



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

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Quarter Two FY10 Report, January - March, 2010
Indonesia DBE 2 Project

QUARTERLY REPORT

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Acronyms and Abbreviations

ALFHE	DBE 2's <i>Active Learning for Higher Education</i> Training Package
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)
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
CLCC	Creating Learning Communities for Children
CMS	Content Management System
CRC	Cluster Resource Center
CRP	Classroom Reading Program
DBE 2	Decentralized Basic Education, Program Component 2
DE	Distance Education
DEPAG	Department of Religious Affairs (same as MORA)
DIKTI	Directorate General for Higher Education
DLC	District Learning Coordinator
EDC	Education Development Center
EMIS	Education Management Information Systems
ESP	Environmental Services Program (USAID)
FAR	Federal Acquisition Regulation
FKIP	Teacher Training Faculty
FST	Field Staff Training
FSU	Florida State University
FY	Fiscal Year
IAI	Interactive Audio Instruction
IAIN	Institut Agama Islam Negeri
IAIN-SU	Institut Agama Islam Negeri Sumatera Utara
IPB	Institut Pertanian Bogor
ICT	Information Communication Technology
IGRA	Ikatan Guru Taman Kanak-Kanak/Muslim Kindergarten Teachers' Association
IGTKI	Ikatan Guru Taman Kanak-Kanak/Kindergarten Teachers' Association

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Acronyms and Abbreviations

INGO	International Non-Governmental Organization
ITT	Initial Teacher Training
GDA	Global Development Alliance
GOI	Government of Indonesia
KBK	Competency-Based Curriculum
KCD	Kepala Cabang Dinas/Head of Sub-District Education Office
KKKS	Principals' Working Group
KKG	Teachers' Working Group
KTSP	School-level Curriculum
Kokesra	Coordinating Ministry for People's Welfare
LGSP	Local Governance Support Program (USAID)
LMS	School Report Card
LPMP	Education Quality Assurance Council
LRC	Learning Resource Center (Unsyiah FKIP)
M&E	Monitoring and Evaluation
MAPENDA	General School Madrasah and Religious Education Office
MAT	Module Adaptation Team
MBE	Managing Basic Education (USAID)
MDC	Madrasah Development Center
MDT	Module Development Team
MI	Islamic Elementary School
MIT	Module Implementation Team
MONE	Ministry of National Education
MORA	Department of Religious Affairs (same as DEPAG)
MOU	Memorandum of Understanding
MT	Islamic Junior High School
MT	Master Teacher (Intel Teach)
MTT	Master Teacher Trainer
NGO	Non-Governmental Organization
OIC/SOS	Orangutan Information Center/Sumatran Orangutan Society
P4TK	Center for Teacher and Education Personnel Development and Empowerment
P4TK TK & PLB	Center for Teacher and Education Personnel Development and Empowerment, Kindergarten and Special Education
PAKEM	Active, Creative, Joyful and Effective Learning
PAUD	Early Childhood Education
PBS	Subject Matter Specialists
PBSG	Pusat Sumber Belajar Gugus (Cluster Resource Center)
PC	Provincial Coordinator
PGPAUD	Early Childhood Education Teacher Development Program
PGSD	Primary School Teacher Development Program

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Acronyms and Abbreviations

PGTK	Kindergarten Teacher Development Program
Pitt	University of Pittsburgh
PKBM	Community Learning Center
PKn	Civic Education
PKS	General University Task Order
PLF	Principal Leadership Forum (Intel Teach)
PMPTK	Directorate General for Teacher and Education Personnel Quality Improvement, MONE
PPA	Public-Private Alliance
PPPG	Technical Education Development Center
PPTK	Section for Professional Development of Educators
PSP	Primary School Programs
PUKSI	Unsyiah Data Center
PUSKUR	Curriculum Center (MONE)
RENSTRA	Education Sector Strategy
RPS/RKS	School Planning Workshops
RRI	Radio Republik Indonesia
RTI	Research Triangle Institute
SENADA	USAID-funded Indonesia Competitiveness Project
SDN	State Primary School
SDI	Islamic State Primary School
SIKIB	Solidaritas Istri Kabinet Indonesia Bersatu
SKS	University Credits (Sistem Kredit Semester)
SMP	Junior High School
STW	School Team Workshop
TK	Kindergarten
TAPSU	Training and Practicum Support Unit
UI	Universitas Indonesia
UISU	Universitas Islam Sumatera Utara
UKSW	Universitas Kristen Satya Wacana
UM	Universitas Nasional Malang
UMass	University of Massachusetts
UNCEN	Universitas Cenderawasih
UNESA	Universitas Nasional Surabaya
Unhuma	Univeristas Muhammadiyah
UNIMED	Universitas Negeri Medan
UNNES	Universitas Nasional Semarang
UNTIRTA	Universitas Tirtayasa
UNM	Universitas Negeri Makassar
Unismuh	Universitas Muhammadiyah Makassar
UNJ	Universitas Negeri Jakarta

Acronyms and Abbreviations

UNPAD	Universitas Padjajaran
UNPAS	Universitas Pasundan
UNS	Universitas Nasional Surakarta
UNSYIAH	Syiah Kuala University
UPI	Universitas Pendidikan Indonesia
UPTD	Unit Pelaksana Teknis Daerah (Regional Technical Implementation Unit)
USAID	United States Agency for International Development
USINDO	United States-Indonesia Society
UT	Universitas Terbuka/Open University
UWG	University Working Group
WIAL	DBE 2 “ <i>What is Active Learning?</i> ” workshops

DBE 2 Fiscal Year 2010 Quarter Two Report: Overview

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

A. Programmatic Overview

This report covers Decentralized Basic Education Program Component 2: Teaching and Learning (DBE 2) activities for the months of January-March, 2010. This period DBE 2 made concrete progress towards both the achievement of new deliverables set forth under Modification 10 as well as the extension of DBE 2 best practices and materials to agencies throughout the country.

New activities added under Modification 10 include the Classroom Reading Program (CRP), distance education (DE) pilots, and Aceh expansion. This quarter, DBE 2 completed the delivery of over 600,000 books to 1,067 primary schools throughout the project's seven target provinces. In addition, DBE 2 trained provincial and cluster-level CRP teams who commenced providing more than 4,200 teachers and principals across Cohort 1 and 2 clusters with professional development designed to support the development of a reading culture within their school communities. DE Pilot Program One which focuses on an online coaching course targeting a dual audience, school-based coaches and teachers, is now well underway in 24 schools in six provinces. Pilot Program Two which targets university faculty will commence next quarter. Aceh expansion activities are moving forward rapidly, with field staff now in place in nine new districts and 18 new clusters. On January 19, DBE 2 officially launched the expansion program, signing MOUs with the new districts; the Vice Governor of Aceh participated in the signing ceremony. The roll-out of DBE 2's math training package is now underway in all expansion clusters.

In addition to the roll-out of these new activities, DBE 2's ongoing program of Information Communication Technology (ICT), Cluster Resource Center (CRC) and mentoring activities continued to be carried out across both Cohort 1 and 2 clusters. Transition and dissemination of DBE 2 activities in both target and non-target clusters and districts also continued to gather momentum. Collaboration with both Indonesian and US university partners continued to strengthen and grow, and DBE 2's Active Learning for Higher Education (ALFHE) training package received a critical endorsement from the Director of Human Resources, Director General of Higher Education, Prof Dr. Muchlas Samani. Acknowledging the importance of the program for improving quality of instruction in higher education, he prepared a written endorsement of the ALFHE program that now serves as the foreword to the ALFHE training packages. Prof. Dr. Muchlas supports plans for the expansion of ALFHE to 41 new universities across Indonesia and DBE 2 signed MOUs with the rectors from each of these institutions this quarter. The ALFHE expansion training of trainers program commenced, with a total of 203 lecturers participating.

DBE 2's grants program continues to outfit CRCs with ICT equipment needed for teachers to engage in the spectrum of DBE 2's ICT and active learning training activities and become a hub for distance learning opportunities for teachers within the cluster. This period, Cohort

1 and 2 CRCs submitted Tier 3 grant applications which are now under review by DBE 2. Tier 3 grants will provide CRCs with the hardware necessary for Internet connectivity as well as other technology to support DE and other ICT-based initiatives. All 18 CRCs in South Sulawesi have installed Internet connectivity at their own cost and as this report describes, CRCs in other provinces are continuing to follow suit.

Developing Active Learning with ICTs (DALI) is now next to complete, with over 600 teachers participating in DALI workshops this reporting period. Intel Teach activities are underway for Cohort 2 stakeholders and participant teacher roll-out continued in Cohort 1. This quarter over 2,600 teachers and principals participated in Intel Teach training activities.

A second round of active learning mentoring activities commenced with a national level workshop in January. Following the national workshop, provincial teams once again worked with teams of school supervisors, subject matter specialists (PBS) and DBE 2 Master Teacher Trainers (MTTs), strengthening each target cluster's capacity to provide classroom-based mentoring support for teachers. A total of 732 mentors received professional development support this period.

DBE 2 continued to make progress with its procurement efforts in support of the outfitting of the new teacher training facility being constructed by USAID at Unsyiah FKIP in Aceh. Following the completion of a lengthy tender process for well over one million dollars in furniture and equipment, DBE 2 received consent to subcontract from USAID in February. DBE 2 prepared and signed fixed price subcontracts with the selected vendors this period and a total of 30% of items procured had been delivered by the end of March.

A key element of DBE 2's transition and sustainability strategy, in March DBE 2 launched its digital library, *Pustaka Pendidik*, at an event hosted by the Open University (UT). *Pustaka Pendidik* contains print, audio and video files of all DBE 2 training packages and materials, and is set to be remotely hosted by DBE 2's university partners, allowing for more rapid downloading of files in target provinces.

The Transition Update section of this report provides an overview of project transition data, presenting a picture of how DBE 2 best practices are being taken up by local stakeholders and implemented using a variety of non-DBE 2 funding. The transition data capture those activities where both DBE 2 materials and staff are being used to bring the project to new stakeholders, with workshops funded by sources other than DBE 2. According to this definition, this quarter, a total of 444 primary schools and 538 kindergartens were involved in transition activities.

B. Report Structure

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

- Overview

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

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

University Partnership Update

II. University Partnership Update

A. Overview

This update describes activities carried out from January – March 2010, covering partnerships with Indonesian and US university partners. Of note this quarter, DBE 2's Active Learning for Higher Education training program was expanded to include 41 new university partners. DBE 2 also launched Pustaka Pendidik, its digital library, at an event hosted by the UT. Activities with partners Florida State University (FSU) and the University of Pittsburgh (Pitt) continued, as did the production of non-print materials to support DBE 2's university accredited training packages.

B. Progress/Accomplishments this Quarter

a. Active Learning for Higher Education

During this period DBE 2 expanded its cooperation in higher education to a total of 41 new partners. These partners joined in an Active Learning for Higher Education (ALFHE) Expansion program. The institutions of higher education are from all parts of the archipelago: 13 are members of the Consortium of State Institutions of Higher Education from Western Indonesia (Badan Kerjasama Perguruan Tinggi Negeri Indonesia Bagian barat /BKS-PTN Barat), 18 are members of the Consortium of State Universities in Eastern Indonesia (Konsorsium Perguruan Tinggi Negeri wilayah Timur Indonesia/KPTN-KTI), seven are private universities and two are state universities in the province of Central Java and DI Yogyakarta, and one private school of education in DKI Jakarta.



The ALFHE team from the State University of Yogyakarta during an ALIHE workshop in Solo

These new partnerships were formalized through the signing of letters of cooperation on January 31 in Makassar between DBE 2 and 18 rectors of state universities (KPTN KTI members), on February 28 in Medan between DBE 2 and 13 rectors of state universities (BKS-PTN members), on February 10 in Jakarta between DBE 2 and the Sampoerna Foundation and the Sampoerna School of Education, and the final signing ceremony between DBE 2 and nine rectors of private and state universities in the Central Java Province and DI Yogyakarta was held on February 7.

The signing of this agreement relates specifically to the National TOT for Active Learning for Higher Education (ALFHE) - Expansion 2010. The goal of this program is to improve

the quality of lecturers' teaching skills in the participating institutions of higher education. The ALFHE program is made up of several activities; 1) Active Learning in Schools (ALIS) Workshop and School Visit, 2) Active Learning in Higher Education (ALIHE) workshop, 3) Implementation and supervising Active Learning in Class, 4) Portfolio Assessment and Student Feedback, and 5) ALFHE Awards, Seminar and Exhibition. This joint program is scheduled to be implemented with new partners through June 2010.

To facilitate communication among participants and facilitators associated with the ALFHE activities, the organizing committee set up an online forum the "ALFHE Community mailing list." This forum is very helpful for resolving challenges associated with ALFHE implementation. It is also used for sharing experiences among participants and facilitators.

b. Launching of the Digital Library

DBE 2 soft launched its digital library, *Pustaka Pendidik*, at UT this quarter. The digital library contains learning resources for teachers, school principals and other education personnel. The digital library was launched at the UT on March 23. The launching ceremony was attended by USAID, EDC, DBE 2 Jakarta, and representatives from MONE, MORA, Sampoerna Foundation and others. A video conference linking three DBE 2 university partners outside Jakarta allowed UNM (Makassar), UNSYIAH (Aceh) and UNNES (Semarang) to participate in the ceremony remotely.

c. Non-print Materials Development

DBE 2 is developing and producing thirty instructional video programs to support the DBE 2 training packages. Four programs that were undergoing final editing last quarter have been completed: *Pemanfaatan Alat Peraga Matematika (Using Simple and Low Cost Materials for Math (UM, East Java)*, *Pembelajaran Tematik /Thematic Instruction (North Sumatera)*, *Banjir / Flood (West Java)*, and *Teknik Pengurangan Bilangan Bulat/Round Number Deduction Techniques (Central Java)*.

During this quarter, eight programs were produced: *Active Learning in Higher Education with Jigsaw (Unsyiah, Aceh)*, *Home Visit Guidance and Counseling (Jakarta +Aceh)*, *Fenomena Alam: Longsor dan Banjir / Natural Phenomena : Flood and Abrasion (Aceh)*, *School Consultation– Guidance and Counseling (Jakarta)*, *Kemampuan Keterampilan Proses IPA/ Science Process Skills (UNM, Makasar)*, *Pembelajaran Tematik/IPS (IAIN North Sumatera)*, *Pembelajaran Tematik/Lingkungan (Central Java)*. All these videos will be uploaded onto the digital library.

An additional six programs are still in the process of shooting and editing: *Science Visit: Ulat Sutera/Silk Worms (West Java)*, *Pengelolaan Pajangan Kelas /Managing Classroom Displays (UM, East Java)*, *Membaca dan Menulis Permulaan /Teaching Reading and Writing for Beginners (Central Java)*, *Mengenal & Merawat Komputer /How to maintain computer (East Java)*, *Pembuatan APM untuk Matematika/ Making Simple and Low Cost Teaching Aid for Math (Central Java)* and *Penggunaan Kamera Digital/ How to Use a Digital Camera (East Java)*.

d. Partnership Program with the University of Pittsburgh

To strengthen partnership among university partners, members of the KPTIP (Konsorsium Perguruan Tinggi Indonesia – Pittsburgh/Consortium of Indonesian Universities – Pittsburgh), and a visit was made by Dr. James Jacob from Pitt to IAIN North Sumatera and UNS, Solo on February 19 – 27. The purpose of the visit was to consult and work together with Indonesian partners in establishing the KPTIP website, organizing the editorial team for the KPTIP-sponsored journal; and outlining the upcoming Lab School Workshop planned for April 2010.

While in Solo, Dr. Jacob also conducted a higher education management training seminar at UNS on March 22 with senior administrators, vice rectors, and deans. The title of the seminar was “Achieving Greater Autonomy in Indonesian Higher Education.” Follow-up consultations were also conducted with smaller groups of the same senior-level administrators to discuss ways in which UNS Solo might better adapt to the new government regulation toward achieving greater university autonomy. This consultation process will continue between the University of Pittsburgh and UNS Solo throughout the duration of this project.

A timeline and milestones for the KPTIP website development have been set up; the website was soft launched on March 20.

The higher education journal entitled, Excellence in Higher Education (EHE), will be the first English language, academic journal in the field of higher education in Indonesia. In cooperation with an international publisher, EHE plans to launch its first semi-annual issue in June 2010.

Members of the editor team include the following individuals:

- Prof Irwan Nasution, IAIN North Sumatera, Editor
- Prof W. James Jacob, University of Pittsburgh, Associate Editor
- Prof Jeffrey Ayala Milligan, Florida State University, Associate Editor
- Prof Furqon Hidayatullah, UNS Solo, Book Review Editor
- Tien Rafida, M.Hum, IAIN North Sumatera, Managing Editor
- Rahmah Fithriani, S.S., M.Hum, IAIN North Sumatera, Managing Editor
- Chad Dorn, University of Pittsburgh, Managing Editor

At least one senior professor from each DBE 2 partner university will serve on the International Advisory Board:

- Institut Agama Islam Negeri Ar-Raniry, Banda Aceh
- Institut Agama Islam Negeri Sumatera Utara, Medan
- Institut Agama Islam Negeri Walisongo, Semarang
- Universitas Cenderawasih, Jayapura
- Universitas Muhammadiyah Aceh
- Universitas Muhammadiyah Makassar
- Universitas Negeri Makassar
- Universitas Negeri Malang
- Universitas Negeri Medan

- Universitas Negeri Semarang
- Universitas Negeri Surabaya
- Universitas Sebelas Maret, Surakarta
- Universitas Sultan Ageng Tirtayasa, Serang
- Universitas Syiah Kuala, Banda Aceh
- Universitas Terbuka, Jakarta
- Universitas Kristen Satya Wacana, Salatiga
- University of Pittsburgh: John C. Weidman, John L. Yeager
- Florida State University
- University of Massachusetts, Amherst
- Others to be invited by Editor Team

e. Distance Education Pilot Two

The DE Pilot Two program is designed to train two groups of university faculty members to be designers, developers and facilitators of online courses. Information on the pilot was shared with the DBE 2 university partners during the last UWG Meeting in Bogor, December, 2009. Each university is expected to send ten faculty members to participate in the online courses. As of March 31, the total number of applicants was 116 from 9 university partners. These eight-week courses will begin in late May.

f. FSU Partnership Program

Following up from previous workshops conducted in June, October, and December 2009, Michael Spector and Anne Mendenhall conducted two workshops during this quarter (March 8-12) at UT. The workshops focused on the preparation of high-quality academic research for publication in international journals. This high-need area was identified by UT's rector, Dr. Tian Belawati, as a priority for the UT-FSU partnership.

