The ICT team worked with Jakarta staff to design in-school support activities to improve uptake and increased school use of skills promoted through the ICT training packages. The enthusiasm that educators had for ICT was used to help overcome these challenges.

ALFHE activities. The ALFHE implementation that was supported by the provincial office faced several challenges. The South Sulawesi provincial office supported ALFHE roll-out, which served three groups of beneficiaries: DBE 2 South Sulawesi's two partner universities, members of the consortium for state universities in eastern Indonesia, and members of KOPERTIS Wilayah IX (which provided oversight and coordination to private universities). Through these groups, the program eventually served higher education institutions spread across two-thirds of the country. Some institutions did extremely well, while others struggled.

Those that lagged typically shared several characteristics. In universities, leadership often failed to provide adequate moral and financial support to the campus roll-out; if the facilitator team did not have support to set a timetable or was not provided a budget or mandate from the institutions‘ leadership, the program often fell off schedule. Another challenge arose with the roll-out of training among private universities that were members of KOPERTIS. Facing political pressure from the many members of this regional group, participants were selected from 34 universities to attend the Training of Trainers (TOT); however, the number of representatives from any 1 institution was not enough to successfully roll-out training on each campus, following the DBE 2-led initial training. As a result, many institutions stalled. This occurred despite efforts by project staff to create regional clusters of university lecturers, which could work as a combined team moving from one campus to the next.

Classroom Reading Program activity. The Classroom Reading Program faced several challenges, the first of which was in book distribution. Reaching schools in remote or hard-to-reach areas and ensuring that field staff were present to inspect the shipment and that delivered inventory was complete were no small logistical feats. Careful coordination and active engagement on the part of provincial and field staff overcame much of this challenge. Another challenge arose in planning the second phase of mentoring in 2011, which clashed with school exams scheduled at exactly the same time. Local facilitators selected to conduct the second phase of Classroom Reading Program mentoring were unable to move forward with project activity due to their other duties during that period. In several districts, MTTs were unable to dedicate enough time to Classroom Reading Program mentoring because of the sizeable workload in supporting transition activities. The reading program coordinator intensified communication with MTT field staff to identify ways to make scheduling more efficient, so that available personnel could conduct mentoring as effectively as possible despite these obstacles.

Coordination with other DBE components. Coordination among different components of an activity was challenging. This was most difficult when scheduling activities between DBE 1 and 2, both of which had an intensive calendar of project activity during overlapping periods in the same schools. The provincial office responded by establishing joint provincial task forces to increase coordination on specific programmatic issues, for example, to link each component‘s strategies to promote sustainability and replication of best practices. However, the connection was never perfect and the seams still showed throughout the life of the project. Joint office-sharing arrangements for South Sulawesi were also challenging. Basic services and facilities were wanting: uninterrupted power supply, functional air conditioning, sufficient and durable office furniture, photocopier access, and office cleaning and maintenance services were either inadequate or not of professional standards. These conditions only improved after DBE 2 relocated to its own office space.

Transition activity management. The provincial transition strategy was an enormous success, as indicated by the quantitative data described in this report. Still, it had to first overcome several obstacles. Expansion of program impact to non-DBE schools resounded among all stakeholders. All partner agencies were keen to see the DBE 2-piloted interventions expand beyond existing partner schools. People bought into the DBE approach of starting small, demonstrating success, and expanding to new areas. The transition strategy whereby a local buy-in took over activities DBE 2 had piloted was accepted and received support. Stakeholders showed they were ready to allocate their own money and widen impact. Local implementing agencies contributed an estimated IDR 2,096,863,899 to replicate DBE 2 best practices, as recorded in program transition data. The question then became: How does DBE 2 manage this?

It was an enormous logistical challenge to manage numerous disparate activities, all in response to local demand, all tailored to local stakeholder needs, and planned on a single unified calendar that also included numerous activities scheduled as part of direct program implementation. Unlike traditional program delivery, transition activities required a tailored approach in each district or sub-district, including joint planning and consultation among local government agencies, provincial teams, and field staff. Some transition program interventions could be conducted in a uniform fashion (the kindergarten IAI program, for instance, was easily replicated with minimal funding, simple training, and limited materials). Others could not (the CRC program was more complex requiring facilities, resources, human resource development, and organizational capacity-building developed over a longer period of time). This differentiation was far more challenging and nuanced than the traditional project delivery paradigm, and required time and planning.

District-level capacity to plan transition activities remained wanting throughout the periods of transition activity planning and implementation. Significant capacity development was still required in these areas, and DBE 2 responded by intensifying its support in planning and promoting these activities‘ success.

Lessons Learned

The experience of implementing various activities throughout the province since 2005 yielded several lessons, some of which might inform implementation of future programs by USAID or other donor organizations. Some of the lessons learned pertain to the context of working within South Sulawesi; others are specific to the nature of how activities were implemented under DBE.

- The decision to divide the project into three components, each led by a different implementing partner, was sometimes complicated and inefficient. Stakeholders were often confused about the difference between components. The project as a whole did not appear to be a cohesive, coherent joint strategy; an example of this was that school planning led by one component was often estranged from teaching and learning changes encouraged by another component.
- Intensive coordination at the district level was an effective way to achieve sustainable results. Establishing dialogue with district education stakeholders and developing effective working relationships required concerted effort over time, but it ultimately proved to be more effective in achieving program results than coordination at the province level. The project approach of demonstrating observably successful interventions on a relatively small scale (in only two school clusters per district) won over educators who proclaimed the project effective and valuable to district leaders. District leadership, in time, provided support for replication on a larger scale and became highly engaged in planning wide-scale replication of program best practices. The result of this effort was a geographic expansion to numerous sub-districts and school clusters that were reached through replication, as well as expansion to a large number of teachers, principals, and other educators who participated in transition activities.
- School clusters were the appropriate structural leverage point on which to base school-level activity. That the project worked through KKG, Principals‘ Working Group (KKKS), and Pusat Kegiatan Guru/Teachers Activity Center (PKG) was wise and effective. The project had a much easier time promoting sustainability of project impact by working through these existing functional structures than it would have if it had established its own project-based working groups. Project activities strengthened existing structures and staff rather than competing with them; as a result, the project left behind a strong, lasting infrastructure capable of carrying on replication activity to widen impact and reach ever-increasing numbers of beneficiaries. By providing proof of concept for various interventions at the cluster level, the project won over educators by the efficacy of its approach; educators, in turn, pressured leadership to provide support for these activities and ultimately for their replication.
- The whole-school approach was essential to achieving lasting results in educational quality improvement. The DBE 2 approach included all teachers in a school and even a school cluster. This differed from the approach of many other teacher upgrading efforts, which typically pulled out one or two select teachers and trained them separately; on returning to their school, there was no support to help them implement what they had learned and no formal mechanism with which to share their new skills with peers. By contrast, DBE 2 worked with entire school teams and cluster support networks to transform whole schools and clusters into effective organizations that offered mutual support. This revitalized the roles of KKG, KKKS, and the PKG, many of which were enriched through the establishment of CRCs built on existing PKGs. Engaging principals and school supervisors built leadership capacity, provided unity of purpose to school and cluster teams, and provided personnel with vital instructional leadership skills. As a result, principals and school supervisors increased their ability to effectively promote better teaching and learning, and transform school environments that became more learning-conducive.
- Focus on follow-up to training was a radical departure from the majority of previous in-service educator training efforts, and a key to project success. Many efforts to upgrade teachers and improve schools focused primarily on inputs: number of teachers trained. The results of these efforts were frequently lost when teachers returned to their classrooms with little improvement in their professional practice. The outputs, on the other hand—improved teacher practice that produced better teaching and learning and

resulted in better student achievement—were not emphasized enough. DBE 2 laid emphasis on follow-up and provided intensive peer mentoring in the classroom and school post-training. This had the impact of helping teachers and school principals put into practice all of the innovative approaches they had learned during training. The result was real school change and improvements to classroom teaching and learning processes.

- The program‘s shift to emphasize sustainability and seize the opportunity to respond to local requests for replication support was an intrepid decision that proved to be very insightful. By affording the project the flexibility to adapt its approach to stakeholder demand, DBE 2 was able to achieve extraordinary results, which are quantifiable through the transition data. The expanded number of beneficiary schools and educators, plus the added geographic spread of project impact, represented a strong return on investment for the project. Future projects should benefit from this experience and build on it.
- A large amount of replication was supported by school-level or ―bottom-up” funding sources, rather than district-level budget allocations. This was surprising at first because many assumed that school resources were insufficient to fund teacher professional development. What is more, school-level funding was generally used very efficiently and followed up actively. Initial use of district budget allocations (APBD) was not the best way to measure whether the program was achieving sustainability. Experience showed that APBD funding was subject to unpredictable political pressures that could result in reduction or disappearance of said funding. A large number of beneficiary schools and educators benefited from replication of project best practices using their own funding, without relying on APBD.
- The partnership with universities proved to be extremely useful and a strategically smart decision. Working closely with universities from the outset allowed DBE 2 to develop and implement professionally credible, accredited in-service teacher training, the like of which had never been achieved before. The DBE 2 university partnerships also added value beyond the delivery of in-service training. The partnership enriched pre-service teacher education at partner universities, and opened their eyes to their potential as providers of in-service teacher education. Partnerships proved to be strategically valuable in the institutionalization of all three components‘ best practices when, toward the end of the project, other components targeted DBE 2 partner universities as service providers that would promote program sustainability once all three DBE components ended. DBE 2 motivated university partners to participate in their own staff development through the ALFHE training package implementation process, which later spread to other higher education institutions throughout the country. DBE 2 university partnerships helped build bridges to higher education institutions in the U.S. and facilitated other activities between the universities and various U.S. government agencies.

Recommendations

The following recommendations are offered to help USAID consider project planning for other efforts to improve the quality of basic education, both in Indonesia and elsewhere.

- Program design, including logistical planning and project timelines, should accommodate the geographic and infrastructural challenges present in South Sulawesi. Timelines and targets should not be uniform with provinces in Java, where roads are smooth, transport is easy, and infrastructure is more advanced.
- The DE stakeholders should be targeted at the outset to play a key role in monitoring the project, with the aim of ultimately assimilating project interventions and making them a routine part of ongoing school improvement efforts. This should be an explicit part of project design from the start of activity. It should be visibly linked to the sustainability strategy; district selection should consider district-level willingness to commit to this approach and support it from the outset.
- Future projects should select districts that demonstrate commitment, strong desire to work as serious partners in implementation, and keenness to provide support to activities. Local funding should be

available to support education quality improvement. The project will not achieve results by partnering with districts or any organizations that are passive and expect the project to do all the work.

- University partners should be involved from the outset of project activity. Universities play a vital role in producing new teachers and can play an increasingly important role in in-service teacher professional development. University selection could be conducted through a transparent, criteria-based process that considers commitment from each institution‘s leadership to implement all aspects of the program and to institutionalize program best practices. Performance monitoring will help hold universities accountable for their performance and adjust partnerships in case any institution does not perform.
- Peer mentoring and follow-up should be put at the forefront of all efforts to build educator capacity. Institutional partners (including district offices of education and religious affairs as well as universities and LPMP) should be developed so that they retain capacity to provide peer-mentoring and institutionalize the approach across their own routine training and staff development efforts. School principals and supervisors will be able to support better teaching and learning if they understand their instructional leadership role; at present many are not competent in this capacity.
- CRCs are more likely to succeed if they are built on existing PKG, serve existing school clusters that fall under the education department structure, are located in sites with adequate access to electricity and Internet, and have strong district stakeholder commitment to provide ongoing budgetary support. Locations should be accessible and fall on teachers‘ regular traffic patterns (be accessible by road and near a market, for instance). CRC managers require support in the form of facilities management and ICT training.
- The widespread demand for ALFHE shows that higher education also needs assistance in improving the teaching and learning processes. This is an opportunity to improve not only the quality of new teacher instruction at teacher training institutions but across all higher education settings.
- Future programs should be integrated into a single project, at least at the province level, so that stakeholders have a clear concept of how to partner and make work efficient.

West Java/Banten Final Report

Introduction

As a part of the original project design, the provinces of West Java and Banten were combined under one provincial office located in Bandung, West Java. This unique approach to project implementation led to anomalies of scale. To provide some perspective, the education system in West Java Province alone is larger than that of the Netherlands. At its peak, the provincial office in Bandung was managing activities in a total of 22 sub-districts throughout nine different districts in West Java and Banten, reaching a total of 209 schools. The geographic breadth of project activities led to a number of logistical and operational challenges somewhat different from those face by the other provincial offices. However, West Java/Banten succeeded in meeting project goals and objectives, and realized successes beyond what was programmed in the project.

The following report summarizes what was accomplished in West Java/Banten and key lessons learned from implementing DBE 2 programs and activities there.

Implementation Strategy

In accordance with DBE 2 programmatic goals and objectives, DBE 2 in West Java/Banten implemented several strategies to improve Indonesia‘s primary education system, including the following: decentralized, university-accredited teacher training; instructional leadership and management; an Interactive Audio Instruction (IAI) pilot program for kindergarten teachers and students; the establishment of school cluster resource centers to support instructional improvement; the development and use of information and communication technologies activities and programs as teaching and learning tools to improve instruction; the introduction of a Classroom Reading Program; partnerships with Indonesian and US universities; and alliances with the private sector to support project impact and promote sustainability.

These strategies were implemented to achieve the overall project goals of the project.

- In-service educator professional development systems strengthened, in place and functioning
    - Decentralized, in-service educator training system created and operating (SIR 1.1)
    - Educator support systems developed (SIR 1.2)
    - University capacity to support and deliver in-service training strengthened (SIR 1.3)
- School learning environment improved (IR 2)
    - Local (school-based) capacity to support school quality strengthened (SIR 2.1)
    - Student learning needs addressed by schools (SIR 2.2)
    - Learning environment better resourced (SIR 2.3)

Summary of Activities

Interactive Audio Instruction Kindergarten Pilot Program

The IAI program established six pilot kindergartens in Banten and 16 in West Java. Some of the most active and successful kindergartens were located in Cilegon, Banten, and Karawang and Bogor, West Java. These kindergartens were used as models for the IAI program and were often selected for site visits by visiting dignitaries.

Another positive impact of the successful IAI program in West Java/Banten was the transition outreach effort to GOI institutions. For example, the IAI kindergarten program was introduced to 57 new districts in nine additional provinces by the Center of Development and Empowerment for Teachers of Kindergarten and Inclusive Education (P4TK TK & PLB) located in Bandung, West Java. P4TK TK & PLB integrated the IAI kindergarten training into its program offering the training to kindergarten teachers from all over Indonesia. The relationship that the DBE 2 Jakarta and Bandung offices established with P4TK TK & PLB was instrumental in transitioning the IAI program to this institution.

University Accredited Training

DBE 2's university accredited training program developed local facilitators and built the capacity of a number of universities to support in-service training, the development of training activities/materials and implementation of the training programs for teachers, principals, supervisors and school committees in designated school clusters.

West Java/Banten identified two universities, one in each province, to become DBE 2 partners. These were the Universitas Pendidikan Indonesia (UPI), Bandung, and Universitas Sultan Ageng Tirtayasa (UNTIRTA), in Serang, Banten. Early in the project, soon after initial work started on the development of the first set of training packages, UPI unexpectedly withdrew from the project leaving only one partner, UNTIRTA, to represent West Java/Banten. Although this placed West Java/Banten at an initial disadvantage in terms of implementing the in-service teacher training packages, a complete compliment of training was successfully rolled out. UNTIRTA should be credited for the success of the accredited training program in West Java/Banten.

The table below shows the training packages developed by West Java/Banten.

2005-2006	
Mathematics	Cohort 1
2006-2007	
Classroom and Personnel Management	Cohort 1
What is Active Learning?	Cohort 2
2007-2008	
Science (adapted)	Cohorts 1 and 2
2008-2009	
Mathematics (adapted)	Cohort 2

Cluster Resource Centers

In West Java, 16 CRCs were established, and in Banten, six. In addition to the 22 CRCs that the project established in West Java and Banten provinces, under the initiative of the provincial education offices, an additional 14 CRCs were established in non-DBE 2 clusters using GOI funding exclusively. These CRCs were established in Bogor, Cianjur, Bandung Barat, Bandung, Garut, Tasikmalaya, Ciamis, Sumedang, Majalengka, Kundingan, Cirebon, Subang, Purwakarta, and Bekasi. DBE 2 provided planning support and technical assistance for these new CRCs. However, the local stakeholders were primarily responsible for the success of these centers.

Information and Communication Technologies

The DBE 2 ICT component aimed to integrate the use of Information and Communications Technologies (ICTs) to support efforts to improve teachers‘ instructional practices, specifically by helping them to use ICTs to deepen and extend active learning or student-centered pedagogy. The ICT activities supported and complimented other DBE 2 components and initiatives including the implementation of various training packages (Foundation Package, Classroom Reading Package, and the CRC program as a venue for Professional Development, etc.).

There were three main components to the ICT and Distance Education initiatives.

1. ***Use of Technology for Teaching and Learning***

   CRC empowerment in the provision of ICT tools to support active learning program using Information and Communication Technology (ICT)

   - Intel Teach Getting Started Training
   - Basic Internet Training
   - IBM Kit Smart (in North Sumatra)
   - ICT Maintenance and Troubleshooting Workshop
   - CRC Strengthen and DBE2 Best Practices Workshop

2. ***Developing Active Learning with ICT (DALI)***

   - DALI Workshop
   - DALI Mentoring/OCCA (One Computer Classroom Activities)

3. ***Distance Education Pilot Program***

   - Pilot Program 1: Strategies and Techniques for School-based Coaching
   - Pilot Program 2: Online Professional Development Delivery & Online Course Design
   - Distance Education Follow Up Activities with Universities

West Java/Banten actively participated in two of the three ICT components. However, due to a shortage of university partners in the two provinces, West Java/Banten did not participate in the Distance Education Pilot Program.

The ICT assistants in West Java and Banten were very well qualified and competent. Thus, the ICT activities that were implemented in the two provinces were especially effective. This provincial level staffs were able to continue implementing activities even during the six-month period where project support was not available beginning from approximately mid-2010.

Classroom Reading Program

The reading program in West Java/Banten was well received and supported by stakeholders. Local authorities took initiatives to fund book procurements and conduct training for teachers. The provincial education offices in West Java and Banten Provinces pledged to continue to implement the program after the project ended.