The objective of the workshop was to provide support and advice to UT faculty seeking to improve their professional experience and stature in the international academic community. This work will also help UT increase its international profile as a center for both high-quality research and instruction. During the workshop, Dr. Spector and Ms. Mendenhall presented information related to writing style, choosing appropriate publication venues, and using electronic sources to find research sources. They will also meet with individual UT faculty members to provide support and discuss progress on scholarly articles.

C. Challenges

In order to be a success, the right participants for DE Pilot 2, those who are highly motivated and committed to online learning, must be identified. DBE 2 will continue to Working together with university partners to help ensure dedicated participants are selected. And as ALFHE grows, it will become more challenging for DBE 2 to ensure success of the program once it begins to be implemented at universities, especially those outside the seven target DBE provinces. DBE 2 has built several quality control mechanisms into the ALFHE program which hopefully will help ensure standards are upheld as the program expands.

D. Ongoing Activities and Upcoming Events for Quarter 3, FY10

- ALFHE expansion activities will continue
- Final editing of six video programs and production of five new video programs in collaboration with university partners and finalizing instructional video programs for inclusion in the Digital Library
- Expanding the digital library to other partner universities including the opportunity for all partners to be remote hosts
- Development of KPTIP Website (UNS, IAIN Walisongo and Pitt)
- Establishment of KPTIP Journal (IAIN Sumatera Utara, Pitt and FSU)
- Establishment of Indonesian Lab School Association (UM, Pitt and other related universities)
- Launching of the first issue of KPTIP Journal
- Action research activities with Florida State will continue with university partners in Aceh, Banten and North Sumatra and be expanded to university partners in East Java, Central Java and South Sulawesi
- Signing of rectors' agreement on transfer of credit

III. Cluster Resource Center Update

A. Overview

Besides routine activities including meetings and trainings to support active learning, production of RPP, low cost and ICT-based learning materials, during this quarter CRCs focused on the completion of Intel Teach Participant Teachers rollouts, increasing the use of IAI TK packages for dissemination of the IAI TK program to non-DBE 2 schools, and socializing the new Classroom Reading Program. Also, the project is involving two CRCs in each province in the Distance Education Pilot 1 program. The various packages and equipment that are provided to support these programs have increased the educator professional development activities that are held in CRCs.

Additional computers distributed to CRCs under the Intel Teach program have been received very positively by the teachers. Intel Teach rollout continues to take place in Cohort 2 CRCs.

Dissemination of TK IAI program has also been very well received by CRCs and stakeholders in the clusters. Most CRCs have appointed a TK Coordinator within their organizational structure to be responsible for making schedules and together with the MTT carrying out IAI TK dissemination activities in CRCs and/or TK. Since the receipt of the TK IAI packages, CRCs have been active in socializing and promoting the IAI TK packages to non-DBE 2 schools and requests for trainings are continuously increasing.

During this quarter, CRCs also received one package of story books for Grade 1, 2 and 3 containing five copies of forty titles for a total of 200 books per CRC. A total of 22,600 books were distributed, through deed of donation, to the project's 113 CRCs in support of the Classroom Reading Program.

As a follow up to the CRC Sustainability: Capacity Building in Communications workshop that were held during the last quarter, 90% of the CRCs have started to produce their own brochures and bulletins which they distribute to schools in the clusters. Although the quality of these promotional materials differ from one CRC to another, the workshop has proven to be very beneficial as CRC teams have realized the importance of producing promotional materials that can help them obtain support from stakeholders.

The CRC – ICT Maintenance and Troubleshooting workshops held last quarter have also helped in providing CRC teams with the confidence to conduct minor repairs to the ICT equipment including installation of the Microsoft Open License Education Package in the computers. Also, to prepare CRCs for the upcoming Tier 3 grants in the form of Internet connection, the workshop introduced CRCs with basic training on the use of the Internet.

During this quarter, the second monitoring visits for the period of April 2009 – March 2010 were also conducted to the majority of Cohort 1 CRCs (except for North Sumatra) and Cohort 2 CRCs (except for Central Java):

PROVINCE	COHORT 1	COHORT 2
West Java	22- 26 Feb 2010 and 22 – 26 Mar 2010	22 – 26 Feb 2010 and 30 Mar – 1 Apr 2010
Banten	22 – 26 Mar 2010	-
Central Java	8 – 12 Feb 2010	Dates to be determined
East Java	1 – 5 Mar 2010	12- 16 April 2010
North Sumatra	Dates to be determined	1 – 5 Feb 2010
South Sulawesi	5 – 9 Apr 2010	15 – 19 Feb
Aceh	15 – 19 Mar 2010	8 – 12 Mar 2010

Besides conducting spotchecks to monitor CRC progress and achievements and providing advice and directions to CRC operational teams for the betterment of managing CRCs, the second monitoring visits were carried out to identify the preparedness of CRCs to receive Tier 3 grants and discuss with CRC stakeholders their plans for sustainability after the project ends. The

Province	Dates
West Java & Banten	September 1 – 3, 2009
South Sulawesi	September 7 – 9, 2009
NAD	September 7 – 9, 2009
East Java	October 12 – 14, 2009
North Sumatra	October 12 – 14, 2009
Central Java	October 20 – 22, 2009

Province	Dates
West Java	September 8 - 10, 2009
South Sulawesi	September 10 - 12, 2009
NAD	October 12 - 14, 2009
North Sumatra	November 4 - 6, 2009
Central Java	November 8 - 10, 2009
East Java	February 2010 (dates tbd)

overall results of the monitoring visits including the categorization of the CRCs will be reported the next quarter after completion of the visits to all CRCs.

During this reporting period, applications for the Tier 3 grants were submitted by Cohort 1 and 2 CRCs. In the original plan, CRCs were given the opportunity to choose between Scenario 1 (Internet connection between computers at the CRC and computers at two – four DBE 2 schools) and Scenario 2 (Internet connection only for computers in the CRCs). However, based on the complexities and 50% success results of the Internet pilots that were conducted at four CRCs in Central Java using Scenario 1, it was decided that for CRCs in other provinces Scenario 2 was the most appropriate scheme to be applied in the CRCs.

Although it was planned that during this quarter Tier 3 grant applications for Cohort 1 and 2 CRCs were to be approved, the process of reviewing the grant applications that were

submitted took longer than expected. This was due to several factors: the information in the surveys regarding the availability of telephone line and Internet connectivity in the clusters was often unclear and therefore needed to be clarified, equipment requested to support Internet connectivity was frequently incomplete, etc. With the assistance and coordination between provincial ICT teams and DLCs, however, these issues were overcome. By the end of March, grant applications from Cohort 1 and 2 CRCs in Central Java and North Sumatra were approved. Grant applications for the other provinces are expected to be finalized next quarter.

Similar to what has been carried out in Cohort 1 CRCs, a CRC Awards/Best Practices event will also be held for Cohort 2 CRCs. Unlike the Cohort 1 CRC event which was held at the national level, the CRC Awards event for Cohort 2 will be conducted in the CRC that is recognized as the best CRC in each province. The purpose of this activity is to share information on CRC experiences, lessons learned and best practices, to expose the work of DBE 2 programs, and to obtain full support from GOI stakeholders for CRC sustainability. Prior to this event and commencing this quarter, assessment of CRCs is being carried out involving internal and external assessors. Description of the activities is as follows:

Province	Dates
Central Java	October 8 - 10, 2009
West Java & Banten	October 12 - 14, 2009
East Java	October 15 - 17, 2009
South Sulawesi	October 20 - 22, 2009
North Sumatra	October 27 - 29, 2009
NAD	November 10 - 12, 2009

Province	Dates
West Java & Banten	October 20 - 22, 2009
Central Java	November 5 - 7, 2009
East Java	November 24 - 26, 2009
South Sulawesi	December 8 - 10, 2009
North Sumatra	December 15 - 17, 2009
NAD	December 22 - 24, 2009

CRC Assessment

Objectives	To carry out assessment of Cohort 2 CRCs and select the best CRC in each province using an assessment instrument that focuses on the physical condition of the CRC, administration, management and organization, use of ICT equipment, contribution from the stakeholders in the cluster, impact of CRC in the cluster and CRC/cluster efforts in ensuring CRC sustainability. The assessment will be carried in two stages for the reasons of objectivity and fairness.
Total number of CRCs to be assessed	8 - 10 CRCs in each province

Location	Provinces	Total number of CRCs	Location (district)
	West Java	10	Indramayu, Karawang, Bogor, Subang, Garut
	Central Java	10	Blora, Grobogan, Klaten, Demak, Purworejo
	East Java	10	
	North Sumatra	8	Bojonegoro, Nganjuk, Tuban, Pasuruan, Sampang
	South Sulawesi	8	Dairi, Tapanuli Selatan, Tanjung Balai, Tapanuli Selatan
	NAD	10	Kota Makassar, Pinrang, Sidrap, Luwu Aceh Besar, Aceh Tengah, Bireuen, Pidie
First Level: district level To select the best CRC (1) in each district.			
Assessors (district level)	Assessment is carried out by the stakeholders in the district level that consist of: <ul style="list-style-type: none"> Representatives from Dinas Kabupaten and Board of Education (2 people) Representative from DepAg Kabupaten (1 person) Local DLC (1 person) Total assessors: 4 people in each district		
Duration	4 – 5 days (1 day in each district - depending on location)		
Time	<ul style="list-style-type: none"> March - May 2010 		
Second level: provincial level To select and determine the best CRC in the province (assessment is carried out for the CRCs that have been selected as the best CRC in the district level).			
Assessors (provincial level)	Assessment is carried out by the stakeholders in the provincial level that consist of: <ul style="list-style-type: none"> Representative from Dinas Provinsi (1 person) Representative from Kanwil DepAg (1 person) Representative from LPMP (1 person) DBE 2 provincial staff: <ul style="list-style-type: none"> DLC/CRC Coordinator (1 person) Total assessors: 4 people		
Duration	5 days (including travel days)		
Time	<ul style="list-style-type: none"> March - May 2010 		

During this quarter, West Java, Central Java and East Java have concluded the assessment for the district level and will start the provincial assessment in May 2010. While North Sumatra, South Sulawesi and Aceh will start their assessment in the district level in April and finish the provincial level assessment in May. The CRC Award/Best Practices workshop is planned to take place in June in all provinces.

B. Progress/Accomplishments this Quarter

- With the lead support from the TK Coordinator in the CRC, IAI TK trainings have been carried out in CRCs as well as in non-DBE 2 schools
- Through the KKG meetings, CRC teams have supported socialization of the Reading Books program to DBE 2 schools
- Completion of Intel Teach Participants Teacher rollout in Cohort 1 CRCs funded independently by the schools in the clusters
- Continued production of CRC brochures and bulletins.
- Internet training in CRCs in East Java and North Sumatra
- Activities that support dissemination of DBE 2 programs and efforts to support CRC sustainability that were reported in the last quarter continued to be carried out in the CRCs

CRC Highlights from project provinces are detailed below.

West Java:

- Implementation of IAI TK trainings in all Cohort 1 CRCs in Indramayu, Karawang, Tangerang and Cilegon and dissemination of IAI TK packages in six sub districts in Cohort 2.
- Renovation to the CRC rooms in Karawang and Indramayu using APBD funds

Central Java:

- With the support from Intel Teach and DALI, 70% of the teachers in Cohort 1 and 2 clusters are now able to use computers to support the teaching and learning activities.
- Requests from non-DBE 2 schools for dissemination of DBE 2 programs especially for IAI TK and Active Learning.
- The interest from Dinas Kabupaten to use CRC as a model to be used in other clusters in the district.
- Implementation of DBE 2 ICT trainings in the CRCs using independent funds.

East Java:

- With the support of ICT equipment in the CRC and varieties of ICT trainings from DBE2, number of teachers who use ICT equipment in the teaching and learning activities have been increased significantly.
- The implementation of Distance Education activities in two CRCs and schools have resulted in teachers communicating online in the Jenu and Prajurit Kulon clusters

North Sumatra:

- With the support from schools where the CRCs are located, PSBG Cemerlang in Sibolga Selatan and PSBG Taman Ilmu in Binjai Selatan were connected with internet for all computers using LAN.
- Dissemination of IAI TK program in PSBG Wahana Ilmu, Lubuk Pakam (Deli Serdang) to the non-DBE 2 schools involving 53 schools principals and kindergarten teachers.

- Visits by non-DBE 2 schools and Dinas Kabupaten to PSBG Bersama to learn on the use of computer and internet.

South Sulawesi:

- Completion of Intel Teach roll outs in Cohort 1 and 2 using independent funds.
- As a result of the CRC Sustainability workshop – Capacity Building in Communications, CRCs in South Sulawesi have produced at least 15 brochures in each CRC. The brochures produced by the CRCs consist of one brochure on CRC itself, individual brochure describing specific trainings held in the CRC (TK, Reading, Intel, DALI, etc) and school brochures.

Aceh:

- Increased ICT trainings and dissemination of IAI TK to non-DBE 2 schools
- Production and distribution of CRC brochures and bulletins
- Using the ICT equipment in the CRCs, production of instructional videos (including videos on mentoring activities) has been increased.

C. Challenges

a. Rotation of CRC Operational Team Members

In several CRCs, school principals and teachers who are part of the CRC operational team have been moved by Dinas to other schools in different sub-districts. This has caused disruption in the management of CRCs because it is not always easy to find new personnel to replace the school principal/teacher who have the ability and commitment to carry out the tasks.

b. Lack of Time to Dedicate to CRCs

One of the factors that can hamper progress of CRCs is the lack of time that CRC operational teams can dedicate to the work and activities in the CRCs. The CRC operational team that consists of school principals/teachers have to prioritize their main job as school principals/teachers therefore they cannot dedicate much of their time for CRCs.

D. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter 3

FY10

Plans for Quarter Three FY10

- *Cohort 1 and 2 Classroom Reading Program – obtaining Receipt of Goods from schools.* Procurement and distribution of books to CRCs and schools have been conducted in the last quarter to 1,067 schools in the DBE 2 provinces. Obtaining Receipt of Goods from the schools has started in this quarter and will continue to be carried out in the next quarter.
- *Cohort 2 – Intel Teach rollouts.* As a follow up to the Intel Teach MT training, Participant Teachers roll outs started this quarter and will continued next quarter.
- *Cohort 1 and 2 – Tier 3 Grants.* The process of reviewing and approving Tier 3 grants for West Java & Banten, East Java, South Sulawesi and Aceh is expected to be concluded in the next reporting period.
- *CRC – Introduction to Internet (cluster level).* The one-day cluster level training to introduce the use of Internet in the CRCs/clusters will start next quarter.

- *Cohort 2 CRC Assessment and one-day CRC Best Practices workshop (provincial level)*. Assessment to select the best CRC in each district level has started this quarter and will be followed by assessment and selection at the provincial level next quarter. This will be followed by a one day CRC Awards/Best Practices workshop in each province.
- If DBE 2 receives an additional no cost extension, a *seventh DLC CRC Coordination Meeting* is planned to take place in June/July 2010.

Mentoring Update

IV. Mentoring Update

A. Overview

This quarter, a national workshop aimed at further developing the mentoring program was conducted in Jakarta for provincial teams. Following the workshop, a second round of mentoring training workshops for school subject specialists (PBS) and school supervisors took place in all provinces. Mentoring activities in schools continue to involve PBS, school supervisors, and MTTs.

B. Progress/Accomplishments this Quarter

a. National Mentoring 2 Workshop

DBE 2 conducted a national two-day workshop (19-10 January 2010) in Puncak, Cisarua, Bogor, involving 24 DBE 2 provincial staff consisting primarily of DLCs and Training Program Coordinators (TPCs). The purpose of the national workshop was to design and develop materials in order to prepare for the second round of provincial-level mentoring training for cluster teams. As a result of the workshop, a training package and associated guidelines were produced. These materials build on and extend the first mentoring training package.

b. Provincial Mentoring Training Workshop for PBS and School Supervisors

After the national workshop was held, provincial teams conducted Mentoring 2 training in their respective provinces. Almost all the provinces conducted the workshop at the provincial level with the exception of South Sulawesi where the training was conducted at the district level.

Provincial Update

No	Province	Activities
1	North Sumatra	Training was conducted in two groups, the first group in 15-16 with 38 participants of PBS and Pengawas and the second one in 18-19 February 2010 with 36 participants of PBS and Pengawas.
2	West Java/ Banten	Two rounds of training were conducted: the 1 st round was on 15 – 16 February 2010 for Cohort 2 with 80 participants and the second one was on 17 – 18 February 2010 for Cohort 1 with 96 participants.
3	Central Java	Mentoring workshop 2 was conducted on 17-18 February in Kaliurang, Yogyakarta. The participants included nine school supervisor coordinators from nine DBE 2 districts, 40 school supervisors and 100 PBS and 40 MTTs from Cohort 1 and 2's 20 clusters, as well as seven DLCs. Two parallel sessions were held to manage the large participant group.

No	Province	Activities
4	South Sulawesi	Mentoring 2 workshops happened at the district level. A total of eight participants including 2 MTTs, 1 school supervisor, and 5 PBS participated in each workshop. The workshop took 2 days in February and March. Each district conducted school-based mentoring activities following the workshops.
5	East Java	Training covered two groups, Cohort 1 on 8 – 10 March and Cohort 2 on 17 -19 March 2010, involving 200 participants, 5 PBS and 5 school supervisors from for each cluster.

c. Mentoring Activities in Schools

Following Mentoring 2 workshops, cluster teams continued to conduct mentoring activities in their local schools. The approach and steps for mentoring activities in schools are as follows:

- Each round of mentoring consists of three school visits.
- The first visit is for the mentor is to provide a model by demonstrating a prepared active learning lesson of any subject before one or more teachers. After the demonstration, teachers and their mentor discuss and reflect on the active learning points in the lesson (what and why), what good points and what things need to be improve. Partnering with the mentor, the teacher (s) prepares the following week's lessons for the second visit. In this step, the teacher and the mentor work as a team or partners.
- During the second visit the teacher and the mentor demonstrate the lesson (s) they have prepared together. This is actually team teaching with the teacher taking a lead role; however, the mentor guides and supports the teacher as needed. After the demonstration, they again discuss and reflect the active learning points in the lesson (what and why), what went well and what needs to be improve. Next, the teacher herself prepares a lesson for the following week for the third visit. The mentor does not assist with preparing the lesson, instead, s/he asks probing questions to make sure that each component of the lesson plan is right and will work well.
- The third visit consists of the mentor observing the teacher while s/he teaches the lesson s/he has prepared. In this case, the mentor will not provide any support during class. After the lesson, the teacher and the mentor again reflect and discuss the active learning points in the lesson (what and why), the lesson's strengths and areas that can be improved.

Provincial Update

No	Province	Activities done
1	North Sumatra	North Sumatra did mentoring activities in schools in March and will continue in April.
2	West Java/ Banten	The mentoring activities in schools were scheduled in March to May. Some have been done and some others are still in process.
3	Central Java	Mentoring activities in schools are scheduled to take place between March and May.

No	Province	Activities done
4	South Sulawesi	Mentoring activities started to take place in schools and will continue next quarter.
5	East Java	A total of eight clusters in East Java completed mentoring activities this quarter. The remaining clusters will complete activities next quarter.

Benefits identified during this latest round of mentoring activities appear to be the following:

- The school supervisors who are involved feel that they have learned new, more effective mentoring strategies.
- The mentoring teams feel ownership of the process as it is a part of their job descriptions and is best suited to the needs of their local schools
- For the classroom observation process, some mentors have learned how to do focused observation by differentiating between facts and opinions

C. Challenges

Challenges have been identified as follows:

- Thematic teaching still appears to be a challenge for many teachers (especially with integrated lessons).
- A substantial number of DBE 2 teachers, PBS and school supervisors had to move to other clusters. When this happens, we have to train new people who know nothing about the DBE 2 program, starting from the beginning.
- Participants, especially school supervisors, said that the two-day mentoring workshop was not enough; particularly they need more time for lesson demonstrations for different subjects. Many supervisors had not taught in many years.
- For the focused classroom observation, some participants thought it was sometimes difficult to differentiate between facts and opinions. They need more concrete examples.

D. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter 3, FY10

Mentoring activities will continue in schools as detailed in the provincial update table in section c. Following this, DBE 2 will encourage cluster teams to continue the process but DBE 2 has no further plans to extend direct implementation of mentoring training beyond Mentoring 2 at this time given that the project is scheduled to shut down in September.

Classroom Reading Program Update

V. Classroom Reading Program

A. Overview

This period proved to be extremely productive for DBE 2's Classroom Reading Program (CRP). In addition to overseeing the procurement and distribution of over 600,000 reading books to schools throughout the project's seven target provinces, DBE 2 also conducted a national TOT and provincial TOTs to prepare teams in each province to implement Classroom Reading Program teacher training. Following the TOTs, cluster-level training for Grade 1-3 teachers and principals commenced in all provinces.

B. Progress/Accomplishments this Quarter

a. National TOT

After the finalization of the CRP training module at the beginning of January, the CRP commenced its first National TOT in Jakarta on January 20 – 22. The training was aimed to develop a core CRP team in each province, by familiarizing CRP Coordinators and two “lead” MTTs from each province with program objectives and teacher training content, preparing them to be facilitators at the provincial level. The national training was facilitated by International Reading Specialist, Donna Kay LeCzel, Reading Consultant Jenny Kaligis and DBE 2's CRP Manager, Yekti Indarti.



Participants practice story telling techniques.

This activity was followed by a the first Provincial TOT, held in Indramayu, West Java on January 26 – 28, which was facilitated by all six of the CRP Coordinators. This activity was aimed to give opportunity to each CRP Coordinator to implement what they had learned during the National TOT and to build their confidence in delivering the training content they will in turn facilitate in their respective provinces.

b. Provincial TOT

Provincial TOTs were held in each province throughout February 2010. The CRP Coordinator and two “lead” MTTs were the facilitators of this TOT. Facilitators at each TOT were mentored and assisted by Yekti Indarti, Jenny Kaligis and Donna Kay LeCzel.

The objective of the provincial TOT was to prepare cluster level teams, consisting of one MTT and one PBS, to facilitate the roll-out of four one-day teacher training modules.



Participants practice covering books in the 'how to take care of books' session.

c. Cluster Roll-Out

Cluster-level roll-out commenced in each province shortly following the completion of the provincial TOT. A total of four one-day modules are being delivered to Grade 1-3 teachers and principals in order prepare schools to create classroom libraries with their book kits and implement CRP activities. The four modules include:

- Module 1: The Classroom Reading Program: What, Why and How?
- Module 2: Reading and PAKEM in Primary Schools
- Module 3: Development and Implementation of a Classroom Reading Program (Part 1)
- Module 4: Development and Implementation of a Classroom Reading Program (Part 2)

Roll-out schedules are dependant on local needs, but all clusters plan to complete the implementation cycle by April 2010. Ideally, there will be a one to two week gap between the delivery of each module allowing teachers to try out new approaches discussed during training in their classrooms as they are learned. (For more details, please see the provincial update sections of this report.)

d. Book Kit Packaging & Shipping

By the beginning of March, book procurement had almost reached its completion. The books were stored in a warehouse in Halim Perdanakusuma area and ready to be packed. CRP Coordinators were invited for this packaging process, as they played an important role 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.



e. Book Kits Arrive in all DBE Primary Schools

Schools started to receive their book kits on the third week of March. CRP Coordinators and field staff (MTT/DLC) together with the school principals played a very important role in the receiving process. Good coordination between the receiver and transporter was very important to ensure book kits arrived in whole and in good condition. DBE 2 recommended that each school check the book kit condition 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.



Schools received the book kits, and the teachers counted the quantity and checked the condition

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

DBE 2 took steps this quarter to introduce the CRP to MONE. DBE 2's DCOP and CRP Manager met with Drs. Husaini Wardi M.Pd. (Deputy Director for Program) on Tuesday, March 2. This meeting aimed to introduce the CRP to MONE. DBE 2 hopes that MONE will adopt CRP best practices and integrate them into their program. DBE 2 followed up the meeting by sending an invitation to MONE, inviting staff to accompany DBE 2 to monitor the implementation of CRP in schools in April. A staff from Directorate TKSD responded to the invitation and has scheduled himself for the monitoring trip in April 2010.

D. Challenges

The biggest challenge during this quarter was beyond a doubt the logistics and coordination required to prepare 3,201 book kits, ensuring the correct amount of each title (five copies of 40 titles) had been placed into each container. A packaging system and schedule was well-planned by DBE 2's operations and procurement team to minimize error.

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

Scheduled activities for Quarter Two, FY10 are detailed below:

- Continued roll-out of one day workshops in school clusters
- Monitoring of the CRP roll out
- Monitoring and Evaluation of CRP implementation in schools
- Finalizing the CRP transition handbook

Kindergarten Update

VI. Kindergarten Update

A. Overview

The DBE 2 kindergarten (TK) component continued to progress this quarter with transition activities taking place in nearly all provinces. Provincial teams are leading both cluster and district level transition activities, with DBE 2 staff co-facilitating IAI Kindergarten Teacher Training for non-DBE 2 kindergarten teachers. These activities are often conducted in collaboration with Dinas Pendidikan and the Kindergarten Teachers Association (IGTKI).

DBE 2 Jakarta encouraged provincial office teams to approach Dinas Pendidikan Kabupaten/Kota to replicate the IAI program and DBE 2 continues to send Paket PAI dissemination kits to Dinas Pendidikan on an on demand-basis. The dissemination kits include a copy of Paket PAI materials, as well as the IAI Replication Handbook which contains step-by-step guidance on how to replicate and disseminate the package and associated training to non pilot kindergartens. This quarter, requests for dissemination packages came from a total of 19 Dinas Pendidikan and Dinas Agama offices.

As part of Aceh expansion, DBE 2 started the process of selecting partner kindergartens in the 18 new expansion clusters, one in each DBE 2 cluster. This process commenced in March 2010 in Pidie Jaya district and continued to the rest of East Coast, and then concluded with visits to all new clusters on the West Coast.

DBE 2 Jakarta also visited eight partner kindergartens in South Sulawesi, seven in Aceh, and seven in West Java this quarter to conduct monitoring and support visits. This monitoring was aimed to gain updates on IAI program implementation and support teachers to conduct the program effectively and efficiently.

DBE 2 continued to work with GOI partners P4TK TK & PLB and TK-SD Directorate this quarter to encourage their uptake of IAI materials. In line with this, DBE 2 met with P4TK TK & PLB staff in Bandung to discuss how DBE 2 can provide more support to P4TK TK & PLB in bringing the IAI Program to teachers throughout the country. Also this period, DBE 2 had the opportunity to disseminate the information about the IAI TK Program to students and faculty members of Sampoerna School of Education on March 24, 2010.



TK B students and teacher in TK PGRI I Mattirobulu, Pinrang, South Sulawesi experimented with balloons to prove the existence of air.

B. Progress/Accomplishments this Quarter

a. IAI TK Transition

IAI continued to be an important element of DBE 2 transition efforts, and IAI Kindergarten Teacher Training took place for teachers from almost 400 non-DBE 2 partner kindergartens. These trainings occurred at both the district and cluster level, both in DBE and non-DBE districts, most often in collaboration with Dinas Pendidikan and IGTKI. All provinces continue to make great use of the IAI kits (Paket PAI) and replication handbooks placed in CRCs. The materials are being widely used to support IAI transition activities.

For transition activities that are taking place within DBE 2 clusters, participants are being encouraged to utilize Paket PAI available at their local CRC to support program replication. Education offices have started to request IAI dissemination packets to support transition efforts in non-DBE clusters, discussed further below.

b. Paket PAI Request from Dinas Pendidikan and Kantor Departemen Agama

DBE 2 received several requests from District Dinas Pendidikan and Kantor Departemen Agama for Paket PAI and for the IAI program to be replicated in their respective districts. This quarter, 19 District Dinas Pendidikan and Kantor Departemen Agama sent request letters to DBE 2, in addition to two Dinas Pendidikan from the previous quarter. In total DBE 2 has received 21 requests letters from District Dinas Pendidikan and Kantor Departemen Agama. DBE 2 Jakarta is sending dissemination kits in response to these letters, and provincial offices are working together with interested districts and sub-districts to facilitate transition programs.

Dinas Q2 Requests for Paket PAI:

1. Dinas Pendidikan Kota Makassar
2. Dinas Pendidikan, Pemuda dan Olahraga Kabupaten Luwu
3. Dinas Pendidikan, Pemuda dan Olahraga Kabupaten Pinrang
4. Dinas Pendidikan, Pemuda dan Olahraga Kabupaten Jeneponto
5. Dinas Pendidikan Kota Palopo
6. Dinas Pendidikan, Olahraga dan Pemuda Kabupaten Pangkajene dan Kepulauan
7. Dinas Pendidikan, Pemuda dan Olahraga Kabupaten Soppeng
8. Dinas Pendidikan, Pemuda dan Olahraga Kabupaten Enrekang
9. Dinas Pendidikan Kabupaten Sidenreng Rappang
10. Dinas Pendidikan Kabupaten Toba Samosir
11. Dinas Pendidikan Daerah Kota Padangsidimpuan
12. Dinas Pendidikan Kabupaten Pakpak Bharat
13. Kantor Departemen Agama Kabupaten Tapanuli Selatan
14. Dinas Pendidikan, Pemuda dan Olahraga Kabupaten Deli Serdang
15. Dinas Pendidikan Kabupaten Tapanuli Utara
16. Dinas Pendidikan Daerah Kabupaten Tapanuli Selatan
17. Dinas Pendidikan, Pemuda dan Olahraga Kabupaten Karawang
18. Dinas Pendidikan Kabupaten Grobogan
19. Dinas Pendidikan Kabupaten Aceh Tengah

c. TK Monitoring and New TK Selection

The DBE 2 TK Coordinator also visited a total of 22 kindergartens in 3 provinces. This monitoring was aimed to gain updates on IAI program implementation and support teachers to conduct the program effectively and efficiently.

	South Sulawesi	Aceh	West Java
Kindergarten Visited	TK Pertiwi Anrong Appaka RA DDI Bonto-bonto TK Sulawesi TK ABA BTP Tamalanrea TK Cokroaminoto TK PGRI 1 TK Aisyiyah 2 TK Dharmawanita Bulucenrana	TK Al Muhajirin TK Bungong Kupula TK Aisyiyah Indrapuri TK Dharmawanita Jantho TK Bungong Teratai TK Kartika XIX-XII TK Al Ikhsan	TK Ar Rahman TK Al Kautsar TK Islam Al Aqsha TKIT Permata TK Khodijah TK Al Istianah TKI Al Mu'Awanah

DBE 2 commenced the selection of new TK in Aceh expansion districts this quarter to support the roll-out of the pilot in 18 new clusters. As a result of the selection process, a total of 18 new DBE 2 partner kindergartens will be selected in DBE 2's nine Aceh expansion districts: Pidie Jaya, Aceh Utara, Lhokseumawe, Aceh Timur, Bener Meriah, Aceh Jaya, Aceh Barat, Nagan Raya, and Aceh Barat Daya. The selection process was led by DBE 2's Aceh Kindergarten Coordinator, who is working together with local DLCs, MTTs, and local stakeholders to ensure TK are selected according to the established selection criteria. The selection process is scheduled to finish early next quarter.

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

GOI partners at all levels are integral to the transition of DBE 2's TK program. In order to maintain a strong relationship with national stakeholder P4TK TK & PLB, DBE 2 met with the Director of P4TK TK & PLB and her staff to discuss collaboration so far and how DBE 2 may further support P4TK TK & PLB in bringing the IAI Program to more TK teachers.



TK B student in TK Aisyiyah Indrapuri happily waved Indonesian flag made by teacher from low cost materials as part of audio lesson about my country. In the same lesson, the teacher shared Indonesian money and pictures of Indonesian heroes.

DBE 2 received a request for a copy of Paket PAI from 19 District Dinas Pendidikan and Kantor Departemen Agama this quarter. The dissemination kits that are being sent to these offices in response to their requests will include a master copy of all IAI program materials to support transition initiatives. A replication handbook is included in the package to guide stakeholders through all aspects of IAI program implementation.

On a disappointing note, DBE 2 received word early this period from Pustekkom this quarter that budget had not been allocated by Pustekkom management for the transfer of the IAI program into radio format. Though the IAI team at Pustekkom and DBE 2 are eager to support this initiative, without the appropriate funding being made available, it will not be possible to move forward with this initiative.

D. Challenges

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

they seek funding to support the duplication of Paket PAI materials. Another challenge that might occur within this transition process is tracking all of the transition and dissemination activities happening in the field, as well as those conducted by national GOI partners.

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

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

- DBE 2 Jakarta will visit the seven project provinces to monitor the transition process and provide facilitation support at transition workshops as needed.
- DBE 2 will continue the selection process of new partner kindergartens in Aceh expansion districts.
- Once the new partner kindergartens have been determined, DBE 2 will move forward with the procurement and distribution of the Paket PAI grants to TK and teacher training activities.
- DBE 2 will continue to reach out to the TK-SD Directorate and encourage their adoption of IAI TK materials.

VII. Active Learning with ICTs Update

A. Overview

This quarter, DBE 2 continued to rollout Developing Active Learning with ICT (DALI) training as well as Internet training activities at the cluster level. Proactive initiatives were also taken by cluster stakeholders – teachers and CRC team members – who conducted ICT Maintenance and Troubleshooting workshops as well as self-initiated DALI training.

B. Progress/Accomplishments this Quarter

a. DALI Training Rollout

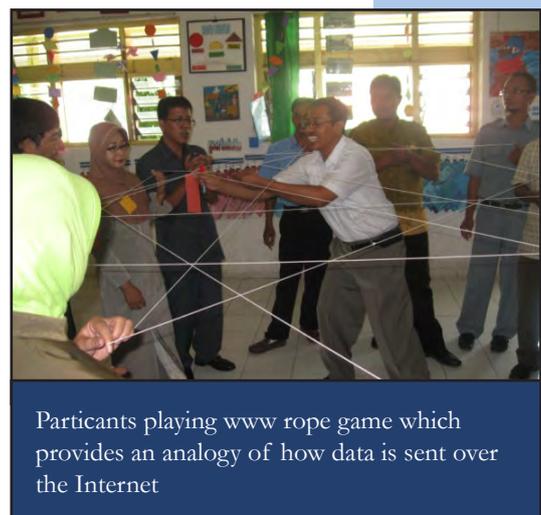
Cohort 2 DALI training roll-out was carried out for a total of 628 participants in four provinces: West Java, Central Java, East Java and South Sulawesi. Two other remaining provinces had completed their rounds in the previous quarter. Except for West Java, this quarter, DALI training roll-out completed for Cohort 2 teachers. As a follow up, South Sulawesi's clusters took the initiative to carry out self-funded DALI training at the CRCs. A few East Java clusters with larger numbers of teachers also requested extra rounds.



Teachers played Jeopardy Game in one of the last DALI training in Luwu, South Sulawesi

b. Internet Training

One day Internet training workshops were delivered at the cluster level for 129 teachers in North Sumatra and 254 participants in East Java this quarter. Many of the CRCs where the training took place have been connected to the Internet. Ninety percent of these clusters where the workshops took place relied on LAN Internet or wireless connectivity, while the remaining ten percent used smart phones or flash modems as their resource.