University Partnerships and the Active Learning for Higher Education Program

University partnerships played a strategic role in achieving DBE 2 goals. The partnerships not only helped to improve the quality of teaching and learning at primary schools but also to promote sustainability by encouraging partner universities to become stewards of the products and best practices of the program. DBE 2 engaged two groups of university partners, those from Indonesia and from the United States. Thus, the university partnerships component also helped to bridge the gap between the two participating countries in the project, and added a special dimension to the activities of the higher education component.

UNTIRTA, the only university partner in West Java/Banten, was an active participant in all of the higher education programs and activities including training package development, higher education working groups and consortium activities, the action research program, and ALFHE.

UNTIRTA's support for the Florida State University action research program was especially noteworthy. Along with UNSYIAH, IAIN Ar Raniry, UnMuha Aceh, UNIMED, IAIN North Sumatera, and UT, UNTIRTA set up an action research team to work with FSU to conduct action research in DBE 2-supported schools. UNTIRTA also assisted FSU to develop training modules for action research and field-test them. These training modules were used to disseminate the action research training program to the other DBE 2 partner universities that did not participate in the first phase of the program.

UNTIRTA was a full participant in the ALFHE program. However, it was one of three original 14 university partners that had not completed a campus roll out the ALFHE program at the time the DBE 2 project closed. There seems to have been some administrative challenges within UNTIRTA that stood in the way of full support for the ALFHE program.

Summary of Transition Activities

As in other provinces, the DBE 2 office in West Java/Banten developed a transition strategy to disseminate DBE 2 best practices beyond project-supported schools. By mid-2008 the provincial office had executed informal consultations with all partners and stakeholders in both provinces. These consultations gave DBE 2 a good understanding of partner expectations and intentions for transition. Secondly, the provincial office prepared DBE 2 field staff and provincial and district partners to take a primary role in implementing DBE 2 best practices with only oversight support from the project. The project conducted Field Staff Training for DLCs, MTTs, PBS, LPMP, and university partners. Finally, the provincial office held formal consultations with stakeholders during DBE 2 District Action Planning Workshops for district and sub-district partners. The partners agreed to activities, timelines and schedules for transition activities at these planning meetings.

West Java/Banten used the following strategy to plan and implement its transition activities:

- Transition activities were entirely initiated, funded, and timed by partner provinces, districts, sub-districts, and schools. DBE 2 only provided field staff support to assist and provide quality control.
- Activities were jointly coordinated by DBE 2 and its partners. Provincial DBE 2 Transition Teams and district Transition Success Teams were established met regularly to oversee and support the program in their province/district.
- DBE 2 gave priority to those partners (province, districts, etc.) that showed interest and initiative to take up DBE 2 best practices. Others were supported as time and resources permitted.

Some examples of the types of transition activities that were of interest to DBE 2 stakeholders are listed below:

- **Province-level.** University partnerships with provincial education agencies produce long course teacher training with SKS credits.
- **District-level.** Short course teacher professional development programs produce better-prepared and motivated teachers.
- **Sub-district/cluster-levels.** Workshops on official syllabus, lesson planning and authentic assessments produce teachers who facilitate teaching and learning activities that are aligned with KTSP.
- **School level.** School professional visits and mentoring produce teaching best practices supported by local mentors.

West Java/Banten Cumulative Transition Activity Data

Transition Activities	No. of Activities	Estimated IDR Amount of Funding Contributed by Implementing Agency	Estimated IDR Amount of Funding Contributed by DBE 2	Estimate Number of Beneficiaries								
				District		Sub-district		School		Principal	Teacher	Student
				DBE 2	Non DBE 2	DBE 2	Non DBE 2	DBE 2	Non DBE 2			
Tailored Training Packages	80	529,238,000 (USD $58,804)	47,130,000 (USD $5,237)	7	0	15	35	93	407	797	3,383	119,815
ICT Training - DALI	4	102,150,000 (USD $11,350)	8,560,000 (USD $951)	2	0	5	26	39	867	0	1,010	30,865
ICT Training - Intel Teach	1	3,921,600 (USD $436)	740,000 (USD $82)	1	0	1	0	10	0	0	20	700
Kindergarten IAI Programming	12	37,690,000 (USD $4,188)	15,600,000 (USD $1,733)	4	0	5	8	1	122	66	199	3,980
Total	**97**	**672,999,600 (USD $74,778)**	**72,030,000 (USD $8,003)**	**7**	**0**	**15**	**63**	**112**	**1,248**	**863**	**4,612**	**155,360**

Lessons Learned

Contractual and Operational Issues

As stated in the introduction, the DBE 2 provincial office for West Java/Banten combined two provinces that introduced challenges of scale.

Each DBE-supported province had its challenges in terms of implementation efficiencies. Some had extremely remote locations to support with poor local transportation and communications infrastructure. Some provinces had a larger pool of qualified staff to draw upon. However in the case of West Java/Banten which combined two provinces, the provincial office was required to cover a slightly larger number of schools and a larger target teacher population while using virtually the same number of project resources as other provinces.

By May, 2010, an official decision on project extensions was still not forthcoming. The subcontractor responsible for the West Java/Banten provincial office could not hire staff beyond the term of its subcontract. Therefore, field staff contracts were not extended beyond May, 2010, effectively ending field staff work with the project. Multiple, short-term project extensions up to November, 2010, made it impossible for West Java/Banten to rehire staff, and therefore, the provincial office was, de facto, closed. As soon as the project extension was signed, the Jakarta office took steps to restart activities using Jakarta staff and selected West Java/Banten field staff who were available to be rehired.

The lesson learned from the West Java/Banten experience was not to expand on target beneficiaries without expanding support, especially staffing support.

Competence and Leadership are the Keys to Success

Repeatedly, DBE 2 experiences proved that the key to successfully introducing innovation is competence and leadership. This was true for West Java/Banten as well. The province had some of the best qualified field staff in the project, from MTTs to ICT Assistants. These staff were quick to accept innovation, learn new skills and use the new skills to bring change to the teaching-learning process and environment.

Many examples can be sited from the West Java/Banten experience. One of DBE 2‘s model IAI kindergartens was in Cilegon, Banten, where the success of this kindergarten was due to the kindergarten teacher. Her enthusiasm, dedication, and uptake of the new IAI skills created a dynamic and creative environment that captivated not only her students, but also all who visited her classroom.

The ICT program in West Java/Banten was successful due to the hiring of young, newly graduated ICT specialists from West Java. They had a winning combination of youthful vigor and the latest IT-related skills. They carried the ICT program to its successful conclusion.

Many successful CRCs were located in West Java in locations such as Karawang, Bogor, and Palabuan Ratu. These successful CRCs impressed the West Java Provincial Education Office so much that they agreed to allocate provincial funds for the expansion of the CRC program to 14 new locations. Their support extended to new buildings as well as equipment and technical support resourcing.

Field leadership carried West Java/Banten through its operational challenges. After the DBE 2 Jakarta office initiated the restart of activities in the two provinces in December, 2010, they called on three key MTT field staff, two from West Java and one from Banten, who were hired as liaison officers and coordinators for the new field activities. They operated from their schools (since the provincial office had been closed for several months) and used their close professional relationships both downstream with teachers and upstream with education office officials to organize, implement and complete the new activities. Their leadership was the key to their success.

Institutional Quality is the Key to Effective Partnerships

DBE 2 had extensive experience working and partnering with Indonesian institutions, both GOI and non-GOI. Some of these relationships were more successful than others. In general, the quality of the institution was the deciding factor in the success of the work done together.

What makes a quality institution? Many factors are involved. Some relate to the earlier discussion on leadership and competence. But other factors come into play as well. Below is a short list of the key characteristics of a quality institution.

- **Strong leadership**. Without a strong, committed, and involved leader the institution cannot be a successful partner. Our experience in West Java and Banten lends support here. In the case of UNTIRTA, a former Rector gave the partnership sufficient leadership to start successfully. Once he was asked to take on new responsibilities with the UNTIRTA Graduate Program, the partnership began to weaken. The partnership with DBE 2 spanned the terms of two UNTIRTA Rectors. Neither was fully committed to the partnership, so when the former Rector left, the partnership was relegated to a more technical level.
  The provincial office worked with many GOI institutions. In every case, those with strong leaders, including schools with strong principals, education offices with strong officials, and in a particular case, the director of the P4TK TK & PLB in Bandung, made their partnerships with DBE 2 productive.

- **Professional Competence**. Leadership alone is not sufficient for a successful partnership. Professional competence at the working level is also required. The UNTIRTA partnership was kept productive due to support and commitment from faculty level professionals that were involved and willing to work with the project. If this support was not in place, the work with UNTIRTA would have never have achieved the results realized during the project.

- **Willingness to Innovate**. All government institutions tend toward the bureaucratic. Those that take a more open, entrepreneurial approach ended up being the better partner. They were more willing to try something new, be more flexible and be more open to change.

- **Youthful Attitude**. This is closely associated with the willingness to innovate. A youthful, fresh and often brash attitude was necessary or at least supportive of thinking ―outside the box." This does not mean that older institutions cannot innovate. In fact, some of DBE 2‘s best partners were well established, long standing Indonesian institutions. Others were very new ones. The common factor in both was a youthful attitude toward change and innovation. In many cases, the most senior professors accepted DBE 2 innovations after participating in training and experiencing the innovation first hand.

- **Focus and Commitment**. Without focus on the partnership and commitment to see the work to completion, the partnership cannot be fruitful. UNTIRTA provides another good example illustrating this point. One UNTIRTA junior faculty member received an informal award from his higher education colleagues at the last DBE 2 partners‘ meeting. The award was for his perfect attendance and participation in the DBE 2 university partnership activities, and representing UNTIRTA at various levels including the rectors‘ meetings. This faculty member‘s commitment kept the UNTIRTA-DBE 2 partnership alive and well.

Quality and Impact the Primary Drivers of Successful Transition

Donor projects in Indonesia during the 1980s and 1990s experienced local funding shortcomings as the greatest impediment to effective host country participation. In fact, securing donor funding became the goal of local partners since it was often easier to obtain than scarce government resources. This is no longer the case based on the DBE 2 experience.

At all levels, funding was never the primary goal of DBE 2 stakeholders or beneficiaries, and was never an impediment to stakeholders‘ successful participation in the project. The primary criterion for participation in transition activities was the quality of the activity and its proven impact. Local partners were always willing to use their own resources to fund transition activities as long as they were sure they were getting an effective intervention that would give them positive results. Even teachers were willing to pay for a training program with their own funds if they were convinced that the training would be of value to them.

Viewing this from another perspective, we can conclude that one of the primary drivers of successful transition of project best practices is the perceived quality of the candidate best practice and its proven impact.

DBE 2 in West Java/Banten experienced this often during the transition period of project activity. Teachers who were not direct beneficiaries of the project would monitor activities taking place in neighboring schools that participated in the project. They would observe the changes in those schools, talk to the teachers to determine if the intervention was worthwhile or not, and then replicate the best practice in their classroom or school. They would not accept sub standard implementation of the requested best practice.

This was an unexpected lesson from the DBE 2 experience, and may be taken as an indication of improving professional standards within the education sector in general.

Recommendations

Donor agencies and future projects should plan and budget for the preparation of schools near or around Jakarta for VIP visits.

A lot of time and resources were spent on travel to target districts in West Java and Banten. In the future, donors and implementing partners should consider operational efficiency when selecting target districts.

West Java/Banten is a fertile ground for doing innovative work with ICTs. There is a wealth of talent in these provinces, and a keen interest in incorporating technology into teaching and learning. Future projects involving education and ICT should take advantage of this ability and interest and use West Java/Banten as a test bed for ICT innovations.

The IAI Kindergarten program was extremely popular in these provinces. Transition and replication were a success both at the school and cluster level, and at the GOI level, with P4TK TK&PLB‘s uptake of the program. The experience in West Java/Banten demonstrates how a small scale pilot can be scaled up, without a dependence on donor project resources. Based upon stakeholder interest in the program, donors should consider ways to foster the continued growth of the IAI program and experience and consider investing in updating the program content so that it is in line with the new kindergarten curriculum.

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DBE 2
DECENTRALIZED BASIC EDUCATION
Teaching and Learning

Final Report (Vol. 3)

DBE 2 Project 2005-2011

Indonesia Decentralized Basic Education Project
Component 2, Improved Quality of Teaching and Training Program
USAID Contract No. 497-M-00-05-00030-00, Education Development Center, Inc.

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DISCLAIMER: The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

Acronyms and Abbreviations

ALFA	Active Learning Facilitators Association
ALFHE	DBE 2's Active Learning for Higher Education Training Package
ALIHE	Active Learning in Higher Education (an ALFHE module)
ALIS	Active Learning in Schools (an ALFHE module)
APBD	District Budgets
APM	Low-cost Learning Materials
Bappeda	Agency for Regional Development
BAPPENAS	Ministry of Planning
BEP	Basic Education Program (AusAID)
BIPA	Bahasa Indonesia untuk Penutur Asing (Indonesian Language for Foreigners
BOS	Bantuan Operasional Sekolah (School Operational Support – block grant)
BP	Beyond Petroleum
BPMTV	Balai Pengembangan Media Televisi (Pustekkom)
BPS	School Support Visits (Bantuan Profesional di Sekolah)
BRR	Aceh and Nias Rehabilitation and Reconstruction Agency
BSNP	National Body for Education Standardization
BTS PKN Barat	Consortium of Western Indonesian Universities
CIUP	Consortium of Indonesian Universities Pittsburgh
CLCC	Creating Learning Communities for Children
CMS	Content Management System
CRC	Cluster Resource Center
CRP	Classroom Reading Program
DALI	Developing Active Learning with ICT
DBE 2	Decentralized Basic Education, Program Component 2
DE	Distance Education
DEPAG	Department of Religious Affairs (same as MORA)
DIKTI	Directorate General for Higher Education
DINAS	District Education Office
DLC	District Learning Coordinator
ECE	Early Childhood Education
EDC	Education Development Center, Inc.
EMIS	Education Management Information Systems
ESP	Environmental Services Program (USAID)

ETLO	Ed-Tech Leaders Online
FAR	Federal Acquisition Regulation
FKIP	Teacher Training Faculty
FST	Field Staff Training
FSU	Florida State University
FY	Fiscal Year
GDA	Global Development Alliance
GOI	Government of Indonesia
HEM	Higher education management
IAI	Interactive Audio Instruction
IAIN	Institut Agama Islam Negeri
IAIN-SU	Institut Agama Islam Negeri Sumatra Utara
IPB	Institut Pertanian Bogor
ICT	Information Communication Technology
IDR	Indonesian Rupiah
IGRA	Ikatan Guru Taman Kanak-Kanak/Muslim Kindergarten Teachers Association
IGTKI	Ikatan Guru Taman Kanak-Kanak/Kindergarten Teachers Association
IKIP	Institut Keguran dan Ilmu Pendidikan/Institute of education sciences
INGO	International Non-Governmental Organization
IR	Intermediate Result
ITT	Initial Teacher Training
KAK	Letter of Agreement
KBK	Competency-Based Curriculum
KCD	Kepala Cabang Dinas/Head of Sub-District Education Office
KEMKO KESRA	Kementerian Koordinator bidang Kesejahteraan rakyat/The Coordinating Ministry for the People's Welfare
KKKS	Principals' Working Group
KKG	Teachers' Working Group
KOPERTIS	Coordinator of Private Universities
KPTIP	Consortium of Indonesia-Pittsburgh Universities
KPTN KTI	Consortium of State Universities in Eastern Indonesia
KTSP	School-level Curriculum
Kokesra	Coordinating Ministry for People's Welfare
LGSP	Local Governance Support Program (USAID)
LMS	Learning Management System
LPMP	Education Quality Assurance Council
LRC	Learning Resource Center (Unsyiah FKIP)

M&E	Monitoring and Evaluation
MAPENDA	General School Madrasah and Religious Education Office
MAT	Module Adaptation Team
MBE	Managing Basic Education (USAID)
MDC	Madrasah Development Center
MDT	Module Development Team
MI	Islamic Elementary School
MIN	State Islamic Elementary School
MIT	Module Implementation Team
MONE	Ministry of National Education
MORA	Ministry of Religious Affairs (same as DEPAG)
MOU	Memorandum of Understanding
MPD	Regional Education Board (in Aceh)
MT	Islamic Junior High School
MT	Master Teacher (Intel Teach)
MTT	Master Teacher Trainer
NGO	Non-Governmental Organization
OCCA	One Computer Classroom Activities
OCD	Online Course Design
OPDD	Online Professional Development and Delivery
P4TK	Center for Teacher and Education Personnel Development and Empowerment
P4TK TK & PLB	Center for Teacher and Education Personnel Development and Empowerment, Kindergarten and Special Education
PAI	Program Audio Interactif (Interactive Audio Instruction)
PAKEM	Active, Creative, Joyful, and Effective Learning
PAUD	Early Childhood Education
PBS	Subject Matter Specialists
PC	Provincial Coordinator
PGPAUD	Early Childhood Education Teacher Development Program
PGRI	Teacher Association of the Republic of Indonesia
PGSD	Primary School Teacher Development Program
PGTK	Kindergarten Teacher Development Program
Pitt	University of Pittsburgh
PKBM	Community Learning Center
PKG	Pusat Kegiatan Guru (Teachers Activity Center)
PKn	Civic Education
PKS	General University Task Order

PLF	Principal Leadership Forum (Intel Teach)
PMPTK	Directorate General for Teacher and Education Personnel Quality Improvement, MONE
PPA	Public-Private Alliance
PPPG	Technical Education Development Center
PPPPTK	Center for Language Educator Professional Development
PPTK	Section for Professional Development of Educators
PR	Vice Rector (Pembantu Rektor)
PSE	Center for Effective Schools (UNM)
PSBG	Pusat Sumber Belajar Gugus (Cluster Resource Center)
PSP	Primary School Programs
PT	Participant Teachers (Intel Teach)
PUKSI	Unsyiah Data Center
PUSKUR	Curriculum Center (MONE)
RENSTRA	Education Sector Strategy
RPS/RKS	School Planning Workshops
RRI	Radio Republik Indonesia
RTI	Research Triangle Institute
SDN	State Primary School
SDI	Islamic State Primary School
SIKIB	Solidaritas Istri Kabinet Indonesia Bersatu
SKS	University Credits (Sistem Kredit Semester)
SLB	Special school for children with special needs (Sekolah Luar Biasa)
SMP	Junior High School
SOW	Scope of work (double-check)
SRC	School Report Card
SSR	Silent Sustained Reading
ST	Senior Trainer (Intel Teach)
STAIN	State College of Islamic Studies
STAIS	Private College of Islamic Studies
STW	School Team Workshop
TK	Kindergarten
TAPSU	Training and Practicum Support Unit
TOT	Training of Trainers
UA	University Adviser
UC	University Consortium
UCP	University Contact Person

UCM	University Consortium Meeting
UCP	University Contact Person
UI	Universitas Indonesia
UIN	State Islamic University
UISU	Universitas Islam Sumatera Utara
UKI	Universitas Kristen Indonesia
UKSW	Universitas Kristen Satya Wacana
UM	Universitas Negeri Malang
UMass	University of Massachusetts
UNCEN	Universitas Cenderawasih
UNESA	Universitas Nasional Surabaya
Unmuha	Univeristas Muhammadiyah
UNIMED	Universitas Negeri Medan
UNNES	Universitas Nasional Semarang
UNM	Universitas Negeri Makassar
UNIMAL	University of Malikul Saleh
Unismuh	Universitas Muhammadiyah Makassar
UNJ	Universitas Negeri Jakarta
UNPAD	Universitas Padjajaran
UNPAS	Universitas Pasundan
UNS	Universitas Sebelas Maret
UNSIQ	University of Quran Science
UNSYIAH	Syiah Kuala University
UNTIRTA	Universitas Sultan Ageng Tirtayasa
UPI	Universitas Pendidikan Indonesia
UPTD	Unit Pelaksana Teknis Daerah (Regional Technical Implementation Unit)
USAID	United States Agency for International Development
USD	United States Dollars
USINDO	United States-Indonesia Society
UT	Universitas Terbuka/Open University
UWG	University Working Group
WIAL	DBE 2 “What is Active Learning?” workshops

Deliverables Tracker Final Report

DBE 2 Contract Deliverables Tracker

No.	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
1	Five Year Indicative Plan and Annual Work Plans. These plans are prepared in consultation with the contractor/grantee implementing Program Objective 1 and Program Objective 3, other education donors, partners, and stakeholders.	Final Five Year Indicative Plan and Year One Work Plan within first two months of contractor award. Annual Work Plans in subsequent years on a schedule to be agreed upon with USAID.	FY05 Q4, FY07 Q1, FY08 Q1, FY09 Q1	Completed: FY06 Q2 (final iteration of Year One Work Plan approved by USAID); FY06 Q4; FY07 work plan (submitted to USAID FY06 Q4). FY07 Q4: Draft FY08 work plan submitted to USAID for approval. FY08 Q1: USAID approved FY08 work plan. FY09 Q1: DBE 2 submitted summary work plan to USAID, waited for revised SOW and budget approval to submit full work plan for approval. FY09 Q2: Waited for revised SOW and budget approval from USAID to submit full work plan for approval. FY10 Q1: Draft completed following approval of Mod 10. FY10 Q2: Work plan submitted to USAID. FY10 Q4: Draft FY11 work plan developed. FY11 Q1: Work plan submitted to USAID.
2	Establishment, staffing, and functioning of central and provincial offices.	Within three months of the award.	FY05 Q3	Completed: FY06 Q2. FY07 Q4: DBE 2/RTI recruited and hired a new East Java Provincial Coordinator. FY08 Q4: DBE 2/AED North Sumatra was in process of hiring new Provincial Coordinator.
3	Assessment Tool developed and applied in a minimum of 30% of program schools in selected subdistrict clusters at the inception of their participation in the program, or as soon as the instrument is developed. Baseline and follow-on data is drawn by the contractor from the performance assessments for its Results Framework, Performance Monitoring Plan, work plans and reports, and for use in external evaluations.	Within four months of contract award. Two follow-on performance assessments will be conducted prior to midterm external evaluation scheduled for 2007 and prior to final external evaluation	FY05 Q4	Completed: FY06 Q2; FY06 Q4, baseline 2 applied in sample of Cohort 1 and control schools; FY07 Q3, post-test administered in Cohort 1 sample and control schools. FY07 Q4: Pre-test administered in Cohort 2 sample and control schools. FY08 Q2: Post-test administration commenced in Cohort 2 sample and control schools. FY08 Q3: Post-test administration completed. FY09 Q3: Post-test administration completed. FY10 Q2: Post-test administration completed, deliverable completed.

No.	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
		scheduled for 2009.		
4	Performance Monitoring Plan and Results Framework for Program Objective 2 activities, specifying indicators, baseline data, targets, and requisite monitoring arrangements to measure and report progress at both activity and Program Objective levels, as well as to contribute to the SO, Improved Quality of Basic Education. This plan will build upon the assessment tool described above.	Draft plan within four months of contract award, baseline data within six months of award, and annual reports thereafter as input to USAID's Annual Report to AID/W.	FY05 Q4 and annually	Completed: FY06 Q3. FY08 Q1: DBE 2 submitted Impact, Results and Progress: DBE 2 Monitoring and Evaluation Report FY 2006 & FY 2007 to USAID. FY09 Q1: DBE 2 submitted Impact, Results and Progress: DBE 2 Monitoring and Evaluation Report FY 2008 to USAID. FY09 Q3: DBE 2 submitted revised results framework to USAID, incorporating revisions to project Scope of Work. FY11 Q2: DBE 2 submitted Impact, Results and Progress: DBE 2 Monitoring and Evaluation Report FY 2010 to USAID.
5	School cluster identification in collaboration with other DBE partners.	Within four months of contract award, following the identification of districts by the DBE contractor implementing governance activities (Program Objective 1).	FY05 Q4 and following subsequent district selection	Completed: FY05 Q4 (Cohort 1). Completed: FY07 Q3 (Cohort 2). FY08 Q2: Based on post-midterm evaluation discussion and planning with USAID, the selection of Cohort 3 clusters was put on hold. FY08 Q3: DBE 2 awaited formal notification from USAID regarding decision not to implement Cohort 3 as contracted. FY10 Q1: Modification received, deliverable completed.
6	DLCs and MTTs recruited and hired by contractor, trained and deployed to the field at a pace commensurate with target district and school cluster selection and activity implementation. One District Coordinator for each participating district, one Master Teacher/Trainer per participating subdistrict school cluster.	In the first six months of Year One for initial districts; at least three months before Years 2, 3, and 4 for staff required in those years.		Completed: FY06 Q2 & Q3. Completed: FY07 Q3 (Request for approval to hire additional MTTs submitted to CTO). FY07 Q4: Written approval received from USAID to hire one additional MTT per cluster. FY08 Q1: Contracting of additional Cohort 1 and 2 MTTs underway. FY08 Q2: Contracting of additional Cohort 1 and 2 MTTs continued. FY08 Q3: Contracting of additional Cohort 1 MTTs completed and of additional Cohort 2 MTTs nearly completed. Contract extension for Cohort 1 MTTs underway. FY08 Q4: Contracting of additional Cohort 2 MTTs completed.

No.	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
				Deliverable completed.
7	Formal working protocols and mutually agreed work plans developed for assistance in strengthening pre-service and in-service training in at least two university primary teacher training institutions in each province.	Protocols with eleven universities established in Year One (two in each province plus the Open University).	FY06 Q3	Completed: FY06 Q3.
8	Contractor substantiation that DLCs and MTTs together have developed ways to draw teachers into greater advocacy and involvement in their own career futures and effectiveness, including access to classroom teaching aids, materials, and books; interaction with peers, students, and parents; and implementation of performance-based professional advancement.	At midterm and end-of-program external evaluations.	FY07, FY10	FY07 Q4: Data collected on MTT performance indicators. Data analysis was to be completed in FY08 Q1. FY08 Q1: MTT Performance Report submitted to USAID. Completed: FY08 Q1.
9	Contractor-provided technical support and grants and in-kind assistance for a pilot kindergarten program, including learning and instructional materials.	One pilot community kindergarten per cluster in response to local initiative and demand.	N/A	FY07 Q1: Interactive Audio Instruction training provided to content experts and Pustekkom and UT scriptwriters. Team of five scriptwriters selected to participate in development of DBE 2 kindergarten program. FY07 Q2: Content Development Workshop for first 50 master plans (programs) completed. Scripts 1-9 written. FY07 Q3: Scripts 1-25 written and produced. Teacher training underway. FY07 Q4: First round of teacher training completed. TK packages with Unit 1 materials delivered to 90% of Cohort 1 TK. FY08 Q1: Unit 2 materials completed. Unit 3 and 4 master plans developed. FY08 Q2: Unit 2 materials distributed to 100% of Cohort 1 TK. Second round of TK teacher training completed. FY08 Q3: Cohort 2 TK selected. Production of Units 3 and 4 materials completed. FY08 Q4: Grants packages (Units 1-4) delivered to all Cohort 2 TK. Units 3 and 4 delivered to Cohort 1 TK. Training delivered for all Cohort 2 TK. Draft pre- and post-test analysis report submitted to USAID. Deliverable completed.
10	Contractor-assisted cluster resource centers developed and equipped at a low-cost, sustainable but effective level in subdistrict school clusters.	One resource center per cluster during the Year One of intervention in any given district.	N/A	FY07 Q1: MTTs, DLCs, and CRC Managers participated in CRC training in five provinces and starter kits were delivered to one CRC site in each province. These five CRCs became operational, including two pilot CRCs. FY07 Q2: CRC starter kits distributed and associated training took place in all clusters in all provinces, with the exception of Aceh and West Java/Banten. FY07 Q3: All CRCs operational with the exception of Aceh and West

No.	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
				Java/Banten. FY07 Q4: All Cohort 1 CRCs operational. Cohort 2 CRC selection underway. FY08 Q1: Cohort 2 CRC selection finalized. FY08 Q2: Cohort 2 CRCs submitted Tier 1 grant applications (with the exception of Aceh and West Java). FY08 Q3: Starter kits (Tier 1 grants) delivered to Cohort 2 CRCs and training activities underway. Deliverable completed. FY09 Q2: Tier 2 grants awarded to Cohort 2 CRCs, Tier 3 grants to select Cohort 1 CRCs. FY09 Q3: Tier 2 grants continued to be awarded to Cohort 2 CRCs and Tier 3 grants to Cohort 1 CRCs. FY09 Q4: Cohort 2 Tier 2 grant award process completed. Tier 3 grant administration commenced in Cohort 2 and continued in Cohort 1. FY10 Q1: Tier 3 administration continued across Cohorts 1 and 2. FY10 Q2: Tier 3 grant administration continued. FY10 Q3: Tier 3 grant administration continued. FY10 Q4: Tier 3 grant administration continued, to be completed in the next quarter. FY11 Q1: Tier 3 grant procurement for 100 CRCs completed. If cost extension approved, in the next quarter, Tier 3 grants to be provided to the remaining 13 CRCs grouped in Category 3 CRCs, provided they show some improvement. FY11 Q2: Seven CRCs from Category 3 showed improvement and were to receive Tier 3 grants. The process of awarding Tier 3 grants to these CRCs was to begin in the next quarter. FY11 Q3: The process of awarding Tier 3 grants to the improved CRCs began this quarter. Seven CRCs were to receive Tier 3 grants in the form of Internet connection, additional ICT equipment, and books on ICT and the Internet. The other 3 CRCs were to receive only additional ICT equipment and books due to unavailability of Internet in the area. Completed: FY11 Q4.
11	Target cluster school teachers and students are introduced to simple mathematics and science instructional materials; materials are made locally and/or provided through in-kind assistance.	At schools as they are engaged in the DBE program.	N/A	FY06 Q3, FY07 Q1: Teachers introduced to low-cost instructional materials through *Introduction to Mathematics* and *Introduction to Science* STW and KKG workshops. FY07 Q1: MTTs, DLCs, and CRC Managers received training in creating low-cost instruction materials using CRC starter kits. FY07 Q2: CRC starter kits distributed and associated training took place in all clusters in all provinces, with the exception of Aceh and West Java/Banten.

No.	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
				FY07 Q3: Starter kits delivered to 45 out of 57 CRCs. Delivery to CRCs in Aceh and West Java/Banten completed in the next quarter. FY07 Q4: Starter kits delivered to all Cohort 1 CRCs. FY08 Q3: Starter kits delivered to Cohort 2 CRCs (containing math and science kits as well as other materials). FY08 Q4: Low-cost material development training using starter kits took place at Cohort 2 CRCs. Deliverable completed. Completed: FY11 Q3.
12	Library assessment.	Within Year One of the award.	FY06 Q3	Completed: FY06 Q4.
13	Grants for age-appropriate, non-textbooks for libraries and training by Master Teacher Trainers on how to administer and use library resources.	Following the library assessment, at schools as they are engaged in the DBE program.	N/A	FY07 Q1: Grants program approved. DBE 2 library book list and reading strategy under development. FY07 Q2: DBE 2 library book lists finalized. FY07 Q3: Kompas Gramedia Memorandum of Understanding (MOU) under review by USAID. Terms of MOU were to define DBE 2 library strategy. FY07 Q4: Gramedia PPA still under review by USAID and Gramedia. FY08 Q1: Gramedia PPA still under review by Gramedia. FY08 Q2: DBE 2 met with Gramedia this quarter. Gramedia team indicated willingness to move forward with proposed alliance activities. FY08 Q3: International Library Consultant traveled to Indonesia to begin to develop DBE 2 school reading program. FY08 Q4: Booklist finalized, implementation plan developed. Based on consultants' recommendations, DBE 2 decided not to move forward with Gramedia PPA. FY09 Q1: Implementation of reading program on hold pending USAID approval of revised DBE 2 budget. FY09 Q2: Implementation of reading program on hold pending USAID approval of revised DBE 2 budget. FY09 Q3: Implementation of reading program on hold pending USAID approval of revised DBE 2 budget and associated staff. FY09 Q4: With contract modification approved, grant application process for non-textbook reading material grants underway. FY10 Q2: Deliverable completed.
14	Procurement plan for grants in-kind for cluster resource centers for teachers, upgrading of university instructional materials, kindergarten pilots, books and reading materials, ICT applications, and other learning materials.	Prior to delivery of grant assistance.	N/A	FY06 Q4: Draft procurement plan for grants in-kind submitted to USAID for approval. FY07 Q1: Approved, deliverable completed.

No.	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
15	The multi-grade/multi-age teaching approach will have been applied in cluster schools, to be identified with input from the DBE contractor implementing governance activities. If multi-grade teaching proves effective, the contractor and collaborating universities will train teachers in expanded numbers to teach in a multi-grade classroom setting.	Multi-grade teaching will be applied, on sufficient scale during 2005–2007 for evaluation as a best practice at midterm in 2007.	N/A	Number of schools in Cohorts 1 and 2 with multi-grade classrooms did not exceed 10% minimum required to move forward with deliverable.
16	Agreement with the Program Objective 1 contractor and the Program Objective 3 grantee on a joint arrangement for information exchange on best practices and implementation experience of mutual interest.	This arrangement for information exchange of best practices etc. will be established and functioning in Year Two. Steps for establishment and activation will be outlined in the Work Plan for Year Two.	FY07	FY09 Q2: DBE 1, 2, and 3 and USAID planned for joint provincial-level DBE best practices workshops to take place in Q3. FY09 Q3: DBE 1, 2, and 3 and USAID jointly agreed and planned for best practices workshops to take place early in Q4. FY09 Q4: Joint DBE best practices workshops held in the five joint DBE provinces. FY10 Q2: DBE 2 participated in joint USAID-DBE 2 National Workshop in Education for more than 100 GOI counterparts, deliverable completed.
17	ICT education “hotspots” pilot project designed and implemented business plan(s) demonstrating scalability and sustainability.	Within Year One of the activity and subject to midterm evaluation in 2007, including updated business plan with actual semi-annual financial data.	FY06	FY06 Q4: Tangerang CRC designated as hotspot pilot site. PPA partner, XL Communications, identified to provide connectivity for hotspot operations and DBE 2 in the process of finalizing the alliance and selecting schools within the Tangerang cluster that were to take part in the pilot. XL Communications was to provide connectivity for DBE 1 and 3 sites as well. FY07 Q2: Discussions took place with Intel Corporation on the development of a hotspot pilot activity in Aceh. A draft pilot project framework was developed. FY07 Q3: Intel Alliance signed. FY09 Q2: DBE 2 began Internet pilot activity at CRCs in Central Java. FY09 Q4: Internet CRC pilot in Central Java completed. The Tier 3 grant process was to provide select CRCs across the DBE provinces with Internet connectivity. FY10 Q4: Tier 3 grants providing Internet connectivity continued to be awarded to Cohort 1 and 2 CRCs meeting selection criteria. FY11 Q1: Tier 3 grant procurement completed, providing Internet connectivity to 100 CRCs meeting selection criteria. If cost extension approved, Tier 3

No.	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
				grants were to be made possible in the next quarter to 13 CRCs under Category 3, which have made improvements. FY11 Q2: Seven CRCs under Category 3 showed improvement and were to receive Tier 3 grants. The process of awarding Tier 3 grants to these CRCs was to begin in the next quarter. FY11 Q3: The process of awarding Tier 3 grants to the improved CRCs began this quarter. Seven CRCs were to receive Tier 3 grants in the form of Internet connection, additional ICT equipment, and books on ICT and the Internet. The other 3 CRCs were to receive only additional ICT equipment and books due to unavailability of Internet in the area. Complete: FY11 Q4.
18	A summary written account of alliances identified and under development with the private sector. For each alliance, the report will include a summary of the contributions of the parties, including the amount of leverage brought by the contractor; a description of new resources, level of innovation, and partners; and a summary of how the interests and objectives of each partner converge.	On an annual basis.	FY07 Q1, FY08 Q1, FY09 Q1	FY07 Q2: Brief FY06 PPA summary submitted with DBE 2 Annual Report. FY09 Q1: Written summary submitted with quarterly report. FY09 Q4: Written summary included in this quarterly report. FY10 Q1: Written summary included in this quarterly report. FY10 Q2: Written summary included in this quarterly report. FY10 Q3: Written summary included in this quarterly report. FY10 Q4: Written summary included in this quarterly report. FY11 Q1: Written summary included in this quarterly report. FY11 Q2: Written summary included in this quarterly report. FY11 Q3: Written summary included in this quarterly report. FY11 Q4: Written summary included in this quarterly report.
19	Special reports/analyses as may occasionally be requested, including input to planned midterm and final evaluations in 2007 and 2009.	Upon request with delivery as agreed to by the CTO.		FY08 Q1: DBE 2 Project Briefing Book prepared and submitted to USAID and midterm evaluation team. FY09 Q4: DE Assessment submitted to USAID. FY10 Q1: DE Pilot Concept paper submitted to USAID. FY10 Q4: DE Pilot Assessment Report submitted to USAID.
Aceh Program Component 1: DBE 2 Core				
1	Mobilize Provincial Coordinator and key staff to Aceh. Within 30 days of this modification, mobilize remaining staff to Aceh.	Within 15 days of modification.	FY06 Q3	Completed: FY07 Q1.
2	Submit work plan through September 30, 2006. This work plan must show how and when deliverables stipulated in this amendment and the DBE 2 contract will be accomplished.	Within one month of this modification.	FY06 Q3	Completed: FY06 Q3. FY07 Q4: Draft submitted to USAID for approval. FY08 Q1: USAID approved work plan. FY09 Q2: Waited for revised SOW and budget approval from USAID to submit full work plan for approval.