Participants playing www rope game which provides an analogy of how data is sent over the Internet

As a standard template, each training started with www rope game to explain the logic of the Internet. Teachers were then invited to browse online learning resources, download them, store and share these resources with others using social bookmarking. Web 2.0 applications for communication were also introduced. Due to the low bandwidth in many CRCs, not all tools could be explored. Teachers plan to follow up with these items at KKG or teacher working groups each month.

The reported impact of this training is that teachers are now actively participating in provincial web blogs, communicating via social networking sites (Ning and facebook), chat (Yahoo Messenger) and VOIP applications such as Skype. Another positive reported outcome in East Java is that the number of visitors at the CRCs has increased (data yet to be collected).

c. Self-Initiated ICT Maintenance & Troubleshooting Workshops

The Central Java team supported a self-initiated and self-funded training held on March 6, in Kudus district. The workshop was attended by 12 teachers who are also CRC ICT staff. Two local facilitators lead the training - Heru Sulistyo and Warsito – and ICT team members provided content supervision during the course of the training. Participants were particularly interested in learning about how to repair computers and were eager to apply their new skills in their CRCs.



Participants disbanded and assembled computer parts in the Computer Clinic session

C. Challenges

a. DALI Training Scheduling

West Java encountered challenges while planning DALI training roll-out due to their ICT team's and teachers' tight schedule. Therefore, the timeline for the roll-out completion was extended and the team aims to complete the round within next quarter.

b. Internet Bandwidth

Internet connectivity was identified to be a significant challenge during Internet training. Due to CRCs' low bandwidth, not all planned content and materials could be delivered. Provincial ICT teams and local facilitators suggested holding up to two day training period for all materials to be conveyed effectively.

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

West Java will continue to carry out their second round DALI training activities. All teams will focus on conducting Internet Training roll-out at the cluster level within the next quarter. ICT teams will work closely with DLCs in managing the training to promote local facilitators' involvement – i.e. MTTs, CRC ICT persons, and subject matter specialists – and therefore also encourage sustainability.

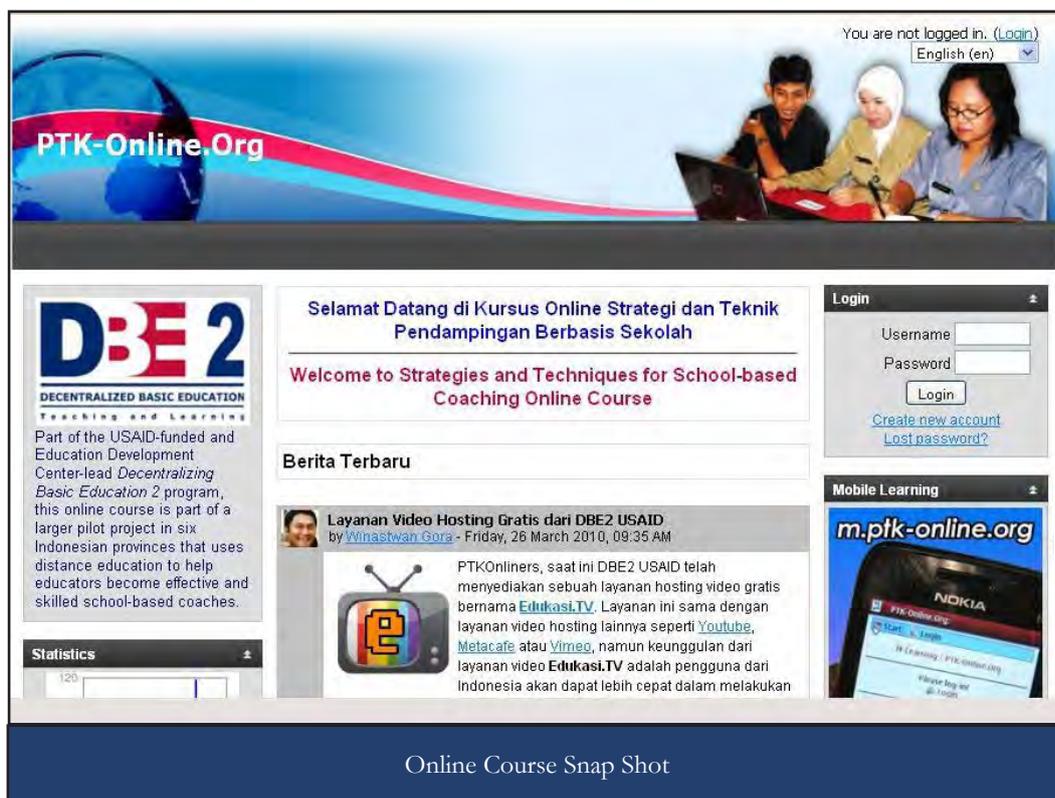
The ICT Component will also focus on supporting dissemination activities within this transition period. ICT transition manuals are being compiled and will be finalized late next quarter.

Distance Education Component Update

VIII. Distance Education Component Update

A. Overview

DBE 2's Distance Education component has started the first of the two pilot programs designed to build the capacity of three "actors" in DE system: School-based Coaches, Online Instructors, and Online Course Designers. Within this quarter, Pilot Program One focused on an online coaching course targeting a dual audience – school-based coaches and teachers. The online course - *Strategies and Techniques for School Based Coaching and Follow Up* – is hosted at www.ptk-online.org. It attempts to promote learner-centered instruction by laying out foundations for collaborative learning, online learning community establishment, emphasizing critical thinking throughout the process.



The screenshot displays the PTK-Online.Org website interface. At the top, there is a navigation bar with the PTK-Online.Org logo and a language dropdown menu set to English (en). Below the navigation bar, a banner image shows three people (two men and one woman) looking at a laptop. The main content area is divided into several sections: a DBE 2 logo and description, a welcome message for the 'Strategies and Techniques for School-based Coaching Online Course', a 'Login' form with fields for Username and Password, and a 'Berita Terbaru' (Latest News) section. The news section features an article titled 'Layanan Video Hosting Gratis dari DBE2 USAID' by Winastwan Gora, dated Friday, 26 March 2010, 09:35 AM. The article discusses the availability of free video hosting services like Edukasi.TV, YouTube, Metacafe, and Vimeo. A 'Mobile Learning' section on the right shows a mobile phone displaying the m.ptk-online.org website. At the bottom of the screenshot, the text 'Online Course Snap Shot' is visible.

Commencing with a preparatory and orientation phase in January, Pilot Program One's Online Coaching Course is still underway. DBE 2 is providing pedagogical and technical support to ensure the success of the program. After completing the preparatory phase, 48 eight coaches – or online participants – are now learning through online medium. As part as their school-based assignments, coaches work with a total of 174 teachers at 24 schools across six DBE provinces. Twelve mentors – or online instructors – lead the learning process, providing pedagogical and technical support for coaches.

Three different course scenarios are being implemented across the six provinces: a purely online approach; a hybrid approach; and a web-facilitated approach. Each entails a different degree of online interaction as well as a combination of technology use.

B. Progress/Accomplishments this Quarter

a. DE Preparatory Workshops

Three workshops were held in tight sequence over a three week period. The main goal of this preparatory phase was to equip the involved mentors and coaches with required knowledge and skills of one computer classroom activities as well technology crafts.

i. Online Mentors Workshop (January 4 – 8, 2010). The main goal of the workshop was to provide an orientation for online mentors or instructors and prepare them to be capable online facilitators through familiarizing them with the revised content of the course, Learning Management System (LMS) in Moodle, as well as reflecting on good practices in effective online mentorship. This workshop was carried out over a five day period, involving 11 provincial mentors/online instructors. The workshop took place in five parts:

- Introduction – DE Program overview and collaborative planning
- Providing overview of DE program and collaborative work-planning
- Understand and reflect on the new revised content of the course
- Understand and practice online facilitation in Moodle – administrative and pedagogical features
- Web 2.0 tools for communicating and creating

Online facilitators showed very high commitment in managing the program on and provided suggestions for the Jakarta team in terms of course administration. A couple of products were created jointly in discussion:

- Mentor Support Forum was created to provide various forms of support for mentors: facilitation strategies, technology manuals, and mentors' discussion forums.
- Effective facilitation standards/guideline was agreed based on discussion as well as agreed structure of further support from Jakarta team

ii. Online Course Orientation for Coaches (January 10 – 15, 2010). The workshop focused on introducing the Distance Education program to coaches, getting them familiar with the content and tools to be used in the course, and gaining commitment from them. The objectives of this six day workshop were to engage participants in the orientation activities which involve the following:

- Introduction to DE pilot program 1: Online Course on Strategies and Techniques of School Based Coaching and Follow Up.
- Understand roles and future assignments as online participants and school based coaches.
- Understand and feel comfortable in interacting with the course structure, content and technology.



South Sulawesi group learned effective discussion and practiced posting at <http://ptk-online.org>

- Understand and experience one computer classroom activities as part of their future assignment in working with teachers in schools.

The results were notable and coaches from each province showed their eagerness to learn while at the same time mentors provided full support both to their own province and across provinces. They claimed to have gained brand new knowledge and expertise and have built their own experience as educators.

iii. Professional Development Workshop for DE Coaches (January 18 – 24, 2010). The third workshop of the series invited coaches and principals of participating school and aimed to:

- Implement different DE scenarios with different treatments for different provinces
- Enhance coaches' coaching skills by involving them and training them in assessment, observation, feedback, and lesson design activities -- integrating ICTs in active learning.

Four main objectives were achieved in this seven day workshop:

- Enhancing coaching skills for participants in order to prepare them as school-based coaches
- Enhancing commitment from participating school principals and identify future challenges and need of support
- The commencement of the treatment of different online course scenarios
- Administration of baseline surveys for coaches and orientation for data collection processes to mentors and coaches (knowledge of crafts, learner-centeredness, and technology skills assessment)

As part of the online participants' assignment as coaches, they were provided with skills enhancement training in classroom observation, assessment, providing feedback for teachers, as well as designing lesson plans which integrate technology. They were involved in theoretical reflection and practical activities both in the training room and school visits. In this workshop, the different distance education scenarios commenced, with different approaches piloted in each province.

Online Course Scenarios

	Pure Online	Hybrid	Web-facilitated
Province	<ul style="list-style-type: none"> • North Sumatera • Central Java 	<ul style="list-style-type: none"> • West Java • East Java 	<ul style="list-style-type: none"> • Aceh • South Sulawesi

b. Online Course Progression

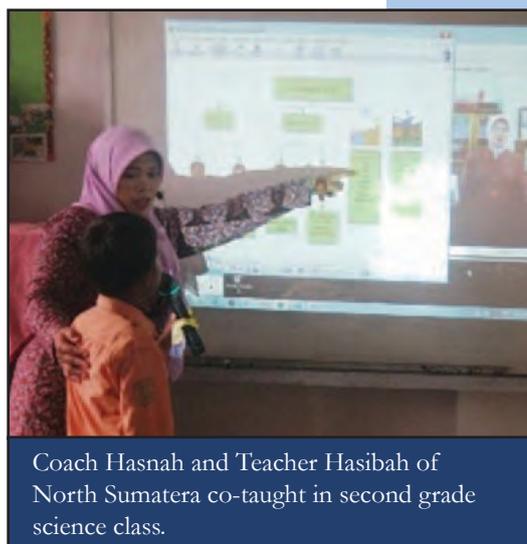
The nine session course had reached mid-point by the end of this quarter. Having reached Session 4 out of the nine session course, all coaches are still engaged t in the course though as expected, participation has fluctuated. In addition to pedagogical and technical support, mentors also provided managerial support to coaches in terms of helping with time and task management.

A number of accomplishments can be noted at this stage in the pilot. Motivated coaches and teachers have been identified in a number of remote clusters. This Distance Education

pilot program allows access for online professional development. A number of tools and technology were used to accommodate the need for interaction between coaches and teachers. Apart from hosting the course using Moodle learning management system, DBE 2 also uses web 2.0 tools such as Skype, Dimdim, Diigo, Voicethread, and Wordpress. As one example of valuable use of simple technology, Skype is being used to carry out online co-teaching involving joint instruction among co-teachers via distance.

Participating coaches and teachers claim that their everyday practices are improving. Not only by the fact that they could use technology in teaching and learning, but they are now more skilled in conducting collaborative lesson planning, more learner-centered teaching, and selecting tools for their lessons. Ainur Rosidah – a coach and a subject matter specialist from MI Manbail Huda, Tuban, East Java, stated that, “It took a great effort to really boost our practices, get online and learn, work with teachers creating lesson plans that integrate ICTs, make them comfortable in using technology in their classrooms and at the same time manage students’ learning. Now that teachers understand what steps need to be taken, they are much more confident in using one computer to support active learning and learning goals are achieved faster than we thought they would be. Students just love it and now they are expecting us to bring our laptops into the classrooms every time we teach.”

Another accomplishment that can be noted in some schools is principals’ support. They advocate teacher professional development by providing time flexibility for teachers to attend group meetings, agree on the schedule proposed by coaches, and supervise the process. This good support is largely due to two reasons: first, principals are involved from the earliest stage of the program and second, they favor student engagement when ICTs are used in the classrooms. Bapak Natsir – principal of SD 1-2 Pangkep, South Sulawesi, for example, is very supportive of the program and provides a DE program meeting room for coaches and teachers.



Coach Hasnah and Teacher Hasibah of North Sumatera co-taught in second grade science class.

C. Challenges

A few challenges – technology and work schedules – were identified and measures were taken to resolve these challenges. Technology is a challenge particularly in remote areas such as Tuban, East Java, Jenepono, South Sulawesi, and Tebing Tinggi and Sibolga, North Sumatra. Despite the availability of Internet Speedy at the CRCs and dedicated flash modems for coaches to access online materials, the weather and geographic conditions do not allow sufficient connectivity. Coaches worked it out by using different means. DBE 2 developed m.ptk-online.org – a mobile course website, coaches who own smart phones are able to stay connected using their mobile phones. A few others went to Internet cafés or other public areas which offer free Internet connectivity.

The second identified challenge was teachers’ and coaches’ promotions by local Dinas, thus they were relocated to other schools and districts not participating in the pilot. This reduces coaches’ performance since now they need to work away from their original clusters where internet connection is available. As for teachers, this means that substitutes are required.

All these changes impact coaches' and teachers' time management and rescheduling of meetings needed to take place among coaches, teachers, as well as principals.

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

a. DE Pilot Program One Continues

For the next quarter, DE Pilot Program One's Online Coaching will continue and is expected to be completed by the 31st of May. By this time, all coaches will complete their online courses, submit their electronic portfolios, and teachers will be expected to have completed their solo teaching session in their classrooms using technology. Pilot Program One evaluation will take place late May and early June using quantitative and qualitative approaches.

b. DE Pilot Program Two

Mindful of sustainability and future success of educators' professional development within distance education framework, Pilot Program Two, which will take place between June and July 2010, will focus on building university lectures capacity to develop and facilitate online courses. Over 100 lecturers from 11 universities were recruited to participate in two online courses: 1) Online Professional Development and Delivery; and 2) Online Course Development. As a specific result of these courses, online courses will be created by each university group ready to be piloted and delivered as part of their actual university courses.

IX. Intel Teach-Getting Started Update

A. Overview

During Quarter Two, DBE 2 Intel Teach activities focused on the roll-out of the Intel Teach-Getting Started training for Master Teachers (MT) and the Principals' Leadership Forum (PLF) in Cohort 2 clusters. The participants of MT training are expected to roll-out the same training to their colleagues, known as Participant Teachers (PT) training. PLF is a one-day forum attended by principals, school supervisors and Heads of Sub-district Education Offices (UPTD) that is aimed to share with them the importance of Intel Teach training for teachers. This period, MT training completed and Cohort 2 clusters started rolling out the PT training and a number of Cohort 1 clusters were still conducting their PT roll-outs.

B. Progress/Accomplishments this Quarter

a. Intel Teach MT Training & PLF (Cohort 2)

Completing a series of Intel Teach Getting Started Training for MTs and PLFs that started in November 2009, a total of thirty MT trainings & PLF were conducted this quarter between January and February. Training took place in Aceh (eight CRCs), North Sumatra (eight CRCs), West Java (two CRCs), Central Java (six CRCs), and South Sulawesi (six CRCs). The ICT Team, supported by the DLCs and MTTs, facilitated the training in Cohort 2 CRCs. Schools in each cluster sent two teachers to participate in the training.

After joining the four-day MT training, participants are expected to roll-out the same training to their colleagues in their schools (PT training) so that all teachers in the cluster will develop skills and knowledge to assist them to address 21st Century challenges and using ICT to support their profession.

For Cohort 2, MT training in each CRC was conducted in four days and then followed by Principals Leadership Forum (PLF) for one day. PLF was attended by principals from all schools within the cluster. Although the primary target was principals, heads of UPTD and school supervisors also attended the forum.

The objectives of PLF are (1) to broaden principals' and local government stakeholders' horizon on 21st century skills for teachers and the importance of Intel Teach Program for teachers, and (2) to build principals' support for the roll-out of PT training to be conducted by the MT. After attending the PLF, principals and the local education officers had a better understanding of the importance of the Intel Teach Program for schools and fully supported the program.

Between November 2009 and February 2010, a total of 954 teachers were trained in Cohort 2 MT training. As for the PLF, 463 participants including principals, school supervisors

and UPTD heads attended the one-day forum to support the PT roll-outs to be conducted by the MTs.

b. Intel Teach Roll-out

As of the end of the quarter, a total of 3,938 teachers in Cohort 1 and 2,565 teachers in Cohort 2 were trained under the Intel Teach curriculum.

The total number is derived from:

- Cohort 1:
 - o Master Teachers: 945 teachers
 - o Participant Teachers: 2993 teachers
- Cohort 2:
 - o Master Teachers: 954 teachers
 - o Participant Teachers: 1611 teachers

PT roll-out is ongoing and expected to be completed by the end of May 2010, especially for CRCs in Cohort 2 that had started the Intel Teach MT training in November 2009 – February 2010.

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

a. Transition Program

Some CRCs have received requests from the local government to replicate the Intel Teach Getting Started training in non-DBE 2 schools and clusters. CRCs supported the training replication by providing training facilitators (Master Teachers) as well as CRCs as the venue.

The Intel Teach transition training that has taken place so far is listed as follows:

No	Date	Province	District	Venue	# Participants		
					Teachers	Principals	Total
1	Aug 18-20, 2009	Central Java	Kudus	SMP 1 Mejobo	-	112	112
2	Nov 4-7, 2009	West Java	Indramayu	Anyelir CRC, Sliyeg	17	7	24
3	Feb 15-18, 2010	Central Java	Karanganyar	Kartini CRC, Jatipuro	29	-	29
TOTAL					46	119	165

The training in Kudus was supported and funded by the Office of Education, Youth and Sport Affair of Kudus District. To maintain the training quality, the Senior Trainer of Intel Education Indonesia and DBE 2 ICT Team & DLC monitored the training that was facilitated by eight Master Teachers from Ki Hajar Dewantoro and Sukun Clusters. In Indramayu, the local administration of Sliyeg sponsored the training for teachers and principals in non-DBE 2 cluster in Sliyeg. To share the skills and knowledge from the Intel training, Kartini CRC in Karanganyar organized training for teachers from non-DBE 2 schools in Jatipuro, Karanganyar which was funded independently by the CRC and participants' contribution.

D. Challenges

a. Intel Teach PT Roll-out

The challenges in rolling out PT training are identified as follows:

- *Time constraints*

As the DBE 2 project is projected to end this year, CRC schedules are packed with many activities, including reading, Internet training, and KKG programs. Therefore, sometimes it is difficult to arrange time for PT roll-outs because the participant teachers are participating in a number of other DBE 2 activities. In addition to that, CRC management and MTTs are busy conducting other DBE 2 programs. Each cluster will still continue rolling out the PT roll-out and trying to manage the schedule.

- *Funding*

Since PT roll-out is not directly funded by DBE 2 or Intel, some CRC management teams addressed their concern on the limited CRC budget they have to implement the activity. To cope with this challenge, some CRCs have requested that schools in the cluster make a contribution to fund the PT roll-out for their teachers.

b. Classmate PC Pilot Program

As part of Intel PPA program, it was planned to implement the Intel Classmate PC (CMPC) Pilot Program in January – March 2010. The objective of this program is to create a one-on-one computing environment in one alliance school. The program would choose only one school for the pilot. Due to a number of challenges with both the design and timeframe for this program, Intel and DBE 2 decided not to move forward. The challenges for implementing the CMPC Pilot Program are as follows:

- *CMPC Pilot is not in line with the active learning model:* The CMPC objective of creating a one-on-one computing environment in the class is not in line with the current realities of active learning as envisaged by DBE 2. The Classmate PC pilot has more of a focus on the traditional way of teaching in which the teacher is at the front of the room and the students work individually on their Classmate PCs; this approach is not reflecting the interactive aspect of the teaching and learning process and does not encourage peer-to-peer learning and group or team oriented learning as all of the other DBE 2 ICT interventions do including Intel Teach.
- *CMPC as a Pilot Program:* The Classmate PC program is expected to be implemented as a pilot and has no plans for expansion.
- *Time Constraints and Human Resources:* Other important problems in implementing the CMPC Pilot training are the limited human resources and time constraints to carry out the program, as most of the ICT Team in each province will be occupied with DE program and teachers expected to participate in the training are also already scheduled with various DBE 2 program activities.

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

a. Computer Procurement (Cohort 2)

Next quarter, computers will be procured to support Intel activities in Cohort 2 CRCs. The procurement of the computers is expected to support the roll-out of Intel teach PT training

and other DBE 2 training and activities in the CRCs. The number of computers added in each CRC will be decided based on each CRCs performance, PT training roll-out plans and results.

b. Intel Teach PT Roll-out

PT roll-out for Cohort 1 and 2 will continue and is expected to be completed by June 2010. It is expected that the additional computers procured for the Cohort 2 CRCs could increase the number of training participants.

Transition Update

X. Transition Update

A. Overview

During this quarter, transition-related activities occurred at the Jakarta level and in all provinces. While Aceh has continued to focus on the delivery of program expansion, sustainability is an important consideration for all program planning and activity there.

As in the past, provincial level transition activities varied widely from province to province. For details please see individual provincial reports. At the national level transition activities included the launch of the digital library which has made DBE 2 materials and resources available freely over the internet. This quarter also included the expanded delivery of ALFHE to the members of Consortia for Eastern, Central and Western State Institutions of Higher Education, and the Sampoerna School of Education. DBE 2 continued to work with P4TK TK&PLB Bandung to further transition the TK program to other parts of Indonesia. DBE 2 also discussed transition of the Classroom Reading Program with Diknas. Details on all of these activities can be found in other sections of this report.

The picture of how best to promote effective transition and sustainability continues to evolve as the project is implemented over time. This report offers an overview of the latest experience in how best to promote sustainability and how that progress is reported. Further refinement of the definitions and the approaches is outlined here.

Data collection on sustainability began as relatively uncomplicated effort focused on counting the number of requests for assistance that the project received from local implementing agencies interested in delivering program interventions. That was a good start, but was ultimately too shallow to provide a meaningful picture of the project's sustainability.

As the effort to collect data on sustainability proceeded, it became clear that two distinctly different types of activities are taking place. The first type is characterized by an informal, enthusiastic sharing of a DBE 2 best practice between a DBE 2 advocate and a non-DBE 2 educator or institution. These activities amount to more than just the sharing of information, and include activities that reveal DBE 2 principles and approaches to new audiences of education practitioners. Ultimately, these activities are helpful in promoting change but they often fall short of the quality standards that DBE 2 holds in high regard as the key to successful institutionalization of change in the teaching and learning process or the school environment. DBE 2 now designates these types of activities as *dissemination* of DBE 2 best practices. Dissemination can be defined as activities that are implemented by stakeholders based on DBE 2 best practices which are aimed at improving the quality of teaching and learning but which are not delivered according to DBE 2 standards.

Dissemination is important because it is generated by and builds on local enthusiasm. Dissemination capitalizes on the excitement of educators who want to learn something new and who recognize in DBE 2 themes and techniques that they intuitively deem valuable. It also spreads the word about new approaches and exposes more people to the best practices from the project, even though it does not accomplish the standards that are important for training to achieve its ideal results.

Thus, *transition* became a higher target still and is significantly different from dissemination. The program aims to help strategic partner organizations adopt and implement DBE 2 training packages and best practices. This involves more than simply handing over materials but rather close cooperation in adapting materials, planning activities and field support. Transition efforts targets established institutions that have demonstrated a commitment to quality and keeps an eye toward quality of delivery and on promoting efficacy and impact. Transition is the program's 'gold standard' whereby a strategically important agency or partner organization adopts DBE 2 materials and approaches and implements them in ways that apply similar standards, such as using active learning approaches during training, ensuring that a three day training packet is not cut down to only a half a day, keeping facilitator to participant ratios at effective levels and by ensuring some follow up to training events to encourage application of knowledge and skills gained in training.

DBE 2's approach to promoting sustainability has evolved, both in terms of approach and in terms of verification. The activities that the project encourages are those that fall into the definition of transition; however, it is acknowledged that DBE 2 cannot always assure quality of service delivery by local partners. DBE 2 therefore collects data on both 'dissemination' activities (which are based on project interventions but do not necessarily meet strict definitions for transition) and on transition activities that meet more rigorous definitions and requirements.

The project intends to assemble the knowledge and experience gained in promoting sustainability of DBE 2 best practices. The work will take a historical look at the DBE 2 project with a focus on the shift from a third cohort toward promoting sustainability. It will draw from an analysis of the DBE 2 transition data collected to date and explain how the project has transitioned best practices to institutional partners. It will also offer findings and recommendations on how to promote sustainability. This will be in addition to the transition toolkit that is being produced.

B. Progress/Accomplishments this Quarter

a. Analysis of DBE 2 transition data

This section reviews transition data collected from each province during this reporting period. Data is collected from MTT field staff and gathered in each province. It is then collated to the national level. There are of course variations from province to province but this analysis looks at the data as compiled to the national level. DBE 2 transition data describes how the project is being taken up by local agencies and implemented using a variety of non-DBE funding.

Transition Activities from January to March 2010																						
Province	# of Activities	Implementing Agency	Estimate Amount of Funding Contributed by Implementing Agency	Estimate Amount of Funding Contributed by DBE 2	Beneficiaries															Principal	Teacher	Student
					# District		# Sub-district		# School (SD)				# School (TK)									
					DBE 2	Non DBE 2	DBE 2	Non DBE 2	DBE 2		Non DBE 2		DBE 2		Non DBE 2							
									SD	MI	SD	MI	TK	RA	TK	RA/ABA						
Total	79	NA	418,898,500	145,173,900	32	19	36	30	11	4	420	9	5	136	343	54	685	3,403	97,634			
Grand Total	79	NA	418,898,500	145,173,900	51		66		15		429		141		397		685	3,403	97,634			

Notes:

A note on student numbers: there is no student training of any kind; this is the average number of students that a teacher would have in his/her classroom based on estimated class size, which differs in each province.

A summary of key elements of the Q2 2010 transition data is presented below:

- A total of 79 transition activities took place during this reporting period across the seven DBE provinces
- The types of activities continued to include a wide variety which included university accredited DBE 2 training packages, tailored training packages, ICT training, and Kindergarten Interactive Audio Instruction training
- Transition activities were delivered in a total of 51 districts which include 19 non-DBE districts;
- Of the 66 subdistricts where transition activities took place this quarter, 30 are non-DBE subdistricts
- Implementing agencies spent an estimated 419 million rupiah on transition activities this quarter, compared to an estimated 145 million rupiah of DBE 2 funding.
- A total of 429 non-DBE primary schools and 397 non-DBE kindergartens participated in transition activities during this period
- A total of 685 head teachers and 3403 teachers participated in training through transition activities during this period.

Several observations, discussed below, are evident from the transition data presented in this report.

There is a wide variety of activity. As found during previous quarters, the transition data show a wide variety in the types of interventions that are being implemented by local agencies. The three most popular types of activities this quarter were university accredited training packages, followed by kindergarten (TK) Interactive Audio Instruction (IAI) and tailored training packages.

The TK intervention continued to grow. The TK intervention was the focus of 20 of the 79 transition activities that were implemented by non-DBE implementing agencies during this quarter. The popularity in the TK intervention shows considerable momentum and reach, having been delivered to nearly 400 non-DBE 2 TK in a total of 19 non-DBE sub-districts this quarter. It would seem that local stakeholders in DBE districts continue to value this activity enough to invest their own funding to implement the TK program on a wider scale. The high number of activities may also indicate that the TK facilitators trained by DBE 2 in each district have been recognized by local stakeholders and deemed effective enough to receive the support required for them to conduct the number of TK training activities documented during this quarter.

Transition activities continued in all provinces. That activities have continued to be conducted and planned in all provinces indicates that geographic reach is being maintained by the DBE 2 transition program. Although the total number of transition activities is slightly lower than captured by the previous quarter's data, this quarter's data suggest that transition activities conducted by counterpart agencies and local service providers has sustained momentum.

Bottom-up funding continues to support the majority of transition activities. The majority of transition activities recorded during this period was again funded from sources at the sub-district, cluster and school level. Anecdotal accounts indicate that there are many examples of transition activities where local implementing agencies have conducted various forms of teacher training at very low cost; accounts from the field have documented numerous ways in which sub-district education offices and clusters have identified creative ways to reduce training costs without compromising quality. Many of these stories have been recorded in video postcards that have been published in DBE 2 bi-weekly reports. Such grassroots support may help promote sustainability.

b. Transition Data Collection

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

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

The data table above indicates that transition has occurred in DBE 2 schools, which leads one to the question: “How can ‘DBE 2 schools be counted as having replicated the program?’” This occurs if a school or teachers from a school receives additional training that has not been delivered outside of scheduled DBE 2 programming. For instance, if only early grades teachers from a DBE 2 school were targeted for a skills enhancement workshop in thematic

lesson planning, this training would be considered part of the DBE 2 intervention. If that workshop is delivered to upper grade teachers at the CRC, using local funds, it is counted towards transition even though the school is considered a project school.

C. Challenges

Transition planning faces a number of challenges, many of which have been ongoing through the period of transition program activity. The greatest ongoing challenge is balancing the demands of transition with the implementation of new activities outlined in the revised DBE 2 scope of work. Transition activities are also made more complicated because they vary widely in type and scale depending on the local needs and interests to which they respond. Transition support requires significant investment in coordination, planning and preparation, on top of support to the implementation of activities. Each transition activity is tailored to local needs and locally developed targets; provincial teams are therefore busy developing approaches to each unique stakeholder context. This decentralized approach to promoting transition and sustainability within each provincial context is a key feature of the DBE 2 approach to promoting sustainability across the program. Transition, however, remains difficult to manage and labor intensive due to the huge variety of approaches that must be developed. That many provincial offices are tailoring transition activity to the sub-district level means an even increased number of agencies with which DBE 2 staff must coordinate.

Transition planning has also been complicated by the uncertainty surrounding the possible extension of the program. Provincial offices have not been able to make promises to local implementing agencies that are interested in continuing to plan and deliver DBE 2 best practices because of the ambiguity as to when the project will close. Under the current contract, provincial offices will very soon terminate the field staff who are integral to the successful support that DBE 2 provides to transition activity at the district and sub-district levels.

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

The following transition activities are planned for next quarter:

- Continued monitoring and support at provincial, district and sub-district levels for transition of DBE 2 interventions to local government agencies
- Production of transition toolkits that will include guidelines that local implementing agencies can use to deliver each of the various interventions developed and delivered thus far by DBE 2
- Ongoing collection of transition and dissemination data in all provinces using centrally formulated instruments and processes
- Active Learning for Higher Education (ALFHE) roll-out on partner university campuses in each DBE province as well as in members of three different regional consortia of state universities
- Discussion about the possible ALFHE program transition to private universities in Sulawesi through the KOPERTIS coordinator in that region
- Continued discussion with Diknas to transition the ALFHE, TK, and Classroom Reading programs to the ministry.

- Other provincially led transition initiatives

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

Public-Private Alliance Update

XI. Public-Private Alliance Update

A. Overview

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

a. Overview of Alliances

From the beginning of the DBE 2 project, EDC's overall goal was to develop Public-Private Alliances that assisted DBE 2 to achieve core program goals and objectives. The DBE 2 project has three established alliances, two of which are currently active - the Intel Teach-Getting Started Alliance and the Bird's Head Education Alliance. In December 2009, DBE 2 received approval from USAID to extend the completion date of the Bird's Head Education Alliance from September 2009 to September 2010 due to the long and protracted contract modification process.

b. Financial Summary

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

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

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

B. Established DBE 2 Public-Private Alliances

a. Bird's Head Education Alliance

i. Financial Status

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

ii. Description

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

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

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

iii. Progress/Accomplishments from inception through Quarter Two 2010

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

- Conducted Active Learning in Higher Education four day training activity and study tour to DBE 2 schools in Makassar for 30 faculty members of UNCEN and ten teachers from Kabupaten Bintuni.
- Conducted ALFHE follow on training in Jayapura focusing on the application of acting learning in a classroom setting with emphasis on classroom planning, management and assessment for 27 UNCEN faculty members.
- Conducted in-classroom exercises based on ALFHE training, peer and facilitator supervision and student feedback over a period of three weeks.
- DBE 2 staff carried out an assessment of the training program at UNCEN in Jayapura including the review of participant portfolios — lesson plans, syllabus, observation sheets and student work.
- In December 2009, DBE 2 received approval from USAID to extend the period of performance of the alliance from September 2009 to September 2010.
- DBE 2 notified the key alliance partner, UNCEN of the approval and agreed to complete the remaining activities.
- DBE 2 has developed a revised training completion plan with UNCEN in Quarter 2 and will begin implementation in Quarter 3.

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

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

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

b. Intel Teach-Getting Started Alliance

i. *Financial Status:*

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

ii. *Description*

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

targeting junior secondary teachers. The program is well suited to the current realities of very low ICT skills among primary school teachers in Indonesia.

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

iii. Progress/Accomplishments from inception through Quarter Two FY10

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

- Preparation for rollout in Cohort 2 was finalized so that activities can start in October 09.
- Procurement of 108 computers was completed and distributed to the CRCs. Some CRCs were not ready to receive computers which will be procured and distributed next quarter. The procurement did not require USAID approval as indicated in the previous quarterly report.
- Implementation of the Intel Getting Started training started for Cohort 2
- A total of 5,591 teachers have been trained under the alliance to present.
- Received draft evaluation and assessment from Open University
- Training under Cohort 1 is completed with a total of 3,938 teachers trained.
- Training under Cohort 2 is in process and 1,653 teachers have been trained.

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

- Continue implementation of the rollout of the Intel Teach-Getting Started training in Cohort 2 with an estimated completion date of June 2010.
- Pending USAID approval of a no-cost extension of the DBE 2 contract, meet with Intel representatives to review the progress under the alliance and discuss the ways in which collaboration between Intel and DBE 2 partners might continue after the end of the DBE 2 program.

C. Alliances Under Development

This quarter DBE 2 reached the conclusion that the prospective alliances under developed were not going to be possible given the short time remaining under the contract and the contractual stipulation that each alliance must have a total value of at least \$500,000. The Microsoft Alliance that was under development fell short of the \$500,000 value stipulated in the DBE 2 contract and despite an extensive amount of effort to try and increase the value so that the proposal could be submitted to USAID for consideration, it was not possible. DBE 2 informed Microsoft that it would be impossible for the alliance to be approved given the current contract language. The Intel Alliance, as detailed in the previous quarterly report, has the potential to reach the \$500,000 value as stipulated in the contract but more time would be required to properly implement the alliance and with the no-cost contract extension not forthcoming, DBE 2 was faced with a difficult decision and stopped work on further development of the alliance. Should a no-cost extension be issued, DBE 2 will be happy to discuss the possibility of revisiting the prospective alliance with Intel.