No.	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
				FY09 Q3: Waited for revised SOW and budget approval from USAID to submit full work plan for approval. FY10 Q1: Work plan drafted following contract modification approval. FY10 Q2: Work plan submitted to USAID.
3	Assessment for continued DBE 2 assistance in Aceh province.	Within twelve months of this modification.	FY07 Q3	Completed: FY07 Q1.
4	Assessment of the feasibility of the ICT component of DBE 2 in Aceh province.	Within six months of this modification.	FY07 Q1	FY07 Q1: Winrock International Scope of Work completed and assessment scheduled for FY07 Q2. FY07 Q2: Winrock conducted the first phase of ICT assessment. Second phase scheduled for Q3. A final report was to be submitted during Q3. FY07 Q3: The second phase of the assessment was conducted and two pilot sites were selected. Final report was to be submitted in Q4. FY07 Q4: Completed, final Winrock report submitted to DBE 2. FY08 Q1: Winrock report submitted to USAID.
5	Establish and operate a small grants mechanism as described above.	Within three months of this modification.	FY06 Q4	FY07 Q1: DBE 2 grants program approved by USAID. Additional documentation on small grants mechanism drafted. FY07 Q2: Aceh MTTs trained in small grants activities, potential grantees selected, and procurement specialist hired. FY08 Q2: Thirty-seven Cohort 1 schools selected to participate in small grants program. FY08 Q3: All 37 schools submitted grant applications and grants were awarded. Procurement and delivery were to be finalized in the next quarter. FY09 Q1: Twenty-six out of the 37 Cohort 1 schools received their small grant packages. The remaining 11 were to receive their grant packages in the next quarter. FY09 Q2: Procurement for 11 remaining schools underway. Planning for Cohort 2 small grant recipients commenced. FY09 Q3: Total small grants given so far for 33 Cohort 1 schools totaled US $136,283. Grant process for Cohort 2 was to commence in Q4. FY09 Q4: Cohort 1 small grant awards completed. Awarding of Cohort 2 grants was to commence in early Q1 FY10. FY10 Q1: Awarding of Cohort 2 small grants started and was to conclude in the next quarter. FY10 Q2: Still ongoing, was likely to be completed in Q3. FY10 Q3: Ongoing. FY10 Q4: Ongoing, was to be completed in Q1 FY11.

No.	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
				FY11 Q1: Small grant procurement for 13 Cohort 2 schools completed.
Aceh Program Component 2: Unsyiah FKIP				
1	Mobilize Project Manager (key personnel under this contract) and support staff to Aceh.	Within 15 days of this modification.	FY06 Q3	Completed: FY06 Q4. FY07 Q3: FKIP Program Coordinator tendered his resignation. Recruitment for replacement underway. FY07 Q4: New FKIP Program Coordinator identified and hired, deliverable completed.
2	Submit a report providing the design concept of the new teacher training facility. This deliverable will be used by an architectural and engineering firm under a separate procurement mechanism to create detailed terms of reference and cost estimates for the new teacher training facility.	Within 45 days of this modification.	FY06 Q3	Completed: FY06 Q2.
3	Submit a report identifying priority refurbishment interventions for existing UNSYIAH FKIP buildings, student dormitories, or faculty housing units.	Within 45 days of this modification.	FY06 Q3	Completed: FY06 Q2.
4	Finalize procurement plan and timeline for equipment, furnishings, and supplies to be provided by the contractor for both refurbished and newly constructed facilities.	Within two months of this modification.	FY06 Q4	FY06 Q4: Memo submitted notifying USAID of revised timetable for deliverable, pending finalization of facility design. FY07 Q3: Verbal notification received from CTO indicating facility construction would move forward. FY07 Q4: Notification received from USAID indicating construction of new facility would take place in June 2008. FY08 Q1: Based on guidance from USAID Aceh, DBE 2 sent emails and made phone calls to USAID CTO charged with construction of new facility in order to coordinate finalization of procurement plan and timeline. At the end of the quarter, DBE 2 was still awaiting a response. FY08 Q2: DBE 2 met with USAID and design firm contracted by USAID. It was agreed that DBE 2 FKIP team would meet regularly with design consultant to ensure procurement list matched building specifications. FY08 Q3: DBE 2 Unsyiah prepared furniture and equipment requirements for new facility. These lists were shared with the design consultant and updated as necessary. FY09 Q1: DBE 2 still awaited the bill of quantity from the USAID-contracted construction firm. DBE 2 could not finalize the procurement plan until it received the bill of quantity.

No.	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
				FY09 Q2: DBE 2 still awaited the bill of quantity from the USAID-contracted construction firm. FY09 Q3: Based on receipt of the bill of quantity and construction schedule from USAID this quarter, the procurement plan was finalized for submission to USAID in Q4. FY09 Q4: Procurement plan submitted to EDC home office for review and submission to USAID in early Q1. FY10 Q1: FKIP procurement plan submitted to USAID and approved. Deliverable completed.
5	Finalize with UNSYIAH FKIP a comprehensive management and operational plan for a new teacher training facility.	Within four months of this modification.	FY06 Q4	FY06 Q4: Memo submitted notifying USAID of revised timetable for deliverable, pending finalization of facility design. FY07 Q3: Verbal notification received from CTO indicating facility construction would move forward. FY07 Q4: Notification received from USAID indicating construction of new facility to take place in June 2008. FY08 Q2: Notification received from USAID indicating construction of new facility to begin by September 2008. Management and operational plan development underway. FY08 Q3: Draft standard operating procedures for new facility prepared. FY09 Q2: Human resource management plan developed, standard operating procedures revised and expanded. FY09 Q3: HR management plan and standard operating procedures submitted to Unsyiah administration for feedback and approval. FY09 Q4: HR management plan and standard operating procedures finalized. Deliverable completed.
6	Sign an MOU to establish a university partnership with UNSYIAH and a joint working group comprising representatives from UNSYIAH, DBE, and USAID, in order to oversee and set priorities for DBE 2 work supporting pre-service and in-service teacher training at UNSYIAH.	Within 30 days of this modification.	FY06 Q3	Completed: FY06 Q3.
7	Submit work plan through September 30, 2006. This work plan must show how and when deliverables described above will be accomplished. Subsequent work plan will be part of the DBE 2 annual work plan.	Within 30 days of this modification.	FY06 Q3	Completed: FY06 Q3. FY07 Q4: Draft work plan submitted to DBE 2 Jakarta for review. FY08 Q1: Work plan finalized, submitted to USAID for approval. FY09 Q1: Draft work plan prepared. DBE 2 awaited USAID approval of revised Scope of Work and budget in order to finalize work plan. FY09 Q2: DBE 2 awaited USAID approval of revised Scope of Work and budget in order to finalize work plan.

No.	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
				FY09 Q3: DBE 2 awaited USAID approval of revised Scope of Work and budget in order to finalize work plan. FY10 Q1: Work plan drafted. FY10 Q2: Work plan submitted to USAID. FY11 Q1: Work plan submitted to USAID.
Modification 10				
1	Prepare new work plans for the remainder of the program period, which incorporate revised program activities based on midterm review and GOI program priorities.	During Year Three of project implementation. Requests for annual work plan submissions in subsequent years remain the same as in the original DBE 2 contract signed between USAID and EDC in May 2005.	FY10	FY10 Q1: After receiving contract module, DBE 2 prepared draft work plan for submission to USAID early in the next quarter. FY10 Q2: Work plan submitted to USAID. FY11 Q1: Work plan submitted to USAID.
2	In coordination with USAID CTO, modify staff Scope of Work and estimated person/month to meet the needs as outlined by midterm review and GOI program priorities.	During Year Five of project implementation.	FY10	FY10 Q1: Completed. In some cases, project awaited CO approval for contract extensions.
3	Update Performance Monitoring Plan and Results Framework specifying indicators, baseline data, and targets to measure progress at both activity and Project Objective levels based on midterm evaluation findings. Data will be used as inputs to USAID's Annual Report to AID/W.	Annual report submitted to USAID.	FY10	FY10 Q1: Was to be included in M&E Annual Report, final version of which would be submitted to USAID in the next quarter. FY10 Q2: Annual Report submitted, completed. FY11 Q2: Annual Report (Annual M&E Report) 2010 submitted.
4	Conduct a selection of new subdistricts and schools in collaboration with local government. Where practical, the selection of new subdistricts and schools would be coordinated with other DBE partners. USAID will provide concurrence on the selection criteria and total number selected. Selection of new districts in Aceh will use the same approach after completion of the assessment.	During Year Five of project implementation.	FY10	FY10 Q1: Selection of new districts in Aceh completed and approved. Deliverable completed.

No.	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
5	In coordination with USAID CTO, modify Scope of Work (SOW) of District Learning Coordinators (DLCs) and Master Teacher Trainers (MTTs) to meet local government and project priorities in the remaining period of the project.	During Year Five of project implementation.	FY10	FY10 Q1: MTT and DLC work plans updated to incorporate new activities addressed in Mod 10, completed.
6	In coordination with USAID CTO, develop a pilot distance education program that supports distance education priorities and programs of university consortium partners, including HYLITE members and Open University. Update/finalize formal working protocols with the University Consortium to sustain program best practices and the established distance learning program in Cluster Resource Centers, which will use common education policies, coordination, curricula, and delivery systems.	During Year Five of project implementation. During FY11 Quarter 4.	FY10 FY11	FY10 Q1: DE Pilot developed and DE Pilot Concept Paper submitted to USAID this quarter. Associated activities would commence in the next quarter. FY10 Q2: DE Pilot 1 underway. FY10 Q3: DE Pilot 1 completed, DE Pilot 2 underway. FY10 Q4: DE Pilot 2 completed. Deliverable completed. FY11 Q3: Partner universities in Central Java established the Active Learning Facilitators Association for Central Java and Yogya. Three University Regional District Workshops (Solo, Salatiga, and Semarang) also took place to review both DBE 2 and university outreach programs with district stakeholders (a total of 24 districts in Central Java). Completed: FY11 Q4.
7	In coordination with USAID COTR, modify Scope of Work (SOW) of District Coordinators (DLCs) and Master Teacher Trainers (MTTs) to provide teachers with increased informational resources on how to transfer DBE 2 workshop credits and earn credits toward an S1 degree through distance learning programs.	At midterm and end-of-program external evaluations.	FY10	FY10 Q1: MTT and DLC work plans updated to incorporate new activities addressed in Mod 10.
8	In coordination with USAID CTO, modify work plans of the pilot kindergarten program to support IAI program replication within transition clusters as well as expand the pilot kindergarten program in Aceh.	During Year Five of project implementation.	FY10	FY10 Q1: Aceh kindergarten expansion plan completed and approved by USAID. IAI dissemination manual and kits developed and distributed in all project clusters with associated training. Deliverable completed.
9	In coordination with USAID CTO, modify work plans to incorporate a dual role for CRCs selected to participate in the pilot distance learning program. In addition, Internet access will be achieved in other CRCs in each province, the number of which will be determined by an Internet feasibility study.	During Year Five of project implementation.	FY10	FY10 Q1: Internet connectivity plans developed for schools and CRCs selected to participate in DE pilot based on results of Internet readiness assessment conducted by DBE 2. FY10 Q2: Internet connectivity achieved in majority of schools and/or CRCs participating in DE pilot 1. FY10 Q3: Tier 3 grants awarded, providing Internet connectivity to select CRCs in each province. FY10 Q4: Tier 3 grants continued to be awarded to Cohort 1 and 2 CRCs

No.	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
	Modify work plan to strengthen the dual role for the select Cluster Resource Centers for sustainability of professional development that includes hybrid distance learning of teacher training.	During FY11 Quarter 3.	FY11	meeting selection criteria. FY11 Q1: Tier 3 grant procurement for 100 CRCs meeting the selection criteria completed. FY11 Q3: DBE 2 Central Java installed hardware and software to support the CRC's readiness to function as a meeting place and Internet provider to students from UNNES living near a CRC. The UNNES Distance Education Program Manager visited PSBG Pratiwi Sudharmono to look more closely at the CRC's potential to support university distance education programs. Completed: FY11 Q4.
10	In coordination with USAID CTO, modify work plans to meet local government and project priorities in the remaining period, introduce target cluster school teachers and students to simple mathematics and science instructional materials, and ensure materials are made locally and/or provided through in-kind assistance. Ensure that all cluster resource centers monitored by district education office have a full set of updated math and science instructional materials along with the guide for their use.	During Year Five of project implementation. During FY11 Quarter 4.	FY10 FY11	FY10 Q1: DBE 2 continued to incorporate the use of low-cost math and science instructional materials into CRC, mentoring, kindergarten, and training package roll-out activities. FY10 Q2: DBE 2 continued to incorporate the use of low-cost math and science instructional materials into CRC, mentoring, kindergarten, and training package roll-out activities (Aceh expansion). FY10 Q3: DBE 2 continued to incorporate the use of low-cost math and science instructional materials into CRC, mentoring, kindergarten, and training package roll-out activities (Aceh expansion). Deliverable completed. FY07 Q4: Starter kits delivered to all Cohort 1 CRCs. FY08 Q3: Starter kits delivered to Cohort 2 CRCs (containing math and science kits as well as other materials). FY11 Q3: Support for updated materials provided by DBE 2 through its Best Practices Toolkit and guide for developing CRCs. This was to continue through Q4. Complete: FY11 Q4.
11	In coordination with USAID COTR, modify work plans to meet local government and project priorities in the remaining period. Establish exemplary reading programs by training Master Teachers/Trainers to administer and use library resources and by training clusters so teachers use non-textbook reading materials to create a reading culture. Submit an evaluation of the Reading Program's impact on reading habits and perceptions of teachers and parents.	During Year Five of project implementation. During the final quarter of project implementation.	FY10 FY11	FY10 Q1: FY10 draft work plan detailed MTT involvement in Classroom Reading Program roll-out. Associated MTT training was to commence next quarter. FY10 Q2: MTT Classroom Reading Program training conducted and completed. Deliverable completed. FY11 Q2: Evaluation of the Reading Program's impact submitted in the Annual Report (Annual M&E Report) 2010.

No.	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
				FY11 Q3: Prepared the Reading Program evaluation for the Annual Report (Annual M&E Report) 2011. FY12 Q1: Evaluation Report submitted to USAID, deliverable completed.
12	Update procurement plan to meet revised project priorities as indicated in modified Scope of Work for the remaining period of the project, with regard to grants in-kind for cluster resource centers for teachers, upgrading of university instructional materials, kindergarten pilots, books and reading materials, ICT applications, and other learning materials.	During Year Five of project implementation.	FY10	FY10 Q1: DBE 2 was never required to produce a "project procurement plan"; rather, individual project components incorporating procurement had their individual plans. These plans continued to be developed and updated to match project priorities. Plans include all new activities detailed in Mod 10. Deliverable completed.
13	Update agreement with DBE 1 and DBE 3 on a joint arrangement for information exchange on best practices and implementation experience of mutual interest, which will meet local government and project priorities for the remainder of the project.	During Year Five of project implementation.	FY10	FY10 Q2: DBE 2 participated in joint USAID-DBE National Workshop in Education for more than 100 GOI counterparts. Deliverable completed.
14	Monitor and report ongoing ICT-based small grants. Following the midterm review, new education hotspots and associated small grants will not be initiated without prior USAID approval.	Continue on a regular basis.	FY10	FY10 Q1: An Aceh small grants summary included in the Additional Programmatic Updates section of this report. DBE 2's interpretation of this deliverable was that it only pertains to Aceh small grants. The project was not conducting a "small grants" activity in any other province. FY10 Q2: An Aceh small grants summary was included in the Additional Programmatic Updates section of this report. FY10 Q3: An Aceh small grants summary was included in the Additional Programmatic Updates section of this report. FY10 Q4: An Aceh small grants summary was included in the Additional Programmatic Updates section of this report. FY11 Q1: An Aceh small grants summary was included in the Additional Programmatic Updates section of this report. FY11 Q2: An Aceh small grants summary was included in the Additional Programmatic Updates section of this report. FY11 Q3: An Aceh small grants summary was included in the Additional Programmatic Updates section of this report. Deliverable completed.
15	Continue to update Public Private Alliance (PPA) and submit reports to USAID for each PPA, describing in summary form the contributions of the parties, including the amount of leverage brought by the contractor, a description of private resources and level of innovation,	On a semi-annual basis.		FY10 Q1: PPA Summary included in PPA Update section of this report. FY10 Q2: PPA Summary included in PPA Update section of this report. FY10 Q3: PPA Summary included in PPA Update section of this report. FY10 Q4: PPA Summary included in PPA Update section of this report. FY11 Q1: PPA Summary included in PPA Update section of this report.