XII. Monitoring and Evaluation Update

A. Overview

School assessments and student testing were moved up from Quarter 3 to Quarter 2 this year in anticipation of an earlier data processing and analysis schedule required for project closeout. Additionally, preparations for the evaluation of ALFHE and Reading Program components were also made this quarter. A joint M&E coordination meeting between DBE 2 provincial communications teams and M&E staff was held to support provincial data reporting.

B. Progress/Accomplishments this Quarter

a. School Assessment

As with last year, school assessments were conducted in both Cohort 1 and Cohort 2 sampled schools. Evaluations included classroom observations, assessments of classroom learning environments, and school management surveys. Student and teacher attendance was taken at random through unannounced visits. Several groups of school stakeholders were surveyed on their opinions of DBE 2 interventions and their perceived impact on school learning conditions. Teachers and principals were also surveyed as to their satisfaction with DBE 2 trainings and follow-up support. In addition, the School Report Card program, implemented in select provinces, was assessed in Central Java and North Sumatra by independent assessors recruited and trained in December 2009.

b. Student Testing

This year, approximately 16,000 Grade 3 and 6 students from nearly 300 DBE 2 and control schools participated in student assessments across both Cohorts 1 and 2. Tests were administered by trained facilitators under the close supervision of DBE 2 partner, University of Padjadjaran, Bandung, and with support from the DBE 2 M&E team. Test results will be sent by the university to DBE 2 Jakarta on or before 15 June 2010 for analysis.

c. ALFHE Expansion and Reading Program

The ALFHE (Active Learning for Higher Education) program was expanded to 41 universities in the western, central and eastern parts of Indonesia. The evaluation of this program is scheduled for April 2010, and to prepare for this, instrument development and data collection plans were undertaken this quarter. Teachers and parents participated in Reading Program surveys this quarter, and preparation has begun to administer them again next quarter at the end of the program.

d. Regular and Transition Data Collection

Regular data collection for trainee profiles, training participant counts, and school profiles continued this quarter. Data collection tracking DBE 2 transition and sustainability efforts

also continued into this quarter, with great efforts invested from provincial teams to compile and organize this information consistently across provinces.

e. M&E and Communications Joint Meeting

This quarter, a joint meeting was held to allow provincial M&E and communications teams to work collaboratively on the development of data-based communications products with the direct input of Provincial Coordinators and the Jakarta Communications Team. In addition to cooperatively analyzing provincial-level results, staff worked together to design reader-friendly products to disseminate these findings. The M&E Coordinator also joined from Washington DC to present DBE 2's 2009 M&E findings and provide assistance with provincial-level data analyses.

C. Challenges

As DBE 2 approaches its final phases as a project, the M&E team faces the challenge of concurrently collecting all final rounds of data from both Cohorts 1 and 2, as well as engaging in new data collection for program components initiated this year. Aside from logistical difficulties, this will also entail a great deal of data analysis in the coming months. DBE 2 benefits from a wealth of project data spanning several years. However, this also presents the difficult task of organizing all of this information in a way that supports the questions and interests of DBE 2's many stakeholders before the project comes to a close. Feedback from USAID as to its own priority research interests would greatly benefit the M&E team in guiding its reporting and data analysis activities through these various requests.

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

In Quarter 3, the M&E Team will be conducting evaluations on ALFHE activities as well as evaluations for the Reading Program and Distance Education Pilot. Evaluations of MTT performance will also be completed next quarter. Regular data collection for trainee profiles, school profiles, and transition activities will continue, and the University of Padjadjaran will complete essay scoring and the compilation of student test results. The next M&E Coordination meeting will be held in May 2010.

XIII. Additional Programmatic Updates

A. Grants

a. Updates

i. Classroom Reading Program

During this reporting period, a total of 1,067 schools have received the Classroom Reading Program book kits in the form of three sets of books for Grades 1, 2 and 3 in each school. Total number of books that each school receives is 600 books with total grants value of US\$ 1,089,878.08.

ii. Cluster Resource Centers (CRCs): Cohort 1

- During this quarter, Tier 3 grants were approved for 15 CRCs in North Sumatra and 17 CRCs in Central Java. However, procurement will be finalized in the next quarter.
- Total grants (Tier 1 and 2, internet pilots, Kindergarten IAI packages) awarded so far to all 57 CRCs is **US\$ 459,227**.

iii. Cluster Resource Centers: Cohort 2

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

iv. Kindergarten Program

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

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

v. Aceh Small Grants

- Total grants value awarded to 37 schools in Cohort 1 is US\$ 149,152.
- Grant applications for the 13 schools under Cohort 2 have now been submitted and currently are being under review. Total estimated grants value to be awarded is US\$ 65,000.

b. Upcoming Activities

- Cohort 1 and 2- Tier 3 grants. Tier 3 grant applications for Cohort 1 and 2 CRCs

are currently being reviewed and will be finalized in May 2010. It is planned that procurement for Tier 3 grants will take place during the next quarter.

- Cohort 2 – Aceh Small Grants. It is expected that complete completion of the grants process will take place in May/June 2010 and that grants for the 13 schools will be concluded during the next quarter.

B. Communications

a. Accomplishments

In collaboration with USAID and DBE Communications Working Group, this quarter the DBE 2 Communications team co-organized the National Workshop in Education inviting more than 100 GOI counterparts. DBE 2 coordinated a series of presentations that were delivered by Aceh's primary school principal, East Java's Kindergarten principal and an academic representative from Universitas Negeri Makassar (UNM). The presentations drew positive attention and feedback from the audience, with the DBE 2 IAI Kindergarten program being a highlight. Apart from the presentation, DBE 2 also organized an information booth displaying all DBE 2 training products. Visitors also demonstrated interest in the DBE 2's new Classroom Reading Program, and were astonished with the number of books that have been delivered to the DBE schools. More than 50 visitors registered at the DBE 2 booth.

b. Upcoming Activities

- The 8th Communications Coordination Meeting
- The eight Communication Coordination meeting will be at the end of April 2010. The objective of this meeting is to evaluate and assess DBE 2 communications activities and products. In addition, the communications team will meet to discuss collecting and identifying transition success stories.
- Outreach Materials Development
- Next quarter, all communications materials will focus on the development of success stories (in text and video post-card format) and the continued development of the DBE 2 compendium CD-ROM.

C. DBE 2 Digital Library

a. Accomplishments

Prior to the USAID National Workshop, DBE 2 held a soft launching event of Pustaka Pendidik at the Open University (UT), Universitas Negeri Makassar (UNM), Universitas Syiah Kuala (Unsyiah) and Universitas Negeri Semarang (UNNES). Utilizing the polycom video conference technology, the launch was held simultaneously in four locations. The event was attended by teachers, principals, university lectures, student teachers, as well as USAID and GOI counterparts. Pustaka Pendidik currently contains more than 50 DBE 2 training products in text, video and audio format. Pustaka Pendidik is accessible through www.pustakapendidik.org.

Total number of visitors and downloaded training products (March 2010)

Number of visitors	351 visitors
Total of downloaded training products	70 downloads

Number of visitors	351 visitors
Most downloaded training products by category	25 downloads School Development training packages

Number of downloads by training package (March 2010)

IAI Kindergarten package (unit 1)	7 downloads
Foundation package	19 downloads
Field Staff Training package	8 downloads
School Development training packages	25 downloads
Subject Matter training packages	11 downloads

DBE 2 has also created twitter and facebook accounts dedicated to Pustaka Pendidik and will update the followers/members with news and information about Pustaka Pendidik regularly.

b. Upcoming Activities

By the end of April 2010, all DBE 2 training materials will be fully uploaded into the portal. The Pustaka Pendidik promotional campaign will be take place between April and June 2010, targeting schools, CRCs and universities partners. In terms of cooperation with university partners, DBE 2 will provide software pre-installed with Pustaka Pendidik so that the universities can host the portal on their local server. DBE 2 will produce printed promotional materials and distribute them to both schools and CRCs. Additionally, 150 sets of offline digital training materials will be produced and disseminated to DBE 2's 113 CRCs and 15 university partners. The purpose of these offline materials is to accommodate education stakeholders who have limited Internet connectivity.

D. Procurement: DBE 2 Unsyiah FKIP Component

a. Accomplishments

DBE 2 continued to make progress this quarter in its procurement efforts in support of the Unsyiah FKIP Component. Following the completion of a lengthy tender process for the six equipment and furniture packages, DBE 2 received consent to subcontract from USAID on February 15, 2010. Immediately after this DBE 2 prepared and signed fixed price subcontracts with the selected vendors after a final inspection of their facilities and offices, insurance and legal documents, and a detailed review of final specifications. Deliveries of various items to the new FKIP facility began shortly after and continued to ramp up; finishing with a total delivery status of 30 percent by the end of the quarter.

b. Next Steps

In the third quarter of 2010, DBE 2 will complete the final stage of the delivery, receipt, handover, and follow up (installation, check, staff training, and replacements under warranty as needed). In addition, DBE 2 expects that more than 60 percent of the furniture and equipment will be delivered and installed on-site to coincide with the planned USAID handover event in mid-May 2010, with the remaining equipment delivered and installed in the coming month.

E. Procurement: Classroom Reading Program

a. Accomplishments

During the quarter, DBE 2 completed the delivery of over 600,000 non-textbook reading materials to Grade 1-3 classrooms in all DBE 2 Cohort 1 and 2 schools. Following the USAID-approved subcontract request, DBE 2 subcontracted with publishers and other vendors to provide USAID-branded Bahasa Indonesia storybooks, plastic boxes, and plastic book covers which were assembled into book 'kits' and delivered to over 1,000 schools throughout Indonesia.

b. Next Steps

While deliveries to all schools were completed during this period, final oversight and replacement of a small amount (<1%) of missing books by the transporter remains before final payment will be made to the transporters.

Aceh Component 1: Core Update

XIV. Aceh Component 1

A. Overview

During January-March 2010, the DBE 2 Aceh Core Component engaged in several activities in Cohort 1 and 2 districts as well as the nine new expansion districts. Under the banner of transition, DBE 2 also reached out to non target districts. In Cohort 1 and 2 clusters, the new classroom reading program and distance education pilots are now well underway. In the expansion districts, new field staff are now trained and implementing activities in 18 new clusters, with a focus on the math training package this quarter.



Mentoring in Aceh Tengah

B. Progress/Accomplishments this Quarter

a. Transition Program

The Transition Program is a program intended to be implemented by non DBE 2 clusters or schools by using the modules, approaches, and staff of DBE 2. The modules are either fully or partially adopted, depending on local need. Transition program implementation in Aceh is briefly described below.

i. Transition of Foundation Package (FP)

On January 11-14, DBE 2 Aceh MTTs conducted FP transition activities in Grong-Grong (Pidie), Juli and Samalanga (Bireuen) clusters for almost 200 teachers. Training materials focused on mastery of learning criteria and assessment, syllabus development, RPP, and using the environment as a learning resource.



Simulation on one of IAI CD by participants

ii. Transition of IAI for TK Teachers

Interactive Audio Instruction (IAI) training has now been disseminated to 63 non partner kindergartens, both in and outside DBE clusters. This quarter, 108 teachers attended transition training aimed at equipping teachers with the skills to successfully use the IAI program in their classrooms.

A variety of training activities took place throughout the quarter in Banda Aceh, Aceh Besar and Aceh Tengah. Facilitators included MTTs, teachers and principals from DBE 2 partner TK, CRC managers, and school supervisors.

Demand for the IAI program continues to increase across both Cohort 1 and 2.

b. Science Training Package: Mentoring 2

This quarter, DBE 2 clusters in Aceh Tengah, Bireuen, Pidie and Banda Aceh conducted science mentoring 2. Mentoring 2 is a continuation of the KKG/KKKS 2 previously conducted. The focus of the mentoring was to provide assistance and support to teachers and principals in applying the skills and knowledge they learned during the KKG and KKKS training workshops. The mentor or facilitator visited schools to observe the teaching process in the classroom then provide guidance and feedback to the teachers.

c. Classroom Reading Program

i. Reading Program TOT

On February 17-19, a national DBE 2 team facilitated a provincial TOT for the Classroom Reading Program for 14 MTTs and 16 PBSs in Banda Aceh aimed at preparing field staff and PBS to deliver and support CRP training workshops in each Cohort 1 and 2 cluster.

During the training, participants worked in groups on a number of activities they would later share with teachers, including story telling, developing book talks and grab bags, and creating dioramas and story pyramids. Participants also learned to how to set up a classroom library and manage a book inventory.

ii. Reading Program rollout in Cohorts 1 and 2

Directly following TOT, Cohort 1 and 2 clusters commenced rolling out the program of cluster-level workshops.

The Reading Program Coordinator (RPC) and the MTT in each cluster served as facilitators. In addition to Grade 1-3 teachers, principals from each DBE school were also involved in all training events.

d. Distance Education: Mentoring in Banda Aceh

To develop co-teaching for the Distance Education (DE) pilot, the ICT team which consists of five teachers, three ICT Assistants and the ICT Coordinator provided assistance to four schools in Banda Aceh participating in the DE pilot: SDN 16, SDN 69, SDN 22 and SD Kartika XIV on March 22-27.



Participants practice covering books at Silih Nara cluster

Mentoring activities commenced with the creation of a rubric of roles and responsibilities for teachers. The rubric was developed based on their RPP. The teachers were divided into three small groups in order to conduct detailed and in-depth discussions. Each teacher will be part of a small team during classroom co-teaching activities.

e. ICT and CRC Activities

DALI training continued across Cohort 2 clusters this quarter at DBE 2 CRCs. The ICT team also monitored Intel Teach activities in eight Cohort 2 clusters. In addition to DALI, CRCs also supported transition, TK and reading program activities.

f. DBE 2 Digital Library Launching

On March 23, DBE 2 Aceh participated in a video conference to launch the DBE 2 digital library, www.pustakapendidik.org. Attending the launch in Banda Aceh included Unsyiah's Vice Rector I Prof. Dr. Samsul Rizal, Vice Rector IV from IAIN Ar Raniri Prof. Dr. Syahrizal, as well as DBE 2 staff, the head of the Unsyiah library and a number of faculty members, teachers and principals. In his speech, Prof. Samsul Rizal welcomed the launch of the digital library saying it will provide an opportunity for education stakeholders in Aceh to take advantage of training modules that have been created by DBE 2.

g. Expansion Activities

During this quarter, expansion activities commenced in full with the implementation of the math training package for teachers and principals in new clusters as well as the surveying and selection of TK.

i. The signing of the MoU and the Launch of Expansion Program

On January 19, DBE 2 officially launched the expansion program with the signing of an MOU between the project and the nine bupati/walikota from Pidie Jaya, Lhokseumawe, Aceh Utara, Aceh Timur, Bener Meriah, Aceh Jaya, Aceh Barat, Nagan Raya and Aceh Barat Daya. The Aceh Vice Governor Muhammad Nazar participated in the signing ceremony.

The signing of the MOU and launching were organized by DBE 2 in cooperation with Dinas Pendidikan Aceh. The event was attended by Bupati/Walikota and their representatives, heads of Dinas Pendidikan and Kanwil Depag, and DLC from the nine districts.

The Aceh Vice Governor commented on his appreciation of the DBE 2 project's education quality improvement efforts in Aceh.

ii. Math Training Package TOT and Rollout

1. Math Training Package TOT

In order to equip the MTTs and DLCs with Math Package and active learning, a five day First Cycle TOT was held in two separated areas, Lhokseumawe for East Coast field staff and Meulaboh for the West Coast team. All new DLCs/MTTs, as well as PBS,



The Vice Governor of Aceh launches DBE 2's expansion program

school supervisors, and select principals attended the TOTs. Topics presented included math learning approaches and active learning, classroom action research (CAR), and mentoring.

Four MTTs from Cohorts 1 and 2, the UA, a university lecturer from Unsyiah, and DBE 2 Jakarta's PSMA facilitated the TOT.

2. Math Package KKG 1

Math KKG 1 training workshops were carried out in East Coast districts the last week of February and West Coast districts the first week of March. Attended by teachers and principals from the schools within the supported clusters, the training was facilitated by those who had been trained in the TOT. The intention was to equip the participants with skills on Math teaching with the active learning approach, the nature of Math teaching, enjoyable Math teaching and learning, Math learning games, Math kits usage, and Math evaluation.



3. Mentoring of KKG 1 of Math in East and West Coast districts

KKG 1 was followed by school-based mentoring, implemented in the East Coast and West Coast districts in March. The mentoring activities aimed at providing in-school, real time support for the teachers who participated in KKG 1. Mentors include DLCs, MTTs, school supervisors, and core school principals from local districts.

The first round of mentoring in the new clusters is generally going well, though there are of course areas that can be improved. For example, DBE 2 needs to continue to build mentors' skills in the area of how to raise questions with teachers.

4. Math Package KKG 2

During the second half of March, KKG 2 workshops were completed in six of the nine expansion districts. KKG 2 is the continuation of the KKG 1 workshop previously implemented. KKG 2 workshops focus on creating syllabi and RPP and active learning (PAKEM) for math teaching and learning and are facilitated by the MTTs and the DLC in each district. The PC, TPC and UA monitored the implementation of KKG 2 in almost all districts to ensure they are being implemented according to DBE 2 standards.

iii. Kindergarten Selection

The selection of kindergarten to participate in the IAI TK program took place from March 9-28. As detailed in the DBE 2 SOW, the project is to implement the IAI TK program in one TK in each DBE cluster. Partner TK were selected in the expansion clusters through a program of school visits, observation and data collection to ensure each selected TK matches the selection criteria.