No.	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
	and a summary of how the interests and objectives of each partner converge. PPA initiatives in the remaining period of the program will be managed by the USAID/Office of Education.			FY11 Q2: PPA Summary included in PPA Update section of this report. FY11 Q3: PPA Summary included in PPA Update section of this report. FY11 Q4: PPA Summary included in PPA Update section of this report.
16	Prepare special reports/analyses as may occasionally be requested, including input to planned midterm and final evaluations in 2007 and 2009.	Upon request with delivery as agreed to by the COTR.	FY10	
17	Update materials for teacher training of classroom best practices for dissemination by educational personnel to improve communication and coordination with all stakeholders.	During Year Five of project implementation.	FY10	FY10 Q1: DBE 2 digital library to facilitate dissemination of best practices and teacher training materials under development. FY10 Q2: Soft launch of DBE 2 digital library, Pustaka Pendidik. All DBE 2 training products and materials became accessible to education stakeholders throughout the country. FY10 Q3: Digital library fully operational. Best practices toolkit under production. FY11 Q1: Best practices toolkit finalized to support the transition program. FY11 Q2: Partner universities started to install the digital library on their web server or create a hyperlink to Pustaka Pendidik on their website. FY11 Q3: Seven partner universities installed the DBE 2 digital library on their web server or created a hyperlink to Pustaka Pendidik on their website. FY11 Q4: Eight partner universities already installed the DBE 2 digital library on their web server or created a hyperlink to Pustaka Pendidik on their website. After September 2011, Malang State University became the administrator of the Pustaka Pendidik content management sytem, which was previously administered by DBE 2. Deliverable completed.
18	Prepare an assessment of the status of distance education programs in Indonesia and provide specific recommendations on how DBE 2 can create a pilot distance education program using the Cluster Resource Centers, DBE 2 teacher training modules, work experience of current teachers, available technical support, and help of the GOI, Open University, and HYLITE consortium.	During Year Five of project implementation.	FY10	FY10 Q1: Deliverable completed. (DBE 2 submitted its DE Assessment Report, Upgrading Indonesian Primary School Teachers through Distance Education: Towards Systemic Improvement, to USAID during FY09 Q4.)
19	Provide recommendations to USAID as to how DBE 2 core activities can be expanded in Aceh and implemented effectively, incorporating personnel or funding contributions from the Aceh provincial government. Any expansion into Aceh districts, subdistricts, and schools will	During Year Five of project implementation.	FY10	FY10 Q1: Deliverable completed.

No.	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
	need approval by USAID.			
20	The contractor will provide a report on Public Private Alliance activities through Year Four. This report shall include a list of all active or pending alliance activities and a description of their financial status and programmatic results as of September 30, 2009. The financial status shall include the total amount of funding for the activity, itemized by source of funding, leveraged amounts, or cost-sharing applied towards goals in the original contract. The contractor shall also account for how much of the line item for Public Private Alliances in the approved budget has been expended as of September 30, 2009, and the amount budgeted for completion of current activities.	During Year Five of project implementation.	FY10	FY10 Q1: PPA Activities through Year Four included in PPA Update section of this report. DBE 2 was to continue to update PPA status for USAID on a quarterly basis. FY10 Q2: Quarterly update provided in PPA Update section of this report. FY10 Q3: Quarterly update provided in PPA Update section of this report. FY11 Q1: Quarterly update provided in PPA Update section of this report. FY11 Q2: Quarterly update provided in PPA Update section of this report. FY11 Q3: Quarterly update provided in PPA Update section of this report. FY11 Q4: Quarterly update provided in PPA Update section of this report. Deliverable completed.
21	The contractor will develop a program for how local governments and foundations can replicate quality teaching and learning activities to schools and sites not receiving USG assistance. A. Planning for replication: Designate contact persons within the project for replication. Develop key planning materials for interested districts and foundations, such as estimated costs, types of staffing and skills needed, timeline for implementation, overall schematic diagram, and description of expected results. To the extent possible, incorporate planning materials with those of other DBE implementers, especially DBE 1 (training on school governance and management) and DBE 3 (active learning and civic education for junior secondary level). B. Implementation of replication: Provide technical assistance to local governments and foundations to help them strategically target areas for replicating or expanding quality teaching and learning to other schools/areas. Determine what technical inputs can be provided that will complement the local government or foundation's efforts for successful implementation and increase the chances for systematic, lasting reform beyond the period of USAID assistance (usually technical concurrence for these activities can be provided through	During Year Five of project implementation.	FY10	FY10 Q3: DBE 2 Best Practices Guidelines under production. FY11 Q1: DBE 2 Best Practices Guidelines finalized to support the dissemination and transition program. FY11 Q2: DBE 2 Best Practices Guidelines revised and completed based on input from the field and transition program implementation. The production and distribution of the toolkit was to take place in the next quarter. FY11 Q3: DBE 2 Best Practices Guidelines (handbooks and CD) produced and distributed to provinces and stakeholders. FY11 Q4: Deliverable completed.

No.	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
	the annual work plan process). The contractor must have USAID concurrence on the selection criteria and total number of schools and subdistricts to be selected. Where practical, the selection of new subdistricts and schools for replication will be coordinated with other DBE partners.			
Modification 15				
22	Update formal working protocols and mutually agreed work plans to expand in-classroom assistance to include best practices, monitoring implementation with local education offices, and increasing teacher accreditation through distance learning programs with higher education institutions.	During FY11 Quarter 4.	FY11	FY11 Q4: Through the district-level best practices seminars and close-out meetings, this topic was discussed and built into district-level plans for sustaining DBE 2 best practices. Deliverable completed.
23	Consolidate and catalog all updated materials for teacher training of classroom best practices. Schedule and hold events that communicate the extent and location of this body of knowledge to all stakeholders and insure it will be continuously available along with instructions on its use. Regularly update the online resources for project dissemination purposes.	During FY11 Quarter 4.	FY11	FY11 Q3: Seven partner universities already installed the DBE 2 digital library (Pustaka Pendidik) on their web server or created a hyperlink to Pustaka Pendidik on their website. FY11 Q4: Eight partner universities already installed the DBE 2 digital library on their web server or created a hyperlink to Pustaka Pendidik on their website. After September 2011, Malang State University became the administrator of the Pustaka Pendidik content management sytem, which was previously administered by DBE 2. Deliverable completed.
24	In coordination with USAID COTR, set work plan to support priorities of transition activities on project best practices, targeting cluster and school teachers and reflecting GOI teacher-training needs through in-kind assistance.	One month after the award.	FY11	FY10 Q1: FY10 work plan included national and provincial transition and dissemination plans. FY11 Q1: FY11 work plan included national and provincial transition plans. FY10 Q1: Ninety-four transition activities in 244 subdistricts (49 DBE 2 and 195 non-DBE 2); 2,574 schools (81 DBE 2 and 2,493 non-DBE 2); and 842 kindergartens (5 DBE 2 and 837 non-DBE 2). FY10 Q2: Seventy-nine transition activities in 210 subdistricts (37 DBE 2 and 173 non-DBE 2); 666 schools (26 DBE 2 and 640 non-DBE 2); and 652 kindergartens (4 DBE 2 and 648 non-DBE 2). FY10 Q3: Eighty-five transition activities in 112 subdistricts (28 DBE 2 and 84 non-DBE 2); 851 schools (43 DBE 2 and 808 non-DBE 2); and 556 kindergartens (10 DBE 2 and 546 non-DBE 2). FY10 Q4: Forty-three transition activities in 63 subdistricts (8 DBE 2 and 55 non-DBE 2); 800 schools (51 DBE 2 and 749 non-DBE 2); and 49 kindergartens (0 DBE 2 and 49 non-DBE 2).

No.	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
				FY11 Q1: Fifty transition activities in 112 subdistricts (21 DBE 2 and 91 non-DBE 2); 1,310 schools (38 DBE 2 and 1,272 non-DBE 2); and 151 kindergartens (1 DBE 2 and 150 non-DBE 2). FY11 Q2: Seventy transition activities in 110 subdistricts (25 DBE 2 and 85 non-DBE 2); 811 schools (28 DBE 2 and 783 non-DBE 2); and 125 kindergartens (1 DBE 2 and 124 non-DBE 2). FY11 Q3: Forty-two transition activities in 84 subdistricts (13 DBE 2 and 71 non-DBE 2); 510 schools (21 DBE 2 and 489 non-DBE 2); and 78 kindergartens (0 DBE 2 and 78 non-DBE 2). Deliverable completed.

List of DBE 2 Partner Kindergartens

Aceh

No.	District	Sub-district	Kindergarten
1	Aceh Besar	Masjid Raya	TK Al Muhajirin
2	Aceh Besar	Suka Makmur	TK Bungong Kupula
3	Aceh Besar	Indrapuri	TK Aisyiah
4	Aceh Besar	Jantho	TK Dharma Wanita
5	Aceh Tengah	Bebesen	TK Tunas 1001
6	Aceh Tengah	Pegasing	TK Pembina Pegasing
7	Aceh Tengah	Silih Nara	TK Darma Wanita
8	Aceh Tengah	Lut Tawar	RA Buntul Temil
9	Bireuen	Juli	TK Cut Nyak Dhien
10	Bireuen	Kuala	TK Jeumpa Puteh
11	Bireuen	Samalanga	TK Raudhatul Hasanah
12	Pidie	Grong-Grong	TK Putroe Sani
13	Banda Aceh	Baiturrahman	TK Bungong Teratai
14	Banda Aceh	Banda Raya	TK Kartika XIX-XII
15	Banda Aceh	Syiah Kuala	TK Al-Ikhsan
16	Pidie Jaya	Meureudu	TK IKSM
17	Pidie Jaya	Jangka Buya	TK Raudhatul Najhan
18	Lhokseumawe	Banda Sakti	TK Malikussaleh
19	Lhokseumawe	Banda Sakti	TK Al-Azhar
20	Aceh Utara	Tanah Pasir	SBB Al-Manan
21	Aceh Utara	Meurah Mulia	SBB Beringin
22	Aceh Timur	Simpang Ulim	PAUD Sayang Aneuk
23	Aceh Timur	Madat	PAUD Al-Munawarah
24	Bener Meriah	Weh Pesam	TK Aisyiyah
25	Bener Meriah	Bandar	TK Pertiwi
26	Aceh Jaya	Setia Bakti	TK Pocut Ma'in
27	Aceh Jaya	Teunom	TK Jasa Bunda
28	Aceh Barat	Johan Pahlawan	TK Al-Quran Nurul Falah
29	Aceh Barat	Langung	RA Nurul Hikmah
30	Nagan Raya	Senagan	TK Malahayati Parom
31	Nagan Raya	Darul Makmur	TK Boh Hatee Poma
32	Aceh Barat Daya	Blang Pidie	TK Mawaddah
33	Aceh Barat Daya	Kuala Batee	TK Aisyiyah

North Sumatra

No.	District	Sub-district	Kindergarten
1	Binjai	Binjai Utara	TK Maju
2	Binjai	Binjai Selatan	TK Negeri Pembina
3	Deliserdang	Delitua	TK Nurul Burhanuddin
4	Deliserdang	Lubuk Pakam	TK Pembina
5	Tebingtinggi	Padang Hulu	TK Islam Permata Hati II
6	Tebingtinggi	Padang Hilir	Tk Muslimat Alwasliyah
7	Tapanuli Utara	Tarutung	TK Negeri Pembina
8	Tapanuli Utara	Pahaejulu	TK SOS Pahae Julu
9	Sibolga	Sibolga Kota	TK Aisyiyah Bustanul Athfal
10	Sibolga	Sibolga Selatan	TK Aisyiyah Bustanul Athfal

11	Dairi	Sumbul	TK Santa Ana
12	Dairi	Sidikalang	TK Pembina Sidikalang
13	Tapanuli Selatan	Padangsidimpuan Barat	TK Nusa Indah Pintu Padang
14	Tapanuli Selatan	Batang Angkola	TK Tursina Jaya
15	Tapanuli Utara	Sipoholon	TK Beringin Permai
16	Tapanuli Utara	Pangaribuan	TK HKBP Batu Nadua Pangaribuan
17	Tanjung Balai	Datuk Bandar	RA Raudatul Quro
18	Tanjung Balai	Tanjung Balai Selatan	TK SM Raja

West Java and Banten

No.	District	Sub-district	Kindergarten
1	Indramayu	Indramayu	TK Nur Hikmah
2	Indramayu	Sliyeg	TK Pertiwi
3	Sukabumi	Cisolok	PAUD At-Taqwa
4	Sukabumi	Pelabuhanratu	PAUD Darul-Ullum
5	Karawang	Karawang Barat	TK Islam Al Aqsha
6	Karawang	Rengasdengklok	TK Islam Terpadu Permata
7	Lebak	Bayah	TK Pelita II
8	Lebak	Rangkasbitung	TK PGRI Rangkasbitung
9	Cilegon	Purwakarta	TK Al-Khairiyah Kebon Dalem
10	Cilegon	Cilegon	TK PGRI Cilegon
11	Tangerang	Tangerang	TK Al-Amin
12	Tangerang	Karawaci	TK Islam Al-Hidayah
13	Subang	Jalan Cagak/Ciater	TK Ar Rahman
14	Subang	Pagaden	TK Al Kautsar
15	Garut	Tarogong	TK Baiturahman 3
16	Garut	Cikajang	TK Tri Usaha Bakti
17	Bogor	Tanah Sareal	TK PGRI Munggarana
18	Bogor	Bogor Tengah	TK Alyssa
19	Karawang	Kotabaru	TK Khodijah
20	Karawang	Talagasari	TK Al Istianah
21	Indramayu	Balongan	TK Islam Al Mu'awanah Tegal Urung
22	Indramayu	Jatibarang	TK Tiara Harapan

Central Java

No.	District	Sub-district	Kindergarten
1	Kudus	Kaliwungu	TK Pertiwi Sidorekso
2	Kudus	Gebog	TK Sukun 2
3	Demak	Wonosalam	RA Tarbiyatussibyan
4	Demak	Demak	TK Dian Ekawati
5	Grobogan	Grobogan	TK Dharma Wanita Rejosari I
6	Grobogan	Tawangharjo	TK Dharma Wanita Selo
7	Boyolali	Cepogo	TK Pertiwi Candigatak
8	Boyolali	Ngemplak	TK Pertiwi 1 Sawahan
9	Karanganyar	Karanganyar	TK Pertiwi Jungke

10	Karanganyar	Jatipuro	TK Pertiwi Jatipuro
11	Jepara	Nalumsari	TK Pertiwi Blimbingrejo
12	Jepara	Tahunan	TK Taman Wiyata
13	Klaten	Jogonalan	TK Aisyiyah
14	Klaten	Klaten Utara	TK Pertiwi Barenglor
15	Blora	Banjarejo	TK Pertiwi 2
16	Blora	Blora	TK ABA I Blora
17	Klaten	Karanganom	TK Pertiwi 02 Troso
18	Klaten	Ceper	TK Pertiwi Pokak
19	Purworejo	Bener	TK Mardisiwi Kaliboto
20	Purworejo	Gebang	TK Masyitoh

East Java

No.	District	Sub-district	Kindergarten
1	Bojonegoro	Baureno	TK Pertiwi
2	Bojonegoro	Dander	TK Pelita Hati
3	Nganjuk	Kertosono	TK Pertiwi
4	Nganjuk	Tanjunganom	TK Pertiwi
5	Pasuruan	Beji	TK Dharma Wanita Persatuan III
6	Pasuruan	Grati	TK RA Kartini Kedawung
7	Sampang	Camplong	TK Dharma Wanita
8	Sampang	Kedungdung	TK Dharma Wanita
9	Tuban	Merakurak	RA Muslimat Syalafiyah
10	Tuban	Semanding	TK Bina Putra Gedongombo
11	Mojokerto	Magersari	TK Muslimat NU 5
12	Mojokerto	Prajurit Kulon	TK Dharma Wanita
13	Tuban	Palang	TK Pertiwi Gesikharjo
14	Tuban	Jenu	TK Mamba'il Futuh
15	Bangkalan	Bangkalan	TK PGRI Kemayoran
16	Bangkalan	Blega	TK Dharma Wanita 2
17	Sidoarjo	Tulangan	TK Dharma Wanita Modong
18	Sidoarjo	Sedati	TK Dharma Wanita Persatuan
19	Surabaya	Gubeng	TK Hapsari
20	Surabaya	Kenjeran	TK Aisyiyah 05

South Sulawesi

No.	District	Sub-district	Kindergarten
1	Jeneponto	Binamu	TK Aisyiyah
2	Jeneponto	Bangkala	TK Dharma Wanita Kalimporo
3	Pangkep	Pangkajene	TK Pertiwi Anrong Appaka
4	Pangkep	Ma'rang	RA DDI Bonto-bonto
5	Soppeng	Lalabata	TK Teratai
6	Soppeng	Lilirilau	TK As'adiyah
7	Enrekang	Enrekang	TK ABA 3 Pinang Permai
8	Enrekang	Anggeraja	TK Pertiwi 1 Cakke
9	Palopo	Wara	TK Handayani
10	Palopo	Telluwanua	TK Dharma Wanita

11	Makassar	Mamajang	TK Sulawesi
12	Makassar	Tamalanrea	TK ABA BTP Tamalanrea
13	Pinrang	Wattang Sawito	TK Cokroaminoto
14	Pinrang	Mattirobulu	TK PGRI 1
15	Sidrap	Maritengngae	TK Aisyiyah 2
16	Sidrap	Pitu Riawa	TK Dharma Wanita Bulucenrana
17	Luwu	Belopa	TK Nurjannah
18	Luwu	Bajo	TK Aisyiyah

List of DBE 2 Primary Schools – Cohort 1

NANGGROE ACEH DARUSSALAM

District	Sub District	School	
Banda Aceh	Baiturrahman	• SDN 12 (Merger of SDN 12, 41 and 23) • SDN 22 (Merger of SDN 22, 26, 27 and 77) • SDN 40	• SD Kartika XIV-2 • MIN Masjid Raya
	Banda Raya	• SDN 50 (Merger of SDN 50 and 63) • SDN 52 • SDN 71	• SDN 63 (SDN 108) • SDN 67 (SDN 110) • MIN Lhong Raya
	Syiah Kuala	• SDN 57 • SDN 55 • SDN 69 • SDN 16 (SDN 82)	• SDN 19 (SDN 83) • SDN 68 • SDN 46 (SDN 106) • MIN Rukoh
Aceh Besar	Suka Makmur	• SDN Sibreh • SD Anek batek • SD Lamlheue • SD Lambirah • MIN Jeurela 1	• MIN Jeurela 2 • MIN Bukloh • MIN Sungai Limpah • MIN Baet
	Mesjid Raya	• SD Neuheun • SD Lamnga • SD Perumnas Neuheun • SDN 1 Klieng	• SD Labuy • MIN Durung • MIN Miruk
2	**5**	**35**	

North Sumatra

District	Sub District	School	
Kota Binjai	Binjai Selatan	• SDN 020256 • SDN 020265 • SDN 023893 • SDN 023894 • SDN 023895	• SDN 024767 • SDN 024774 • MIS Ikhwanul Mukminin • MIN Binjai • SDN 028070
	Binjai Utara	• SDN 020255 • SDN 023901 • SDN 020266 • SDN 024755 • SDN 024754	• SDN 027143 • MIS Al Muqorrobin • SDS Tunas Pelita • SDS Maju • SDN 020263
Deli Serdang	Lubuk Pakam	• SDN 101900 • SDN 101901	• SDN 104242 • SDN 107955

		• SDN 101906 • SDN 108384 • SDN 106831	• SDN 107982 • MIS Nurul Hasanah • SDS Muhammadiyah
	Deli Tua	• SDN 101797 • SDN 101798 • SDN 101799 • SDN 101800 • SDN 101801	• SDN 104213 • SDN 104214 • MIS Alkhaerat • SDS Harapan III • SDS YPI
Kota Tebing Tinggi	Padang Hilir	• SDN 163080 • SDN 163088 • SDN 165728 (from Kec Rambutan) • SDS Katolik Asisi • SDS Taman Siswa	• SDN 167645 • SDN 164526 • SDN 164330 • MIS Teladan Guppi • SDS Ma'Arif
	Padang Hulu	• SDN 163099 • SDN 163095 • SDN 163096 • SDN 163098 • SDN 164612	• SDN 168234 • MIN Padang Hulu • SDS Muhammadiyah Attaqwa • SDN 167648 • SDN 167649
Kota Sibolga	Sibolga Kota	• SDN 081232 • SDN 081234 • SDN 084086 • SDN 084087 • SDN 085115	• SDS Islamiyah • SDS RK II • SDS Tri Ratna • SDN 081227 (from Sibolga Utara Subdistrict) • SDN 084089 (from Sibolga Utara Subdistrict)
	Sibolga Selatan	• SDN 081240* • SDN 084081 • SDN 084082 • SDN 084083 • SDS Muhammadiyah I	• SDN 087981 • SDN 086441 • SDN 081231 (from Sibolga Sambas Subdistrict) • SDN 084094 (from Sibolga Sambas Subdistrict) • MIS Nurul Falah (from Sibolga Sambas Subdistrict)
Tapanuli Utara	Tarutung	• SDN 173104 • SDN 173100 • SDN 173118 • SDN 173119 • SDN 177028	• SDS HKI • SDS HKBP Pearaja • SDN 173105 • SDN 173131 • SDS Santa Maria
	Pahae Julu	• SDN 173255 • SDN 173256 • SDN 173257 • SDN 173259 • SDN 173260	• SDN 173262 • SDN 173263 • SDN 173264 • SDN 173265 • MIN Peanornor
5	**10**	**100**	

Banten

District	Sub District	School	
Lebak	Bayah	• SDN Bayah Barat 1 • SDN Bayah Barat 2 • SDN Bayah Barat 3 • SDN Bayah Barat 4 • SDN Bayah Barat 5	• SDN Bayah Timur 1 • SDN Bayah Timur 2 • SDN Bayah Timur 3 • MIN Sukajaya (MIN Bayah)
	Rangkas Bitung	• SDN Muara Ciujung Barat 01 • SDN Muara Ciujung Barat 02 • SDN Muara Ciujung Barat 03 • SDN Muara Ciujung Barat 04 • SDN Muara Ciujung Barat 05	• SDN Muara Ciujung Barat 06 • SDN Cijero lebak 01 • SDN Cijero lebak 02 • SDN Cijero lebak 04 • MIS Al Hidayah
Kota Cilegon	Cilegon	• MIS Al Bustaniyah • MIS Jauharotunnaqiyah • SDN Blok 1 • SD. YPWKS 5	• SDN Ketileng 2 • SDN Bendungan 1 • SDN Bendungan 2
	Purwakarta	• MIS Pabean • SDN Simpang Tiga • SDN Sumampir • SDN Kubangkutu 2 • SDN Kubangkutu 1	• SDN Kebondalem • SDN Ramanuju • SDN Kubangkalak • SDN Purwakarta • SDN Kenanga
Kota Tangerang	Tangerang	• SDN Sukasari 4 • SDN Sukasari 5 • SDN Cikokol 1 • SDN Cikokol 2	• SDS Muhammadiyah 4 • MIN Buaran • SDN Cikokol 3 • SDN Cikokol 4
	Karawaci	• SDN Karawaci baru I • SDN Karawaci baru 5 • SDN Karawaci 4 • SDN Karawaci 6 • SDN Karawaci 8	• SDN Karawaci 14 • SDS Al-Ijtihad • MIS Nurul Huda • MIS Al-Husna
3	**6**	**53**	

West Java

District	Sub District	School	
Kab. Indramayu	Indramayu	• SDN Kepandean I • SDN Kepandean II • SDN Bojongsari I • SD BPK Penabur • SDN Singajaya I	• SDN Margadadi III • SDN Karanganyar I • MIS Darun Nahwi • MIS Guppi Teluk agung • MIS Assalafiah
	Sliyeg	• SDN Sleman I • SDN Sleman II • SDN Sleman III • SDN Sleman Lor I • SDN Sleman Lor II • SDN Tambi I	• SDN Tambi II • SDN Tambi Lor I • SDN Tambi Lor II • MIN Sliyeg • MIS Yapida Tambi
Kab. Karawang	Karawang Barat	• SDN Tanjungpura I • SDN Tanjungpura II • SDN Tanjungpura III • SDN Tanjung Mekar I • SDN Tanjung Mekar II	• SDN Tanjung Mekar III • MIN Tanjungpura • MIS Al-Muawanah • SDN Tunggak Jati III
	Rengasdengklok	• SDN Rengasdengklok X • SDN Rengasdengklok IX • SDN Rengasdengklok XII • SDN Rengasdengklok XIII • SDN Amansari I	• SDN Amansari II • MIS Al-Khoeriyah • MIS Al-Muhajirin • MIS Rohmatul Ummah • SDS BPK Penabur
Kab. Sukabumi	Pelabuhan Ratu	• SDN Pelabuhan Ratu I • SDN Gunung Sumping • SDN OTISTA • SDN Sirnagalih • SDN Dewi Sartika	• MIS Pasanggrahan • MIS Cangehgar • MIS Miftahul Falah • MIS Yasfa • MIS Al-Khasanah
	Cisolok	• SDN Cisolok • SDN Nelayan • SDN Gunung geulis • SDN Pajagan • SDN Karang papak	• SDN Cikahuripan • SDN Cimaja 1 • MIS Simpang • MIS Marinjung • MIS Cibangban
3	**6**	**59**	

Central Java

District	Sub District	School	
Jepara	Nalumsari	• SDN Dorang 01 • SDN Dorang 02 • SDN Dorang 03 • SDN Blimbingrejo 01 • SDN Blimbingrejo 02	• SDN Blimbingrejo 03 • SDN Tunggul Pandean 03 • SDS Muhammadiyah Blimbingrejo • MI Nalumsari
	Tahunan	• SDN Sukodono 01 • SDN Sukodono 02 • SDN Sukodono 03 • SDN Langon 01 • SDN Langon 02	• SDN Langon 03 • SDN Petekeyen 01 • SDN Petekeyen 02 • MI Al Hidayah Langon
Kudus	Kaliwungu	• SDN Sidorekso 01 • SDN Sidorekso 02 • SDN Sidorekso 03 • SDN Sidorekso 04 • SDN Blimbing Kidul 01 • SDN Blimbing Kidul 02	• SDN Blimbing Kidul 03 • SDN Papringan 01 • SDN Papringan 02 • SDN Papringan 03 • MI Mafatikhul Ulum Sidorekso • MIN Prambatan Kidul
	Gebog	• SDN Gondosari 01 • SDN Gondosari 02 • SDN Gondosari 03 • SDN Gondosari 04 • SDN Gondosari 05 • SDN Gondosari 06	• SDN Gondosari 07 • SDN Gondosari 08 • SDN Gondosari 09 • SDN Gondosari 10 • MINU Tsamrotul Wathon • MI Attarbiyatul Islamiyah
Boyalali	Cepogo	• SDN Cepogo 01 • SDN Bakulan • SDN Genting 01 • SDN Genting 02 • SDN Randu • SDN Candigatak 01 • SDN Candigatak 02 • SDN Jelok 01	• SDN Jelok 02 • SDN Sukabumi • MI Ringin • MI Paesan • MI Bakulan • MI Candi Gatak • MI Al Habib Doglo
	Ngemplak	• SDN Donohudan 01 • SDN Donohudan 02 • SDN Donohudan 03 • SDN Sawahan 01 • SDN Sawahan 02 • SDN Sawahan 03	• SDN Sawahan 04 • SDN Gagaksipat 01 • SDN Gagaksipat 02 • SDN Gagaksipat 03 • MI Sawahan
Karanganyar	Jatipuro	• SDN Jatipuro 01 • SDN Jatipuro 02 • SDN Jatipuro 03 • SDN Jatisuko 01 • SDN Jatisuko 02 • SDN Jatisuko 03	• SDN Jatimulyo 01 • SDN Jatimulyo 03 • SDN Jatikuwung 01 • SDN Jatikuwung 02 • MI Sudirman Jatikuwung
	Karanganyar	• SDN Karanganyar 01 • SDN Karanganyar 02 • SDN Karanganyar 03 • SDN Karanganyar 04	• SDN Jungke 01 • SDN Jungke 02 • MI Muhammadiyah Karanganyar
Klaten	Jogonalan	• SDN Tangkisan Pos • SDN Titang	• SDN Somopuro 01 • SDN Somopuro 02

		• SDN Gondangan • SDN Rejoso 01 • SDN Rejoso 02	• SDN Somopuro 03 • MI Tangkisanpos
	Klaten Utara	• SDN Barenglor 01 • SDN Barenglor 02 • SDN Barenglor 03 • SDN Barenglor 04 • SDN Gergunung 01	• SDN Gergunung 02 • SDN Karanganom 01 • SDN Karanganom 03 • SD PL Sugiyopranoto • MI Muhammadiyah Gading 01
5	**10**	**105**	

East Java

District	Sub District	School	
Surabaya	Gubeng	• SDN Mojo III • SDN Mojo IV • SDN Mojo V	• SDN Mojo IX • SDN Mojo X • MI Sunan Giri
	Kenjeran	• SDN Sidopotopo Wetan IV • SDN Bulak Banteng I • SDN Bulak Banteng II • SD Pecinta Damai	• SDI Al Iksan • SLB Ayodya Tuladha • MI Muhamadiyah
Tuban	Jenu	• SDN Beji 1 • SDN Beji 2 • SDN Suwalan • SDN Suwalan 2 (Regroup with SDN Suwalan) • SDN Wadung	• SDN Rawasan • MI Manbail Futuh Beji • MI Manbail Huda • MI Hidayatul Mubtadi'in
	Palang	• SDN Gesikharjo 1 • SDN Gesikharjo 2 • SDN Karang Agung (this school merged with SDN Karang Agung 01 and 02) • SDN Glodok • SDN Palang	• MI Al Hidayah Gesikharjo • MI Al Mustofawiyah Palang • MI Muhammadiyah Karangagung • MI Nurul Khoiriyah Glodog • MI Salafiyah Karah Agung
Bangkalan	Bangkalan Kota	• SDN Kemayoran 1 • SDN Demangan 1 • SDN Demangan 2 • SDN Demangan 3	• SDN Demangan 4 • SDN Pangeranan 2 • SDK Maria Fatima • MIS Toriqul Mubtadin
	Blega	• SDN Blega 2 • SDN Nyormanis 1 • SDN Nyormanis 2 • SDN Nyormanis 3	• SDN Kajjan 1 • SDN Kajjan 2 • SDN Kampao • MI Kampao (Hidayatusshibyan)
Mojokerto	Prajurit Kulon	• SDN Pulorejo 1 • SDN Pulorejo 2 • SDN Mentikan 2 • SDN Mentikan 4	• SDN Kauman 1 • SDN Kauman 2 • MI Al-Muksinun • MI Sunan Kalijaga
	Magersari	• SDN Gunung Gedangan 1 • SDN Gunung Gedangan 2 • SDN Meri 1 • SDN Meri 2	• SDN Kedundung 1 • SDN Kedundung 2 • SDN Kedundung 3 • MI Darul Muda
Sidoarjo	Tulangan	• SDN Kemantren 1 • SDN Kemantren 2 • SDN Grogol • SDN Modong	• SDN Kepuhkemiri • MI Darussalam • MI Miftahul Ulum • MI Asasul Huda

		• SDN Grinting	• MI Al Wardah
	Sedati	• SDN Sedati Gede 2 • SDN Sedati Gede 1 • SDN Sedati Agung • SDN Betro	• SDS Hangtuah 10 • MIS Khoirul Huda • MI Wahid Hasyim • MI Darul Karomah
5	**10**	**81**	

South Sulawesi

District	Sub District	School	
Pangkep	Pangkajene	SDN 28 Tumampua II SD 32 Tumampua VI SD 4 Padoang-doangan SD 31 Tumampua V	SDN 1 (and 2) Pangkajene MIS Muhammadiyah Sibatua MIS DDI Barubaru Tanga
	Ma'rang	SD 14 Bonto-bonto SD 1 Bonto-bonto SD 11 Ale Bonto-bonto SD 12 Attassalo	SD 15 Bonto-bonto SD 24 Alekarajae MIS DDI Laikang
Kota Palopo	Wara Utara	SDN 80 Lalebbata SDN 81 Langkanae SDN 483 Andi Patiware SDN 75 Surutanga SDN 440 Salekoe SDN 274 Mattirowalie	SDN 69 Binturu SDN 77 Palopo SD Muhammadiyah 1 SDN 275 Salottellue MI DDI 1 Palopo SD Kristen Palopo
	Telluwanua	SDN 86 Battang SDN 87 Paredean SDN 91 Walenrang SDN 255 Mancani SDN 374 Padang Alipan SDN 376 Sumarambu	SDN 441 Mappatongko SDN 485 Buntu Batu SDN 486 Salutete SDN 528 Padang Lambe MI DatuK Sulaiman
Jeneponto	Binamu	SD Inpres No. 120 Jeneponto SD Muhammadiyah SDI 112 Tamarumang	SDN 81 Tanrusampe SDI 198 Ujung Loe SDN 23 Patontongan
	Bangkala Palengu	SDN Inpres 125 Allu SDN Inpres 214 Pungkaribo SDN 64 Tanatoa SDN Inpres 153 Pallantikang	SDN Inpres 188 Tombo- Tombolo SDN Inpres 252 Parang Benrong MIS Taipa Tinggia MIS Parang Boddong
Soppeng	Lallebata	SDN 1 Lamappoloware SDN 3 Lemba SDN 23 Tanete	SDN 28 Malaka SDS Kristen Oikumene 041 MIS PERGIS Gandra
	Lilirilau	SDN 161 Karya SDN 108 Talepu SDN 121 Salaonro SDN 122 Kecce SDN 188 Solo Lompengeng	SDN 250 Bulu SDN 202 Walenae SDN 107 Allimbangeng MIS As'adiyah Cabeng
Enrekang	Enrekang	SDN 172 Enrekang SDN 1 Enrekang SDN 12 Enrekang SDN 41 Enrekang SDN 45 Talaga SDN 116 Enrekang	SDN 117 Enrekang SDN 137 Bamba SDN 26 Masemba MIN Papi Buntu MIS Guppi Kumadang
	Anggeraja	SDN No 39 Cakke SDN No 142 Kampung Baru SDN No 157 Cakke SDN No 33 Sossok	SDN No 65 Tampo SDN No 111 Pasaran SDN No 62 Batu Rampun SDN No 129 Bunu

		SDN No 119 Belalang MIS Guppi Cendana
5	**10**	**87**

List of Partner Primary Schools – Cohort 2

North Sumatra

District	Sub District	School	
Dairi	Sidikalang	• SDN 034781 • SDN 030287 • SDN 030288 • SDN 030284 • SDN 034779	• SD Inpres • SDN 030285 • MIN Sidikalang • MIS Pesantren
	Sumbul	• SDN 030332 • SDN 030355 • SDN 033923 • SDN 033924	• SDN 030333 • SDN 030331 • SDN 030334 • SD Advent
Tanjung Balai	Tanjung Balai Selatan	• SDN 132406 • SDN 132405 • SDN 132407 • SDN 132415 • SDN 137697	• SDN 132412 • MIN 3 • SD Harapan Muhammadiyah • MIS Aisyiyah
	Datuk Bandar	• SDN 134633 • SDN 136541 • SDN 130010 • SDN 137958 • SDN 135911	• SDN 138429 • MIN 4 • MIS Alfajri • MIS Alfalaah • YPS Suwardi Salim
Tapanuli Utara	Pangaribuan	• SDN 173193 • SDN 173192 • SDN 173194 • SDN 175760 • SDN 173195	• SDN 173191 • SDN 173214 • SDN 175761 • SDN 175759 • SDS HKBP
	Sipoholon	• SDN 173132 • SDN 173133 • SDN 173134 • SDN 173135 • SDN 175742	• SDN 177032 • SDN 173146 • SDN 176331 • SDN 175743 • SDS HKBP
Tapanuli Selatan	Padang Sidimpuan Barat	• SDN 103250 Sitinjak • SDN 103260 Sitinjak • SDN 103500 Sigumuru • SDS 103520 Muhammadiyah • MIN Panobasan	• SDN 103280 Sibangkua • SDN 103480 Aeknabara • SDN 103390 Siuhom • SDN 103460 Siuhom
	Batang Angkola	• SDN 100010 Pintu Padang	• SDS 100330 Muhammadiyah

District	Sub District	School	
		• SDN 100020 Pintu Padang • SDN 100170 Pintu Padang • SDN 100210 Sorik • SDN 100260 Pintu Padang	• SDN 100070 Muaratais • SDN 100120 Pangaribuan • SDN 100030 Pintu Padang • SDN 100230 Pasar Lama
4	**8**	**74**	