The selection team included a local MTT and DLC as well the the DBE 2 Aceh TK Coordinator. As a result of the selection, the DBE 2 team recommended the following TKs for inclusion in the project:

(1) East Coast

- Pidie Jaya – TK IKSM (Simpang Tiga Cluster) and TK Raudhatul Najhan (Jangka Buya Cluster)
- Lhokseumawe – TK Malikussaleh (Cluster 1 of Banda Sakti) and TK Al-Azhar (Cluster 6 of Banda Sakti)
- Aceh Utara – SBB Al-Manan (Syamtalira Aron Cluster) and SBB Beringin (Cluster 3 of Meurah Mulia)
- Aceh Timur – PAUD Sayang Aneuk (Cluster Simpang Ulim) and PAUD Al-Munawarah (Cluster 3 of Madat)
- Bener Meriah – TK Aisyiah – ABA (Cluster 1 of Gegerong) and TK Pertiwii (Cluster 2 of Bandar)

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

(2) West Coast

- Aceh Jaya – TK Pocut Ma'in (Cluster 1 of Setia Bakti) and TK Jasa Bunda (Cluster 3 of Pasie Teubee)
- Aceh Barat – TK Al-Quran Nurul Falah (Cluster 3 of Johan Pahlawan) and RA Darul Hikmah (Cluster 1 of Langung)
- Nagan Raya – TK Malahayti (Cluster 1 of Seunagan) and TK Boh Hatee Poma (Cluster Lamie)
- Aceh Barat Daya – TK Mawaddah (Cluster 1 of Keude Siblah) and TK Aisyiah – ABA (Cluster 16 of Krueng Batee)

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

Several meetings took place to prepare for the launch of the Expansion Program. Among these included meetings with the head of the Division for TK/SD School affairs and with the head of Provincial MORA. The launch itself represented the continued close cooperation between DBE 2 and its GOI partners in Aceh. Local Dinas offices demonstrated their

support of the DBE 2 project last quarter by releasing education personnel to serve as DBE 2 MTTs and DLCs in the new districts and clusters. Without such support, DBE 2 would not have been able to launch new activities so quickly.

D. Challenges

During this period of time, DBE 2 Aceh faced various challenges. Higher workload is the first and foremost challenge, brought about by expansion into nine new districts. The second challenge was the newly recruited DLCs/MTTs lack of experience working with the project. As such, strong support has to be given by longterm staff. The third challenge was that all of the university lecturers selected to support training in the expansion districts did not receive approval in time to participate in KKG 1 and 2 activities. As a result, Cohort 1 and 2 MTTs were used to support the programs in new areas. Another challenge was the increased demand of transition programs. Not all requests could be met due to the shortage of staff and time.

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

Next quarter, the following activities are scheduled:

1. Mentoring transition in non DBE 2 districts;
2. Reading Program roll-outs in cohorts 1 and 2;
3. Continued rollout of Distance Education program;
4. Small grants follow up;
5. IAI transition in Cohort 1 and Cohort 2;
6. TOT of IAI for TK teachers of expansion districts;
7. Rollout of KKG 2 in expansion districts;
8. Mentoring KKG 2 in expansion districts;
9. Roll out of CAR in expansion districts;
10. TOT of KKG 4-5, further CAR, and Mentoring Cycle 2;
11. Rollout of KKG 4-5 in expansion districts;
12. Mentoring of KKG 4-5 in expansion districts;
13. Rollout of *Saman Siaga Gempa* in expansion districts;
14. Publishing fifth edition of *Jak Meureuno* newsletter;
15. Installing internet connections for satellite offices in East Coast and West Coast;
and,
16. Procuring equipments for satellite offices in East Coast and West Coast.

XV. Aceh Component 2: Unsyiah FKIP Update

A. Overview

During this quarter, the DBE 2 Aceh Component 2, Unsyiah FKIP (DBE 2 Unsyiah) continued to progress with its efforts to strengthen both instruction and management at FKIP. Furthermore, significant progress was made in the over one million dollar procurement to outfit the new FKIP facility currently being constructed by USAID.

In strengthening management, this quarter DBE 2 Unsyiah continued to assist Unsyiah FKIP to develop the FKIP Strategic Plan. The final documents of the FKIP Strategic Plan (16 departments/study programs including faculty level) are already in place. In the next quarter, DBE 2 Unsyiah will support FKIP to socialize its new Strategic Plan. This quarter, DBE 2 Unsyiah also continued to support FKIP to finalize the human resource plan for academic staff. Besides strengthening management, this quarter DBE 2 Unsyiah conducted the socialization of earthquake preparedness to schools in the expansion area and started to develop lyric and dance for civics (learning to live together) with the Aceh Youth Creative Center team.

In terms of strengthening the skills of lecturers, DBE 2 Unsyiah conducted workshops on active learning with ICT for lecturers at Unsyiah FKIP, IAIN Tarbiyah, and UnMuha Tarbiyah. DBE 2 Unsyiah socialized active learning for higher education to other faculties (non teacher training colleges) at Unsyiah, IAIN, and UnMuha. DBE 2 Unsyiah also facilitated the roll-out of the active learning in school workshop at UnMuha. In improving research capacity, DBE 2 continued to support FKIP to conduct research on the development of FKIP curricula in departments of chemistry education, physics education, mathematics education, primary school education and home industry education. In collaboration with Florida State University, DBE 2 also continued to works with lecturers from Unsyiah FKIP, IAIN Tarbiyah, and UnMuha Tarbiyah to conduct action research related active learning in schools.

Selected vendors for the FKIP facility procurement were approved by USAID in February. In the fourth week of February, DBE 2 signed Purchase Order Agreements with the six vendors and soon after, the delivery of goods (furniture, equipment, and books) for the new FKIP facility commenced.

B. Progress/Accomplishments this Quarter

a. Meetings and Visits

i. Meeting with USAID/PEM

On January 20, DBE 2 Chief of Party Michael Calvano visited Unsyiah FKIP. The objective

of his visit was to conduct a coordination meeting on FKIP procurement. The meeting was held at DBE 2 FKIP office attended by Prof. Dr. Samsul Rizal (Unsyiah Vice Rector for Academic Affair), Prof. Dr. M. Yusuf Aziz (FKIP Dean), Sulastrri, M.Si. (FKIP Vice Dean II), Siegfried Klein (CMC – PEM), Michael Calvano (COP DBE 2), Ismail (DBE 2 Unsyiah), Tuti Barita (DBE 2 Unsyiah), Yulia Fitri (DBE 2 Unsyiah), Adlim (DBE 2 Unsyiah). The agenda of the meeting was the FKIP procurement progress, plan for delivery of goods, hand over process, and building construction progress. Agreements reached in the meeting included coordinating the delivery schedule of goods with USAID/PEM, sending lists of goods to be procured to PEM, and coordinating with Unsyiah and FKIP regarding the inventory system for all of goods procured for new FKIP facility and facilitate a meeting with Unsyiah, FKIP and PEM to discuss the identification of room names at new facility.

ii. USAID Mission Director Visits Unsyiah FKIP

On February 4 the USAID Mission Director and the US Counsel Medan visited Unsyiah FKIP (new FKIP Teacher Training Facility). The DBE 2 COP, Operations Manager, and Unsyiah FKIP Component Program Coordinator attended the meeting.

b. Workshop III: Development of FKIP Strategic Plan

As a follow up to the FKIP self evaluation workshop conducted previously, during this quarter DBE 2 Unsyiah assisted FKIP to finalize the FKIP Strategic Plan for 2010 – 2014. DBE 2 Unsyiah facilitated several meetings with the Task Force Team which consisted of 7 FKIP lecturers. On January 28, DBE 2 Unsyiah conducted Workshop III on the Development of the FKIP Strategic Plan. The workshop was held at the FKIP Auditorium and attended by 48 participants (two participants were from each department/unit, the FKIP dean, FKIP vice deans, task force team, and DBE 2 Unsyiah). The objective of the workshop was to finalize the FKIP Strategic Plan. The strategic plan consists of three pillars: (i) Access; (ii) Quality’ Relevance and Competitiveness; and, (iii) Management and Public Service which are summarized below.

1. Access: establish several new study programs (S1 and S2), establish several new centers, improve quality and quantity of academic staff, broaden cooperative linkages, student empowerment, and job market relevance, and improve teacher quality by distance education.
2. Quality, Relevance, and Competitiveness: shorten the length of study period, improve student competencies, enhance evaluation of learning process, improve English competency for students and academic staff, strengthen capacity and quality of researches and community services, improve use of ICT in the teaching-learning process, career and competency empowerment for academic staff, curriculum development, improve micro teaching quality and practice-teaching process, enhance the function and role of Unsyiah Lab School including the Learning Resource Center.
3. Management and Public Service: strengthen human resources management, information management, planning systems, facilities management, FKIP promotion programs, and social-care programs.

In the next quarter, DBE 2 Unsyiah will support Unsyiah FKIP to socialize its new Strategic Plan.

c. Workshop II: Development of Human Resources Planning for FKIP Academic Staff

To strengthen Unsyiah FKIP Management, DBE 2 facilitated FKIP to develop planning for FKIP academic staff. The first workshop was conducted in October 2009, in cooperation with Unsyiah quality assurance. The workshop resulted in the planning of recruitment, advance study, and professor promotion for the period of 2010-2014, which is synchronized with Unsyiah policy. On February 25, DBE 2 conducted Workshop II on Human Resources Planning for FKIP Academic Staff, attended by FKIP department heads, dean and vice deans, FKIP and Unsyiah quality assurance, and the head of the Unsyiah HR Division to complete the detailed information about the planning including the detailed qualifications of staff needed for each department, the planning for sending staff for advance study (S2 and S3), the area of expertise needed and the university target. All the information submitted were approved by the FKIP Dean. Based on the planning there will be five FKIP academic staff sent for S2 (Master Degree) and 21 for S3 (Doctoral Degree), and 20 new academic staff will be recruited in 2010 with an S2 qualification.

d. Development of FKIP Curriculum

During this quarter, DBE 2 continued to support FKIP in the development of curriculum for the department of chemistry education, physics education, mathematics education, primary school education and home industry education. The development of curriculum was conducted as part of the implementation of an FKIP Focal Research Area activity, "Improving Relations between FKIP Teacher Preparation and Classroom Teaching." The research is being conducted by five teams where each team consists of several FKIP lecturers and one teacher. The research teams had collected most data from schools by interviewing school principals, vice principals and teachers on the teacher competencies required in their schools and their views on the current FKIP curriculum. The data are being analyzed and categorized as follows (i) planning, (ii) teaching strategies, (iii) class management, (iv) evaluation, (v) teaching media, (vi) knowledge and theoretical concept, and (v) other. The research teams are also reviewing the current FKIP curriculum. Next quarter, the research teams will conduct focus group discussions to discuss their findings with other lecturers in order to revise the FKIP curriculum.

e. Workshop on Active Learning with ICT for Social Science

The third workshop on Active Learning with ICT for social science took place on February 15-17 at the LRC Unsyiah Lab School. The participants included 29 faculty and teachers from Unsyiah, IAIN Ar-Raniry, UnMuha and the Lab school.

The training materials were modified from the previous ICT training modules by giving emphasis on the social science subject. Participants practiced learned how to utilize cameras, Internet, computer software and video cameras to support active learning in the instruction of social studies. The



Lecturers from Social Science practiced to use ICT with Active Learning Approach

participants received hands on practice with the equipment, taking a survey and videotaping activities in the local market. It is expected that when they return to their classrooms, they will be able to transfer and edit their data in MS-PowerPoint, MS-excel, movie maker & MS-word and have capacity to integrate ICT in the teaching-learning process.

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

DBE 2 Unsyiah continued to move forward with the sustainable improvement of DBE 2 Unsyiah programs by facilitating the roll-out of the active learning training package. This quarter, DBE 2 Unsyiah collaborated with UnMuha to rollout the Active Learning in Schools (ALIS) module. The workshop was conducted on February 8 - 11 using UnMuha funds. The objective of ALIS training is to train the lecturers in teacher training institutions on active learning in school conditions which is different from higher education circumstances. The facilitators of workshop were lectures from UnMuha, Unsyiah and IAIN those who had been trained by DBE 2 Unsyiah previously. The participants included 29 faculty. The Rector of UnMuha formally opened in the opening ceremony.

g. Support Action Research in Collaboration with FSU

DBE 2 Unsyiah continued to support Unsyiah FKIP, IAIN Tarbiyah, and UnMuha Tarbiyah to conduct action research in collaboration with Florida Sate University (FSU). The research continued to focus on active learning in schools (SD and Madrasah). During this quarter, research teams shared their findings with schools participating in the study. On February 11, the research teams conducted a meeting with school principals, school committees, and teachers from SDN 71 and MIN Mesra, and supervisors form Dinas and Depag Banda Aceh to share and discuss findings. Later in the quarter, the research teams conducted observations again in both schools (SDN 71 and MIN Mesra). Some positive changes about the implementation of active learning are now being observed. Team members will use their findings to write research papers, some of which will be published in the coming quarters.



Action Research Teams conducted observations on the implementation of active learning in DBE 2 schools

h. Socialization of *Saman Siaga Gempa* to Schools in Expansion Districts

On March 23, DBE 2 introduced its earthquake readiness dance and song lyrics, *Saman Siaga Gempa*, to 28 field staff from the project's nine new expansion districts in Aceh. Participants were introduced to the *Saman Siaga Gempa* package: booklet, and instructional video. Participants learned the song lyrics and dance movements and also how to operate the instructional video to best disseminate *Saman* when they return to their districts.



DBE 2 Unsyiah socialized Saman Siaga Gempa to schools in the expansion area

i. Development of Lyrics and Dance to Support the Instruction of Civic Education Commences

Building on the success of the *Saman* model, as well DBE 2's Learning to Live Together training package, DBE 2 Unsyiah, in collaboration with Unsyiah faculty and Creative Center team members, is developing a dance and song lyrics containing messages on how to develop democratic and participatory behavior. The civics dance will target both students and community members.

j. Support Infrastructure Improvements

During this quarter, there was noteworthy progress in the procurement process for the new FKIP facility (TAPSU).

The procurement was divided into six packages. The number of proposals received was 11 for General Furniture, 6 for Lab Furniture, 3 for Lab Equipment, 9 for ICT Equipment, 4 for General Equipment, and 2 for Books and Software. All proposals were evaluated by bidding committees to determine the winner of each package, and submitted to EDC home office and USAID for approval in January 2010.

The winners of each of the procurements were approved by USAID in February in the form of Approval to Subcontract. Subsequently, the Purchase Order and vendor agreements were signed at the end of February. Before signing the agreements with the vendors, DBE 2 conducted site/office visits to the selected vendors. The objectives were: (i) to clarify specifications, to discuss the delivery schedule, and to inspect vendors' offices, workshops and their products.

The procurements were divided into six packages as summarized in the Table below.

Code	Name of Package	Vendor
F1	General Furniture	PT. Cahaya Sakti Investindo Sukses
F2	Lab Furniture	PT. Buana Prima Raya
EQ1	Lab Equipment	PT. Altus Logistics
EQ2	ICT Equipment	PT. Quadra Solution
EQ3	General Equipment	CV. Clarindah Tubertama
BS	Books and Software	PT. Trisatya Sepakat

During March, some goods (furniture, equipment, and books) for new FKIP facility had been delivered. All goods that were delivered to the FKIP site this quarter were stored in FKIP rooms that were already signed over to FKIP (a process called Provisional Handover) and were held and secured there until final destination rooms are completed.

The progress of delivery of furniture, equipment, and books is summarized below.

No.	Code	Name of Package	Total Qty Delivered (unit/set)
1	F1	General Furniture	572
2	F2	Lab Furniture	0

No.	Code	Name of Package	Total Qty Delivered (unit/set)
3	EQ1	Lab Equipment	222
4	EQ2	ICT Equipment	0
5	EQ3	General Equipment	121
6	BS	Books and Software	718

It is expected that the majority, if not all, furniture and equipment will be delivered and installed to new FKIP facility by the end of April 2010.

C. Challenges

Time limitation is DBE 2 Unsyiah's number one challenge. Though the project should commence to wind down next quarter, in many regards, activities at Unsyiah are now picking up speed – especially with the completion of the new facility drawing near. DBE 2 plans to finish all workplanned activities and outfit the new FKIP facility with furniture, equipment, and book during the remaining contract period.

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

DBE 2 Unsyiah has planned and scheduled a number of activities for quarter three FY10 that can be described as follows:

- Socialize FKIP Strategic Plan;
- Facilitate FKIP to generate income;
- Develop manual HR for FKIP;
- Support Student FKIP Career Center;
- Assist Unsyiah FKIP to conduct outreach activities;
- Develop Resource Sharing Plan for new FKIP facility;
- Continue to support Research Activities;
- Workshop II: on Active Learning for Pre-Service Students;
- Continue to develop Civic Dance (learning to live together);
- Training ICT for Unsyiah Administration Staff;
- Continue to conduct procurement of furniture and equipment for new FKIP facility.

Central Java Update

XVI. Central Java Update

A. Overview

The second quarter of Fiscal Year 2010 has been one of the most challenging for Central Java. There were three important developments in this quarter: university capacity building, ICT development and the Classroom Reading Program. Both partner and new universities focused on the ALFHE program. Partner universities were busy implementing ALFHE in their own institutions while the new universities sent facilitators to be trained to implement ALFHE in their institutions. The ICT teams have been busy with Intel Teach, DALI and the Distance Education Program. Finally the much anticipated Classroom Reading Program was implemented with books distributed to all the schools.

B. Progress/Accomplishments this Quarter

a. University Programs Focus on Active Learning and Expansion

i. Partner Universities

UNS, UNNES and IAIN Walisongo began implementation of the ALFHE programs with the primary teacher education lecturers. UNS initiated the program with a special ceremony to launch the program. DBE 2 Central Java's PC, Dr. Vincent Costa, and Dr. Ruswan, MA, University Partner Consultant (UPC) attended the opening ceremony that was held on March 3, 2010. The UNS Vice Rector of Academic Affairs, Prof. Dr. Ravik Karsidi, M.Si., while formally opening the workshop, explained that ALFHE is relevant to the implementation of KBK (Competence Based Curriculum) in Indonesia schools. The introduction of active learning is extremely important to aid teachers in inspiring their students. Prof. Karsidi then advanced his expectation that the faculty of education could be the example for other faculties at UNS. The workshop took place at the Faculty of Education building with 50 lectures representing 23 study programs.