Nanggroe Aceh Darussalam

District	Sub District	School	
Aceh Besar	Kota Jantho	• SDN 2 Kota Jantho • SDN 3 Kota Jantho • SDN 5 Kota Jantho • SDN 7 Kota Jantho • SDN 6 Kota Jantho	• SDN 4 Kota Jantho • SDN 8 Kota Jantho • SDN 1 Kota Jantho • MIN Jantho
	Indrapuri	• SDN 1 Indrapuri • SDN 2 Indrapuri • SD Limo • SD Mureu • SD Meusalee	• MIN Lamreh • MIN Indrapuri • MIN Meureue • MIN Lampupok Raya • MIN Buket Baro II
Aceh Tengah	Pegasing	• SDN Atang Mujungket (SDN 4 Bies) • SDN Tebes Lues (SDN 6 Bies) • SDN Pucuk Deku (SDN 7 Bies) • SDN Lenga (SDN 5 Bies) • SDN Arul Latong (SDN 3 Bies)	• SDN Pilar Bies (SDN 2 Bies) • SDN Bies Penentan (SDN 1 Bies) • MIN Uning (MIN Uning) • MIN Gelelungi (MIN Gelelungi) • MIN 2 Bebesen (MIN 2 Bebesen)
	Silih Nara	• SDN Burni Bius (SDN 8 Silih Nara) • SDN 1 Wihni Bakong (SDN 1 Silih Nara) • SDN 2 Wihni Bakong (SDN 6 Silih Nara) • SDN 2 Rutih (SDN 3 Silih Nara)	• SDN Burlah/Sanehen (SDN 16 Silih Nara) • SDN Genting Gerbang (SDN 7 Silih Nara) • MIN Remesen (MIN Remesen) • MIN Pepayungen (MIN Pepayungen)

	Bebesan	• SDN Bebesan (SDN 1 Bebesen) • SDN Kercing (SDN 11 Bebesen) • SDN Kebet (SDN 2 Bebesen) • SDN Simpang Daling (SDN 14 Bebesen) • SDN Tensaran (SDN 4 Bebesen) • SDS 1001 (SDS Yayasana 1001 Takengon) • MIN 1 Bebesan (MIN 1 Bebesen)	• MIN Berkemas (MIN Berkemas) • MIS Ratawali (MIS Ratawali) • MIN 1 Kebayakan (MIN 1 Kebayakan) • MIN Gunung Bukit (MIN Gunung Bukit) • MIN Bintang (MIN Bintang) • MIS Ujung Termetas (MIS Ujung Temetas)
	Laut Tawar	• SDN 9 Takengon (SDN 10 Lut Tawar) • SDN Kenawat (SDN 5 Lut Tawar) • SDN Toweren (SDN 2 Lut Tawar) • SDS Pendidikan Islam (SDS Yayasan Pendidikan Islam) • MIN Rawe (MIN Rawe)	• MIN Toweren (MIN Toweren) • MIN Kenawat Lut (MIN Kenawat Lut) • MIN 2 Kota Takengon (MIN 2 Kota Takengon) • MI Muhammadiyah (MI Muhammadiyah)
Bireun	Samalanga	• SDN 4 Samalanga • SDN 1 Samalanga • SDN 3 Samalanga • SDN 8 Samalanga • SDN 10 Samalanga • SDN 12 Samalanga • MIN Tanjongan	• MIN Kuta Blang • MIN Samalanga • MIN Bale • MIN Cot Meurak • MIN Matang Jareung • MIN Blang Mane • MIN Kuta Gle
	Kuala	• SDN 6 Kuala • SDN 1 Kuala • SDN 2 Kuala • SDN 3 Kuala • SDN 4 Kuala • SDN 5 Kuala	• SDN 7 Kuala • MIN Cot Treing • MIN Cot Batee • MIN Jangka 1 • MIN Tanoh Anoe
	Juli	• SDN 1 Juli • SDN 2 Juli • SDN 3 Juli • SDN 7 Juli • SDN 6 Juli • SDN 15 Juli	• SDN 16 Juli • SDN 17 Juli • SDN 14 Biruen • MIN Juli • MIN Cot Meurak • MIN Bireun

Pidie	Grong-grong	• SDN Grong-Grong • SDN Pangge Pilok • SDN 3 Aree • SDN Bambong • SDN Ceurih Mee • SDN Reubee • MIN Grong-Grong • MIN Bambi II • MIN Kampong Aree • MIN Bambong • MIN Reubee • MIS Reubee
4	**10**	**108**

East Java

District	Sub District	School
Bojonegoro	Baureno	• MI Darul Ulum Blongsong • MI Darul Ulum Pasinan • MI Tarbiyatus Sibyan Kauman. • SD Nurul Ulum Ngemplak • SDN Baureno 1 • SDN Baureno 3 • SDN Blongsong 1 • SDN Blongsong 2 • SDN Pasinan • SDN Trojalu
	Dander	• MI Manbaul Huda Sendang Rejo • MI Miftahul Huda Ngraseh • SDN Dander 1 • SDN Dander 2 • SDN Dander 3 • SDN Dander 4 • SDN Growok 1 • SDN Growok 2 • SDN Ngunut 1 • SDN Ngunut 2
Nganjuk	Kertosono	• MI Nurul Huda Bangsri • MI Da'watul Khoir Drenges • MI Sabilillah Tanjung • SD Muhammadiyah • SDN Banaran 2 • SDN Banaran 3 • SDN Kudu 1 • SDN Kudu 2 • SDN Kutorejo 1 • SDN Kutorejo 2
	Tanjunganom	• MI Daya Muda Al Islam • MIN Sumberkepuh • SDI Darus Sholihin • SDN Jogomerto 1 • SDN Jogomerto 2 • SDN Tanjunganom 1 • SDN Tanjunganom 2 • SDN Tanjunganom 3 • SDN Tanjunganom 4 • SDN Tanjunganom 5
Pasuruan	Beji	• MI Al Islam Sidowayah • MI Darun Najah Pagak • MI Miftahul Huda 1 Kenep • MIN Beji • SDN Beji 1 • SDN Beji 2 • SDN Beji 3 • SDN Beji 4 • SDN Gunungsari 1 • SDN Gunungsari 2
	Grati	• MI Miftahul Ulum Asimachi • MI Miftahur Baitur Rohman Kalipalang • SDN Karangkliwon • SDN Kedawungkulon 1 • SDN Kedawungkulon 2 • SDN Kedawungwetan 1 • SDN Kedawungwetan 2 • SDN Kedawungwetan 3 • SDN Kedawungwetan 4 • SDN Kebonrejo 1 • SDN Kebonrejo 2

		• SDN Kedawungkulon 3
Sampang	Camplong	• MI Bustanul Ulum • MI Mambaul Ulum • MI Miqthaful Ulum • SDN Banjar Talela 1 • SDN Banjar Talela 2 • SDN Banjar Talela 3 • SDN Banjar Tabulu 1 • SDN Banjar Tabulu 2 • SDN Banjar Tabulu 3 • SDN Tambaan 1 • SDN Tambaan 2 • SDN Tambaan 3 • SDN Tambaan 4 • SDN Tambaan 5
	Kedundung	• MI Aljawair • MI Miftahul Tulab • MI Nahdatul Tholibin • SDN Banyukapah 1 • SDN Banyukapah 2 • SDN Banyukapah 3 • SDN Keramat 1 • SDN Komis 1 • SDN Komis 2 • SDN Komis 3
Tuban	Merakurak	• MI Salafiyah Mandi rejo • SDN Kapu 1 • SDN Mandirejo • SDN Sambonggede 1 • SDN Sambonggede 2 • SDN Sendanghaji • SDN Tahulu 2
	Semanding	• MI Khoiriyatus Sibyan Widengan • MI Sumbersari Kowang • SDN Gedongombo 2 • SDN Gedongombo 5 • SDN Gedongombo 6 • SDN Kowang 1 • SDN Kowang 2
5	**10**	**98**

South Sulawesi

District	Sub District	School
Kota Makassar	Tamalanrea	• SD Inpres Tamalanrea I • SD Inpres Tamalanrea II • SD Inpres Tamalanrea III • SD Inpres Tamalanrea IV • SD Inpres Tamalanrea V • SD Inpres Tamalanrea VI • SDS Integral Al-Bayan
	Mamajang	• SD Inpres Bertingkat Mamajang III • SDN Mamajang II • SD Inpres Bertingkat Mamajang IV • SD Muhammadiyah 2 • SD Katolik Mamajang I • SD Negeri Mawas • SD Kartika Wirabuana I • MI Yaspi Sambung Jawa
Pinrang	Watang Sawitto	• SDN 1 Pinrang • SDN 9 Pinrang • SD Inpres Garessi • SD Unggulan 8 Pinrang • MIS DDI Pinrang Timur • MIS DDI Pinrang Barat • SDN 187 Pinrang • MIS DDI Kampung Jaya • SDN 286 Pinrang • SDN 249 Pinrang
	Mattiro Bulu	• SDN 166 Mattiro Bulu • MIS DDI Kariango • SDN 208 Kariango • SDN 179 Pinrang • SDN 190 Pinrang • SDN 80 Bua Pinrang

		• SDN 76 Mattiro Bulu • SDN 79 Barugae	• SDN 81 Bulu • SDN 237 Pinrang
Sidrap	Maritengengai I	• SDN 10 Pangsid • SDN 2 Pangsid • SDN 3 Pangsid • SDN 5 Pangsid • SDN 6 Pangsid	• SDN 8 Pangkajene • SDN 11 Pangsid • SDN 19 Pangsid • MIS Muhammadiyah Pangsid • MIS DDI Pangsid
	Pitu Riawa	• SDN 3 Otting • SDN 8 Otting • SDN 1 Otting • SDN 4 Otting • SDN 4 Betao	• MIS Muhammadiyah Samallangi • MI As'adiyah 132 Lancirang • SDN 4 Lancirang • SDN 2 Lancirang • SDN 1 Lancirang
Luwu	Belopa	• SDN 22 Belopa • SDN 21 Tadette • SDN 306 Pasamai • SDN 431 Walenna • SDN 432 Talumae	• SDN 474 Balubu • MIS 8 Belopa • SDN 23 Labucae • SDN 27 Padang-Padang • SDN 26 Balo-Balo
	Bajo	• SDN 29 Bajo • SDN 28 Balla • SDN 248 Kampung Baru • SDN 37 Balabatu • SDN 30 Rumaju	• SDN 38 Jambu • SDN 31 Sampeang • MIS 09 Bajo • SDN 39 Padang Kalua
4	**8**	**74**	

West Java

District	Sub District	School	
Indramayu	Balongan	• SDN Tegalurung I • SDN Tegalurung II • SDN Balongan I • SDN Balongan II • SDN Balongan III	• SDN Balongan IV • SDN Majakerta II • MIS Muhammadiyah Tegalurung • MIS Islamiyah Tegalurung • MIS Muhammadiyah, Sukaurip
	Jatibarang	• SDN Bulak I • SDN Bulak II • SDN Bulak III • SDN Bulak Lor I	• SDN Bulak Lor II • SDN Bulak Lor III • MIS GUPPI Lohbener • MIS PUI Jatisawit Lor
Karawang	Talagasari	• SDN Talagasari I • SDN Talagasari II • SDN Talagasari III • SDN Talagasari IV • SDN Pasirmukti I	• SDN Pasirmukti II • SDN Kalibuaya II • SDN Cadas Kertajaya I • MI Al-Istianah • MIS Miftahul Falah

	Kotabaru	• SDN Sarimulya I • SDN Sarimulya II • SDN Sarimulya III • SDN Sarimulya IV • SDN Sarimulya V • SDN Sarimulya VI	• SDN Cikampek Utara I • SDN Cikampek Utara II • SDN Cikampek Utara VII • MIS Al-Hidayah • MIS Al-Ahliyah
Garut	Cikajang	• SDN Cikajang I • SDN Cikajang II • SDN Cikajang III • SDN Cikajang IV • SDN Padasuka I	• SDN Padasuka II • SDN Padasuka III • MIS Al-Hidayah • MIS Nurul Hidayah
	Tarogong	• SDN Tarogong I • SDN Tarogong II • SDN Pataruman I • SDN Jayaraga I • SDN Haurpanggung III	• SDN Haurpanggung IV • MIS Cokroaminoto • MIS Al-Qomar • SD IT (Islam Terpadu) PERSIS
Subang	Jalancagak	• SDN Giri Mekarsari • SDN Giri Mekar • SDN Palasari • SDN Tegallega • SDN Neglasari • SDN Nagrak	• SDN Margaasih • SDN Cibitung I • SDN Cibitung II • SDN Sukamaju • MIS Al-Muawanah • MIS Mambaul Ulum
	Pagaden	• SDN Kamarung I • SDN Kamarung II • SDN Mawar • SDN Sukajaya • SDN Majasari	• SDN Mayangsari • SDN Melati • MIS Ar-Rahmat • MIS An-Nazah I • MIS Tarbiyatussibyan
Kota Bogor	Tanah Sareal	• SDN Kebon Pedes V • SDN Kebon Pedes I • SDN Kebon Pedes III • SDN Kebon Pedes VI • SDN Kebon Pedes VII	• SDN Pondok Rumput I • SDN Pondok Rumput II • SDN Bubulak • MI Assasul Islam • MI Matlaul Anwar
	Bogor Tengah	• SDN Sempur Kaler • SDN Kampung rambutan • SDN Sempur Kidul • SDN Papandayan I • SDN Papandayan II	• SDN Papandayan III • SDN Tegallega I • SDN Tegallega II • MIS YAPNI • MIS YASIBA
5	**10**	**96**	

Central Java

District	Sub District	School	
Demak	Wonosalam (Gugus Ki Hajar Dewantoro)	• SDN 2 Kendaldoyong • SDN 1 Karangrejo • SDN 1 Kendaldoyong • SDN Wonosalam • SDN Lempuyang	• SDN 2 Karangrejo • SDN Jogoloyo • MI 2 Miftahussalam • MI Miftahul Ulum Jogoloyo • MI 1 Miftahussalam
	Demak (Gugus Sultan Fatah)	• SDN 5 Bintoro • SDN 12 Bintoro • SDN 3 Betokan • SDN 1 Betokan • SDN 7 Bintoro • SDN 13 Bintoro	• SDN 2 Betokan • MI Nurul Huda Raji • MI 3 Turirejo • MI 2 Turirejo • MI 1 Turirejo
Grobogan	Grobogan (Gugus RA Kartini)	• SDN 1 Getasrejo • SDN 3 Getasrejo • SDN 1 Rejosari • SDN 2 Rejosari • SDN 3 Rejosari	• SDN 1 Ngabenrejo • SDN 2 Ngabenrejo • MI Yapti Getasrejo • MI Al Atfaliyah Rejosari • MI Ngabenrejo
	Tawangharjo (Gugus Ki Ageng Selo)	• SDN 3 Selo • SDN 1 Selo • SDN 2 Selo • SDN 4 Selo • SDN 1 Pojok	• SDN 3 Pojok • MI Sunniyyah 1 Selo • MI Sunniyyah 2 Selo • MI Jamiatul Ulum Pojok
Blora	Blora (Gugus Abu Umar)	• SDN 1 Kauman • SDN 1 Tambahrejo • SDN 1 Andongrejo • SDN 2 Andongrejo • SD Muhammadiyah	• MI Ath Thohiriyah Ngampel • MI Wahdatuth Tullab • SDN 1 Kedungjenar • SDN 2 Kedungjenar • SDK Masehi Sion
	Banjarejo (Gugus Borobudur)	• SDN 1 Gedongsari • SDN 1 Sumberagung • SDN 2 Sumberagung • SDN 3 Sumberagung	• SDN 4 Sumberagung • MI Islamiyah Gedongsari • MI Tarbiyatus Shibyan Sedangwungu • MI Miftahul Ilmiyah Mojowetan
Purworejo	Bener (Gugus Dirgantara)	• SDN Bener • SDN Kaliboto • SDN Ketosari • SDN Kedungpucang • SDN Kaliurip	• SDN Kebonkliwon • SDN Kaliwader • SDN Kedungloteng • MIN Bener • MIS Kaliwader
	Gebang (Gugus Ahmad Yani)	• SDN 1 Mlaran • SDN Bendosari	• SDN Tlogosono • SDN Pelutan

		• SDN Salam • SDN Pakem • SDN Gebang	• SDN Ngemplak • SDN Ngaglik • MIS Ash Sholih Penungkulan
Klaten	Karanganom (Gugus Sawojajar)	• SDN 1 Troso • SDN 2 Troso • SDN Gledeg • SDN 1 Jurang Jero • SDN 2 Jurang Jero	• SDN Beku • MIM Pondok • MI Jurang Jero • MIM Blanciran
	Ceper (Gugus Kihajar Dewantoro)	• SDN Mlese • SDN Jombor • SDN Meger • SDN Pasungan 1 • SDN 1 Pokak	• SDN 2 Pokak • MIM Meger • MIM Mlese • MIM Jombor • SDK Mlese
5	**10**	**97**	

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	Western Indonesia				
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7	Ahud Supriyahudin	[redacted]	[redacted]
8	Tirwan	[redacted]	[redacted]
9	Ade Taryana	[redacted]	[redacted]
10	Akhmad Subaweh	[redacted]	[redacted]
11	Lusiyono	[redacted]	[redacted]
12	Sismanto	[redacted]	[redacted]
13	Jarhani Alamsyah	[redacted]	[redacted]
14	Rokayah	[redacted]	[redacted]
15	Suhanah	[redacted]	[redacted]
16	Elis Suparti	[redacted]	[redacted]
17	Ani Sulastriani	[redacted]	[redacted]
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17	Samsuddin Syam, S.Pd.	[redacted]	[redacted]	[redacted]
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5	Sarniyati Yusmanita, S.Pd	[redacted]	[redacted]
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5	Martua Manik	[redacted]		[redacted]
6	Jansen Ompusunggu	[redacted]		[redacted]
7	Maddian	[redacted]	[redacted]	[redacted]
8	Edi Gustian	[redacted]	[redacted]	[redacted]
9	Hotmanahan	[redacted]		[redacted]
10	Makmur Hasibuan	[redacted]	[redacted]	[redacted]
11	Dosman Mahulae	[redacted]	[redacted]	[redacted]
12	Ahmad Jais	[redacted]		[redacted]
13	Chaerani	[redacted]		[redacted]
14	Rosmawati	[redacted]	[redacted]	[redacted]
15	Jaini	[redacted]	[redacted]	[redacted]
16	Ramin	[redacted]		[redacted]
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East Java

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8	Suwoko	[redacted]	[redacted]
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12	Tri Wahyuningsih	[redacted]	[redacted]
13	Sutardjo	[redacted]	[redacted]
14	Suyono	[redacted]	[redacted]
15	Dwi Astarini	[redacted]	[redacted]
16	Eko Prayitno	[redacted]	[redacted]
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No.	First Name	Last Name	Job Title	Mobile Phone Number	Home Phone Number	Personal Email	Home Address
				Programmatic/ Technical Staff			
1	Arief	Sadiman	Deputy Chief of Party	[redacted]	[redacted]	[redacted]	[redacted]
2	Ibnu	Surahman	ME Database Manager	[redacted]	[redacted]	[redacted]	[redacted]
3	Octavia	Cahyani Mantik	Kindergarten Coordinator	[redacted]	[redacted]	[redacted]	[redacted]
4	Pudji	Agustine	Grants & CRC Manager	[redacted]	[redacted]	[redacted]	[redacted]
5	Shinta	Nurwulan	Communication & Information Officer	[redacted]	[redacted]	[redacted]	[redacted]
6	Winastwan	Gora Swajati	Education Technology Officer	[redacted]	[redacted]	[redacted]	[redacted]a
7	Yekti	Indarti	Reading Program Manager	[redacted]	[redacted]	[redacted]	[redacted]
				Administrative/Support Staff			
8	Anita	Puspitasari	Office Manager	[redacted]	[redacted]	[redacted]	[redacted]
9	Lira	Herlna	Administrative Assistant	[redacted]		[redacted]	[redacted]
10	Citra	Merlisa	Receptionist/Admin Assistant	[redacted]	[redacted]	[redacted]	[redacted]
11	Nadya	Novitri	Administrative Assistant	[redacted]	[redacted]	[redacted]	[redacted]

DBE 2 Project Contact Details: Staff

No.	First Name	Last Name	Job Title	Mobile Phone Number	Home Phone Number	Personal Email	Home Address
12	Sudharma	Batubara	Head Driver	[redacted]	[redacted]	[redacted]	[redacted]
13	Zaenal	Arifin	Driver	[redacted]	[redacted]		[redacted]
14	Dwi R	Aswari	Procurement Manager	[redacted]	[redacted]	[redacted]	[redacted]
15	Willyani	Zulaicha	Personnel & Finance Manager	[redacted]	[redacted]	[redacted]	[redacted]
16	Wong	Santy	Finance Officer	[redacted]	[redacted]	[redacted]	[redacted]
17	Farida		Senior Finance Officer	[redacted]	[redacted]	[redacted]	[redacted]
18	Isabella	Trisilawati	Accountant	[redacted]	[redacted]	[redacted]	[redacted]
19	Sri	Rejeki	Accountant	[redacted]	[redacted]	[redacted]	[redacted]
20	Rini	Nurulaini	Personnel Coordinator	[redacted]	[redacted]	[redacted]	[redacted]
21	Junaidi		ICT Administrator	[redacted]		[redacted]	[redacted]
22	Risniati	Soewandyo	Grants Administrator	[redacted]	[redacted]	[redacted]	[redacted]

No.	First Name	Last Name	Job Title	Mobile Phone Number	Home Phone Number	Personal Email	Home Address
23	Roy	Prasetyo	Communication Assistant	[redacted]	[redacted]	[redacted]	[redacted]

Makassar, South Sulawesi

No.	First Name	Last Name	Job Title	Mobile Phone Number	Home Phone Number	Personal Email	Home Address
			Programmatic/Technical Staff				
1	Abdoellah	Djabier	Educational Resources Specialist	[redacted]	[redacted]	[redacted]	[redacted]
2	Ina	Rahlina	Communications Coordinator	[redacted]	[redacted]	[redacted]	[redacted]
3	La Malihu		Program Monitoring & Evaluation Specialist	[redacted]	[redacted]	[redacted]	[redacted]
4	Mustamin		ICT Coordinator	[redacted]	[redacted]	[redacted]	[redacted]
5	Sabri	Sabri	District Learning Coordinator	[redacted]	[redacted]	[redacted]	[redacted]
6	Muhammad Amir	Mallarangan	Reading Program Coordinator /DLC	[redacted]	[redacted]	[redacted]	[redacted]
7	Yudha	Yunus	Training Program Coordinator	[redacted]	[redacted]	[redacted]	[redacted]
8	Nasaruddin		DLC	[redacted]			[redacted]
			Administrative/Support Staff				
9	Merlinda	Embon	Monitoring & Evaluation Assistant	[redacted]	[redacted]	[redacted]	[redacted]

10	Muhammad	Riska	ICT Assistant	[redacted]	[redacted]	[redacted]	[redacted]
11	Nur	Najmi	ICT Assistant	[redacted]	[redacted]	[redacted]	[redacted]
12	Santy Reza	Rieuwpassa	Office & Finance Manager	[redacted]	[redacted]	[redacted]	[redacted]
13	Ria Tantri	Buna	Accountant	[redacted]	[redacted]	[redacted]	[redacted]
14	Anis	Suriani	Accountant	[redacted]	[redacted]	[redacted]	[redacted]
15	Arifin	Lahuddin	Driver	[redacted]			[redacted]
16	Christin	Melwanis	Administrative Assistant/ Procurement	[redacted]	-	[redacted]	[redacted]
17	Handry Alexander	Jostein	Administrative Assistant	[redacted]	[redacted]	[redacted]	[redacted]

Semarang, Central Java

No.	First Name	Last Name	Job Title	Mobile Phone Number	Home Phone Number	Personal Email	Home Address
				Programmatic/Technical Staff			
1	Carwoto		ICT Coordinator	[redacted]	N/A	[redacted]	[redacted]
2	Haryo	Yudanto	ME Specialist	[redacted]	[redacted]	[redacted]	[redacted]
3	Mukhlasin		Communication Assistant	[redacted]		[redacted]	[redacted]
4	Stefani	Rihi	Operational Manager	[redacted]	[redacted]	[redacted]	[redacted]

No.	First Name	Last Name	Job Title	Mobile Phone Number	Home Phone Number	Personal Email	Home Address
5	Sarjita		DLC/ Reading Program Coordinator	[redacted]		[redacted]	[redacted]
6	Sucipto	Wasis	DLC	[redacted]	-	[redacted]	[redacted]
7	Sunarto		DLC/CRC Coordinator	[redacted]	---	[redacted]	[redacted]
8	Heru	Winarno	DLC	[redacted]			[redacted]
9	Suripto		DLC	[redacted]		[redacted]	[redacted]
10	Wasis	Sucipto	DLC	[redacted]			[redacted]
11	Rita	Astuti	DLC	[redacted]		[redacted]	[redacted]
12	Sri	Nuryani	DLC	[redacted]		[redacted]	[redacted]
13	Siti	Alfiah	DLC	[redacted]		[redacted]	[redacted]
				Administrative/Support Staff			
14	Fitria Hima	Mahligai	ICT Assistant	[redacted]		[redacted]	[redacted] Central Java, Indonesia
15	Khusnul	Aflah	ICT Assistant	[redacted]	[redacted]	[redacted]	[redacted]
16	Dewi	Susana	Finance & Office Manager	[redacted]	[redacted]	[redacted]	[redacted]
17	Yuanita Dewi	Maryam	Accountant-1	[redacted]	[redacted]	[redacted]	[redacted]
18	Asih	Amurahati	Accountant-2	[redacted]	[redacted]	[redacted]	[redacted]

DBE 2 Project Contact Details: Staff

No.	First Name	Last Name	Job Title	Mobile Phone Number	Home Phone Number	Personal Email	Home Address
19	Dyah	Paramita	Admin Assistant-1	[redacted]	[redacted]	[redacted]	[redacted]
20	Ary Wulandari	Cahyaningtyas	Admin Assistant-2	[redacted]	[redacted]	[redacted]	[redacted]
21	M.Suyono		Driver	[redacted]	[redacted]		[redacted]
22	Noor Singgih		Driver	[redacted]	[redacted]		[redacted]
23	Sukarjan		Logistics Assistant	[redacted]			[redacted]

Banda Aceh

No.	First Name	Last Name	Job Title	Mobile Phone Number	Home Phone Number	Personal Email	Home Address
				Programmatic/Technical Staff			
1	Khatib	Latief	Provincial Coordinator	[redacted]	-	[redacted]	[redacted]
2	Ismail		Unsyiah FKIP Program Coordinator	[redacted]	-	[redacted]	[redacted]
3	Adlim		FKIP Staff & Prog. Development Specialist	[redacted]	-	[redacted]	[redacted]
4	Dadang	Budiana	Comm. Coordinator	[redacted]	[redacted]	[redacted]	[redacted]
5	Farida	Aini	Classroom Reading Program Coordinator	[redacted]	[redacted]	[redacted]	[redacted]
6	Marzalena	Zaini	Kindergarten Coordinator	[redacted]	-	[redacted]	[redacted]
7	Muslem	Daud	University Advisor	[redacted]	-	[redacted]	[redacted]
8	Shanty	Srimulyani	ICT Coordiantor	[redacted]	-	[redacted]	[redacted]
9	Wira	Dharma	ME Specialist	[redacted]	[redacted]	[redacted]	[redacted]
10	M. Nasir		DLC - Cohort 1	[redacted]		[redacted]	[redacted]
11	Mukhtar	Yusuf	DLC - Cohort 2	[redacted]		[redacted]	[redacted]
12	Syahria Putraga		DLC - Cohort 2	[redacted]		[redacted]	[redacted]
13	Misdar		DLC - Cohort 2	[redacted]			[redacted]

14	Abdul	Halim	DLC Aceh Jaya	[redacted]	-	[redacted]	[redacted]
15	Endang	Mayuzar	DLC Bener Meriah	[redacted]	-	-	[redacted]
16	Ismail		DLC Aceh Barat	[redacted]	-	[redacted]	[redacted]
17	Jarnawi		DLC Aceh Besar	[redacted]	-	[redacted]	[redacted]
18	Muharza		DLC Aceh Utara	[redacted]	-	[redacted]	[redacted]
19	Shulfan		DLC Aceh Timur	[redacted]	-	[redacted]	[redacted]
20	Teuku	Azhari	DLC East Coast	[redacted]	-	[redacted]	[redacted]
21	Junaidi		DLC West Coast	[redacted]	-	[redacted]	[redacted]
22	Mashadi		DLC - Expansion 1	[redacted]		[redacted]	[redacted]
23	Amir Fauzi		DLC - Expansion 1	[redacted]		[redacted]	[redacted]
24	Muliadinur		DLC - Expansion 2	[redacted]		[redacted]	[redacted]
25	Bukhari ID		DLC - Expansion 8		[redacted]		[redacted]
26	Endri Deskori		DLC - Expansion 9		[redacted]	[redacted]	[redacted]
			Administrative/Support Staff				
27	Jumari		ICT Assistant	[redacted]	-	[redacted]	[redacted]
28	Bustami	Usman	Senior Finance Manager	[redacted]	[redacted]	[redacted]	[redacted]

							Aceh
29	Rahmah		Accountant	[redacted]	-	[redacted]	[redacted]
30	Fitria		Accountant	[redacted]	-	[redacted]	[redacted]
31	Faisal		Office Assistant	[redacted]	-	-	[redacted]
32	Fauzan		Administrative Assistant	[redacted]	-	[redacted]	[redacted]
32	Desi	Afritawati	Administrative Assistant 2	[redacted]	-	[redacted]	[redacted]
33	Syarifah	Raguwan	Admin/Proc. Asst	[redacted]	-	[redacted]	[redacted]
34	Novy	Adinamala	Administrative Assistant Expansion 1	[redacted]	-	[redacted]	[redacted]

North Sumatra

No.	First Name	Last Name	Job Title	Mobile Phone Number	Home Phone Number	Personal Email	Home Address
			Programmatic/Technical Staff				
1	Parapat	Gultom	Provincial Coordinator	[redacted]	[redacted]	[redacted]	[redacted]
2	Elly	Djulia	University Advisor	[redacted]		[redacted]	[redacted]
3	Abdi	Tarigan	Communication Coordinator	[redacted]		[redacted]	[redacted]
4	Marudut	Sihombing	Reading Program Coordinator	[redacted]		[redacted]	[redacted]
5	Mario	Damanik	ME Assistant	[redacted]		[redacted]	[redacted]
6	Popo	Alexander	ICT Coordinator	[redacted]		[redacted]	[redacted]
7	Irwansyah		District Learning Coordinator	[redacted]		[redacted]	[redacted]
8	Darwin	Siregar	District Learning Coordinator	[redacted]		[redacted]	[redacted]
9	Gisler	Simanullang	District Learning Coordinator	[redacted]			[redacted]
			Administrative/Support Staff				
10	Guskandar		ICT Assistant	[redacted]		[redacted]	[redacted]
11	Margareth	Prameswari	ICT Assistant	[redacted]	[redacted]	[redacted]	[redacted]
12	Diana	Sayekti	Accountant	[redacted]		[redacted]	[redacted]
13	Vivin	Ayoni	Procurement Officer	[redacted]		[redacted]	[redacted]
14	Mery	Shinta	Administrative Assistant	[redacted]		[redacted]	[redacted]
15	Suriadi	Kesuma	Office Assistant	[redacted]			[redacted]
16	Surya	Atmaja	Driver	[redacted]			[redacted]
17	Joni	Rosi	Driver	[redacted]			[redacted]

East Java

No.	First Name	Last Name	Job Title	Mobile Phone Number	Home Phone Number	Personal Email	Home Address
			Programmatic/Technical Staff				
1	Rosdiani	Rachim	Provincial Coordinator (East Java)	[redacted]		[redacted]	[redacted]
2	Silvana	Erlina	Provincial Transition Coordinator	[redacted]	[redacted]	[redacted]	[redacted]
3	Yus	M. Cholily	Monitoring & Evaluation	[redacted]	[redacted]	[redacted]	[redacted]
4	Endang	Suprapti	Monitoring & Evaluation Assistant	[redacted]		[redacted]	[redacted]
5	Dian	Kusuma Dewi	Communications Coordinator	[redacted]	[redacted]	[redacted]	[redacted]
6	Juprianto		Ancilarry Activity Coordinator	[redacted]		[redacted]	[redacted]
7	Donovanti	Putra Perdana	ICT Coordinator	[redacted]		[redacted]	[redacted]
8	Aulia	Dikmah Kiswahono	ICT Assistant	[redacted]		[redacted]	[redacted]
9	Drs. Sucipto, M.Si		DLC	[redacted]		[redacted]	[redacted]
10	Arief	Nuryadin	STTA (Short Term Technical Assistant) – ICT Coordinator	[redacted]		[redacted]	[redacted]
11	Sujoko		STTA (Short Term Technical Assistant) – Reading Program Coordinator	[redacted]		[redacted]	[redacted]
			Administrative/Support Staff				
12	Riana	Noor Cahyanti	Senior Accountant	[redacted]		[redacted]	[redacted]
13	Renov	Saputra	Accountant	[redacted]	[redacted]	[redacted]	[redacted]

No.	First Name	Last Name	Job Title	Mobile Phone Number	Home Phone Number	Personal Email	Home Address
14	Anwar	Sutranggono	Administrative Coordinator	[redacted]		[redacted]	[redacted]
15	Zakia	Abbas	Administrative Assistant	[redacted]	[redacted]	[redacted]	[redacted]

West Java

No.	First Name	Last Name	Job Title	Mobile Phone Number	Home Phone Number	Personal Email	Home Address
			Programmatic/Technical Staff				
1	Thamrin	Gunardi	Manager Project Implementation Unit	[redacted]	[redacted]	[redacted]	[redacted]
2	Esther	Roseanty Agustina	Manager Project Coordination Unit	[redacted]	[redacted]	[redacted]	[redacted]
3	Edih	Indra Riswandi	Admin. Assistant – Education Program	[redacted]	[redacted]	[redacted]	[redacted]
4	Andy	Nurcahya	Admin. Assistant – Project Coordination Unit	[redacted]	[redacted]	[redacted]	[redacted]
5	Sigid	Purwanto	M&E Assistant	[redacted]	[redacted]	[redacted]	[redacted]
6	Agus	Prihantoro	ICT Coordinator	[redacted]		[redacted]	[redacted]
7	Asep	Iryanto	ICT Assistant	[redacted]	[redacted]	[redacted]	[redacted]
8	Sri	Hidayat Heru Purnomo	ICT Assistant	[redacted]		[redacted]	[redacted]
9	Yusuf	Nugraha Dano Ali	ICT Assistant	[redacted]		[redacted]	[redacted]
10	Anna	Rosita	Communication Specialist	[redacted]		[redacted]	[redacted]

No.	First Name	Last Name	Job Title	Mobile Phone Number	Home Phone Number	Personal Email	Home Address
							Kalong, Sukasari, Bandung
11	Kristina	Ayuningtias	Receptionist	[redacted]	[redacted]	[redacted]	[redacted]
12	Irwan	Rudiansyah	Monitoring & Evaluation Specialist	[redacted]	[redacted]	[redacted]	[redacted],
13	Nana	Sutisna	ICT	[redacted]		[redacted]	[redacted]
14	Tatang	Sutisna	DLC	[redacted]			[redacted]
15	Zulbahri	Bahar	DLC	[redacted]		[redacted]	[redacted]
16	Dodi	Gondowarsito	DLC/Reading Program Coordinator	[redacted]		[redacted]	[redacted]
			Administrative/Support Staff				
17	Nurchairiah		Manager Project Administration Unit	[redacted]	[redacted]	[redacted]	[redacted]
18	Ida	Suwijanto	Manager Project Finance Unit	[redacted]	[redacted]	[redacted]	[redacted]
19	Herlia	Wibisono	Administration Assistant (Office, Personnel, Proc.)	[redacted]	[redacted]	[redacted]	[redacted]
20	Verra	Fresilia Agustina	Administration Officer (Accounting)	[redacted]	[redacted]	[redacted]	[redacted]
21	Bayu	Indrawati	Admin Assistant-Finance	[redacted]	[redacted]	[redacted]	[redacted]
22	Aip	Syaripudin	Admin. Assistant – OPP	[redacted]		[redacted]	[redacted]
23	Ondi		Driver	[redacted]			[redacted]
24	Yusup		Driver	[redacted]	[redacted]		[redacted]

No.	First Name	Last Name	Job Title	Mobile Phone Number	Home Phone Number	Personal Email	Home Address
					[redacted]		
25	Kastam		Office Assistant	[redacted]			[redacted]