An enthusiastic team of UNS primary teacher educators pose for a picture at the opening of the university ALFHE program

Left to right: Dr. Furqon, Dean of FKIP, Prof. Dr. Ravik Karsidi, UNS Vice-Rector of Academic Affairs, Dr. Vincent Costa, DBE 2 PC Central Java and Dr. Sunardi the UNS Contact for DBE 2 are ready for the opening ceremony

UNS Celebrates Their 34th Anniversary With the Launching of the Consortium Website

The week long celebration was kicked-off with a performance by a Javanese orchestra and the Bedaya Dance performed by UNS students. The evening concluded with a Wayang puppet show that continued until 3:00 AM. After Prof. Dr. H. Syamsulhadi, Sp. KJ(K), Rector of UNS gave an opening speech, a link was created with the University of Pittsburgh and Prof. James Jacob, Director of the Institute for International Studies and Prof. John Weidman, Head of the Department of Administration and Policy Studies joined the celebration. The audience was able to see the colleagues from Pittsburgh as there were two large video projected views of the exchange. At the end of the exchange Prof. Dr. Syamsulhadi and Dr. Jacob officially launched the KTPIP website. .

ii. New Partner Universities

Dr. Ruswan (UPC) has been actively communicating with the new universities along with the University Capacity Building Consultant (UCBC) Mrs. Wahyuningsih. The new universities included IKIP PGRI (Teacher Association of Indonesia's Teacher Education Institute), Universitas Kristen Satya Wacana (UKSW), Universitas Tidar Magelang (UTM), Universitas Muhammadiyah Magelang (UMM), Universitas Widya Dharma (UNWIDHA), Universitas Negeri Yogyakarta (UNY), Universitas Islam Negeri (UIN, Yogyakarta), Universitas Muhammadiyah Yogyakarta (UMY) and Universitas Muhammadiyah Surakarta (UMS).

One of DBE 2 Central Java's transition goals for the new universities was to implement the ALFHE program for their primary teacher education lecturers. These efforts in Central Java were absorbed by a national program that expanded the number of universities from the nine in Central Java and Yogyakarta to 43 institutions that included the Indonesian university consortiums from East and West Indonesia.

The preparation for this initiative took place in Yogyakarta with a National TOT from January 18 – 22, 2010. Present were ten lecturers from DBE 2 partner universities in five provinces including Medan State University (UNIMED), IAIN North Sumatra, Sultan Ageng Tirtayasa University (UNTIRTA) Banten, IAIN Walisongo in Semarang, Semarang State University (UNNES), Sebelas Maret State University (UNS) in Solo, Malang State University (UM), Surabaya State University (UNESA), Makassar State University (UNM) and Muhammadiyah Makassar University. Prof. Dr. Fuad Hamid, Ph.D, Deputy Minister of State Welfare, accompanied by Dr. I Wayan Dasna, MSi, M.Ed, Ph.D of Malang State University (UM), attended the opening ceremony. In his opening speech, Professor Fuad Hamid mentioned that he will ensure the sustainability of DBE 2's ALFHE program because the lecturers at many universities or institutes should start to reform their curriculum with active learning approaches so that they will bring about qualified graduates ready to become competitive potential educators.

The first program to be implemented was the TOT for the Active Learning in Schools (ALIS) Workshop. The program was conducted in Kaliurang, Yogyakarta from February

15 – 19, 2010. A special opening session was held on February 14 that included a signing ceremony with COP Michael Calvano and the Rectors of Central Java and Yogyakarta universities. Mrs. Wahyuningsih the Central Java UCBC and Prof. Dr. Sukarno the Central Java Training Specialist Consultant (TSC) assisted with the training program.

This workshop was soon followed by the TOT for Active Learning in Higher Education (ALIHE) in Solo, Central Java from March 29 to April 2. A total of 56 lecturers from Central Java and Yogya plus four universities from other regions attended the program. The lecturers were very interested in the program and displayed tremendous energy and enthusiasm for the various activities.

b. Cluster Resource Centers Receive a Workout During this Quarter

DBE 2 programs conducted at the CRCs included the roll out of DALI (Developing Active Learning with ICT) and Intel Teach for master teacher level and participant teacher level in Cohort 2 Districts. In both Cohort 1 and 2 Classroom Reading Program and the second Active Learning Mentoring workshops were conducted at the CRCs. The plan to make the sites into distance education hubs is still pending the realization of Internet connections through Tier 3 grants. CRC assessors from the province and districts were selected and hired to conduct the evaluation of the CRCs in Cohort 2 clusters. The results of the assessment will be announced at the provincial CRC Awards Ceremony to be conducted in April 2010.

CRCs are regularly incorporated into the routine teacher working group (KKG) and principal working group (KKKS) activities. The agenda for the KKGs are writing lesson plans, thematic learning for lower grade teachers, preparing worksheets for higher grade teachers, creating lesson plans, and scheduling mentoring by subject matter teachers (PBS). While for KKKS the activities were finalizing lesson plans and syllabi, and preparation of cluster and school programs for the semester. In both groups, problems at the classroom and school level are addressed by the participants.

CRC Ki Hajar Dewantoro Supports Local Schools with a Special Computer Training Program

The CRC sponsored a one day workshop for local school computer operators. On March 6, twelve participants joined the *Computer Maintenance and Troubleshooting Workshop*. The DBE 2 MTT and CRC Manager conducted the workshop. This was a replication of the workshop for DBE 2's MTTs and CRC Managers that was conducted previously.

c. ICT Team Continues Cohort 1 and 2 Activities While Supporting Distance Education

i. Getting Started with Intel Teach

For Cohort 1 clusters all of the Master Trainer (MT) workshops were completed previously while the Participant Trainer (PT) training is still continuing with 60% of the teachers having completed the training. The Cohort 2 clusters have continued implementation of the MT workshops from the last quarter. The PT training still continues and so far 54% of the teachers have received the training. The cluster-based Principals Leadership Forums were completed this quarter for all the Cohort 2 principals.

ii. Developing Active Learning with ICT

The ICT team completed the remaining modules of the DALI program for Cohort 2 this quarter. They will begin mentoring activities in April. The following table summarizes the participants by cluster. Some of the activities at CRC Dirgantara can be viewed at:

http://www.youtube.com/watch?v=pBy_GFwcxhM

Summary of DALI Participants As of March 2010

No.	District	Sub-district	CRC Name	Participants								TOTAL
				Teacher		Principal		Head UPTD		Supervisor		
				M	F	M	F	M	F	M	F	
Cohort 2												
1	Demak	Demak	Sultan Fatah	15	27	3	8	0	0	2	0	55
2	Demak	Wonosalam	Ki Hajar Dewantara	13	28	0	0	0	0	1	0	42
3	Purworejo	Bener	Dirgantara	13	27	0	0	1	0	4	0	45
4	Purworejo	Gebang	Kendalisodo	12	27	2	0	0	1	0	0	42
5	Grobogan	Grobogan	R.A. Kartini	11	14	1	0	1	0	1	0	28
6	Grobogan	Tawangharjo	Ki Ageng Selo	13	11	1	0	1	0	0	0	26
7	Klaten	Ceper	Ki Hajar Dewantoro	15	25	0	1	1	0	6	0	48
8	Klaten	Karanganom	Sawojajar	9	28	0	0	2	0	1	2	42
9	Blora	Blora	Dwarawati	12	29	0	2	1	0	2	0	46
10	Blora	Banjarejo	Borobudur	12	21	0	0	2	0	8	0	43
Total Cohort 2				125	237	7	11	9	1	25	2	417

Source: ICT Team



Mrs. Endang Sri Lestari assisting participants during a discussion on active learning models and strategy using the one computer classroom

Participants were videotaping the activities using a camcorder and digital camera

iii. Distance Education Pilot

The Distant Education (DE) Program blasted off this quarter with a variety of activities in Central Java. These activities included a National DE TOT, an orientation workshop and a national coaches' professional development workshop. This was followed by the cluster-

based orientation workshop (two clusters) and pilot *co-teaching* mentoring in two clusters (four schools).

The kick-off for this program was a National DE TOT for provincial facilitators and was conducted in Semarang, Central Java from January 4 – 8, 2010. Participants came from all the DBE provinces and included 11 on-line course mentors who participated in the previous try-out for the *on-line course for school-based coaching*. The facilitators were Mrs. Petra W. Bodrogini and Mr. Winastwan Gora from the DBE 2 Jakarta Office.

The National DE TOT was followed by the national *Online Course Orientation Workshop for Coaches*. The 11 facilitators from the previous training joined Mrs. Petra W. Bodrogini and Mr. Winastwan Gora as facilitators. The 48 participants included ICT assistants, school supervisors, MTTs and subject matter teachers from the 6 DBE provinces. The training was conducted from January 10 – 15 in Solo, Central Java. Participants were trained in how to implement a one-computer classroom, but most of the training was focused on mentoring and on-line support for teachers.



Co-facilitator, Ms. Fitri assisted the coaches in one of the on-line sessions

Participants were providing feedback to the discussion via internet

The third week of the National DE program focused on developing the coaches at the school level. Titled *Professional Development for Coaches* the training was conducted in two locations: Solo and the CRC Diponegoro located in Cepogo, Boyolali. The training was conducted from January 17 – 25. The same participants attended from the previous program, although the participants were divided between the two locations. Both groups however joined together on line during key instructional opportunities. Mary Burns, the DBE 2 international ICT Consultant joined the team and was stationed at the CRC during the training.

Two of the CRC hotspot pilots were used for the try-out of a cluster-based orientation workshop for the on-line mentoring. The two CRCs were: CRC Gatotkaca in Jogonalan, Klaten District and CRC Ki Hajar Dewantara in Kaliwungu, Kudus District. Central Java was one of the provinces selected to try-out a full on-line mentoring program. Two schools in each cluster participated in the try-out. The program was successfully implemented in CRC Gatotkaca on January 26-27 and CRC Ki Hajar Dewantoro on January 28-29. The teachers participating in the activity received on-line support in how to prepare one-

computer classroom lessons. The local facilitators assisted the teachers as needed. For Jogonalan the local coaches were Mrs. Sumarmi (PBS), Mrs. Dwi Retno Wigati (LRC) and Mr. Alex Sumarwanto (Supervisor/MTT) supported by Mr. Supriadi (ICT Assistant) while in Kaliwungu the local coaches were Mr. Sularto (MTT), Mr. Jamaludin Malik (PBS) and Mr. Suroso (Supervisor) and were supported by Mr. Khusnul Aflah (ICT Assistant). There were 18 teachers participating at the CRC Gatotkaca and 16 teachers and 2 principals at the CRC Ki Hajar Dewantoro. They learned how to create e-mail and Skype accounts to support on-line communication, produce instructional videos, prepare one computer classroom activities, and how to use the on-line website for mentoring.



Participants' attention was very high while they created their e-mail addresses



Mrs Retno Wigati guided participants to practice concept mapping using the one computer classroom model

d. Video Production Activities Continue

A third video titled "Media Communication Lesson" was produced in this quarter. Mr. Wisnu, the Communications Coordinator wrote the script as part of the Video Writing Workshop conducted in the previous quarter. Shooting for the video was conducted on January 6-7 at Dorang 01 Public Elementary School, Nalumsari Sub-district, Jepara District. The objectives of the activity were (1) to support teachers in teaching media/technology communication for the fourth grade and (2) to demonstrate the process of active learning for a fourth grade lesson on promoting healthy TV viewing. The teachers and students enjoyed the taping session and worked hard to provide a realistic classroom setting.



The production team shooting some scenes in the classroom



Principal and Teachers playing their part during one of the shooting sessions

e. UNNES Provides Video Link for Videoconference Launching of the Digital Library

On March 23, 2010, DBE 2 conducted a soft launching of the DBE 2 Digital Library in central, west and east Indonesia. The central Indonesia soft launch took place at the VidCon Room of Semarang State University (UNNES).

Prof. Dr. Supriadi Rustad, M.Si, the Vice Rector of Academic Affair for UNNES, representing the rector, delivered a short opening speech through the videoconference in front of the audiences at UNNES Semarang, at the Open University Jakarta, at the Syiah Kuala University Aceh and at the Makassar State University, South Sulawesi. According to Prof. Rustad, the establishment of such a Digital Library would support teachers, especially those who do not yet have a degree in education. Also, the library would become a space for teachers in schools and lectures in higher education to interact with each other. During the interactive dialogue, Prof. Rustad proposed to link the DBE 2 Digital Library to each of the university's digital libraries.

f. Development of a Cluster Leadership Model is Underway

Dr. Umar Samadhy the Cluster Leadership Consultant (CLC) has been busy interviewing key DBE 2 staff and DBE 2 cluster stakeholders in preparation for developing a model of cluster leadership. Some interesting perspectives are beginning to emerge and will be developed into a model next quarter.

g. The Monitoring and Evaluation Team Spend Much of Their Time on the Road

The M&E team maintained a busy schedule. Aided by three short-term assistants, Mr. Haryo, M&E Specialist and Mrs. Eki, M&E Assistant visited DBE 2 schools updating DBE 2 data concerning schools and the staff. The M&E team assessment included: observing the teaching and learning process, classroom environment, school management, trainee satisfaction survey, teacher and student attendance and also stakeholder survey which includes students, teachers, parents, school committee, principals, school supervisors, and education office staff. This team also surveyed teachers, parents, school committee, and principals for the school report.



Classroom observation at Dorang #3 Public Elementary School in Jepara district

Mr. Mabur (M&E Assistant) reviewing the teaching and learning process with the teacher

h. Reading Program Initiated in Central Java

i. National TOT for the Classroom Reading Program (CRP)

Mr. Ahmad Sarjita (CRP Coordinator/DLC), Mr. Amir Udin (CRP Coordinator/MTT for Cohort 1 Clusters), and Mrs. Siti Nuraini (CRP Coordinator/MTT for Cohort 2 Clusters) attended the National TOT Classroom Reading Program from January 19 – 24, 2010 in Jakarta. At the end of the program the Central Java team was ready to initiate the program in the province.

ii. Provincial TOT for Classroom Reading Program in Semarang

Following the National TOT the Central Java CRP Team conducted the Provincial Level TOT at the Novotel Hotel, Semarang, on February 3-4, 2010. The objectives of the activity were to train cluster level facilitators (DLCs, MTTs and subject-matter teachers [PBS]) on how to: 1) implement the Reading Program in DBE 2 schools; 2) encourage teachers and students' parents to build a reading culture both at school and at home; 3) create various activities supporting students' interest in reading activity; 4) manage and arrange the classroom library; and 5) mentor, monitor and evaluate the implementation of the reading program in the class-room.

Facilitators for the training were Jenny Kaligis, the DBE 2 Reading Program Consultant from Jakarta, Yekti Indarti, the DBE 2 CRP Manager, DK LeCzel, the DBE 2 international reading consultant, Ahmad Sarjita, the Reading Program Coordinator of DBE 2 Central Java, Siti Nurini, the Blora Sub-District MTT for Cohort 2 districts, and Amir Udin, the Jatipura Sub-District MTT for Cohort 1 districts.

The TOT was attended by 48 participants consisting of eight DLCs and 17 MTTs, as well as 20 PBS. When the training was over, all those participants were ready to become reading program facilitators in their cluster. As facilitators, they would roll-out the ten week reading program for the KKG and KKKS activities at the cluster level.

iii. Roll out of the CRP

After the provincial TOT the participants were excited to begin the reading program in their respective clusters and schools. Both Cohort 1 and 2 districts were rolled out at the same time. The CRP team planned to implement the training through the teacher's study groups (KKG) over a two month period, i.e., March and April 2010. Each cluster would determine when to schedule the four modules. Participants in the trainings are the lower grade teachers and principals from the schools in each cluster. Some clusters had conducted all the modules before the end of this quarter. See the table below for the modules completed in each cluster.

Module Implementation for the CRP in DBE 2 Clusters

District	Sub-district	Completed Modules			
		M1	M2	M3	M4
Cohort 1					
Jepara	Nalumsari				
	Tahunan				

District	Sub-district	Completed Modules			
		M1	M2	M3	M4
Kudus	Kaliwungu				
	Gebog				
Boyolali	Cepago				
	Ngemplak				
Karanganyar	Karanganyar				
	Jatipuro				
Klaten	Klaten Utara				
	Jogonalan				
Cohort 2					
Blora	Blora				
	Benjarrejo				
Grobogan	Grobogan				
	Tawangharjo				
Klaten	Ceper				
	Karanganon				
Demak	Demak				
	Wonosalam				
Purworejo	Bener				
	Gebang				



Completed Modules

In preparation for the CRP, book kits were first sent to the CRCs in late February so that cluster training could commence. The delivery of the books in the schools occurred during the third week of March. There was genuine excitement among the teachers when the books arrived.



The KKG based CRP activities was an explosion of excitement as teachers unpacked books, checked lists and developed lesson plans and resources for classroom instruction

i. The Second Mentoring Workshop for Subject Matter Teachers and Supervisors

To help strengthen mentoring skills the cluster PBS and school supervisors attended a second Mentoring Workshop following the one conducted in August 2009. The workshop was conducted from February 17-18, 2010 in Kaliurang, Yogyakarta. The workshop included ten representatives from each cluster (five PBS, two supervisors, 1 senior supervisor, and

two MTTs) plus 1 supervisor coordinator (KKPS) from each district. Overall there were 209 participants and 9 facilitators. The opening ceremony was conducted on the evening of February 16 so that the program could start early the next morning. The classrooms were divided into two with PBS in one classroom and school supervisors, MTTs, and KKPS in the other room. Facilitators were also divided into two parallel groups to support simultaneous training. At the end of the program, participants prepared action plans for implementation when they returned to the cluster.



Participants making dioramas during one of the sessions at the 2nd active learning mentoring workshop in DBE 2 Central Java

Mrs. Stefani, Central Java's Program Manager, guiding the participants during her session about life skills.

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

Mrs. Kriswati, Head of the Section for Educator Professional Development (PPTK), Provincial Education Office has met on several occasions with Dr. Costa, PC Central Java and Dr. Ruswan, University Partner Consultant, to explore ways in which the project and PPTK could collaborate and support teachers. Interest is high in preparing a Teacher Education Summit and a provincial DBE 2 exhibition. Plans are to co-sponsor the programs at the end of May. Dr. Ruswan has led several meetings to help prepare for the Summit. The DLCs are working on the provincial exhibition.

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

DBE 2 activity	DBE district(s)/ cluster(s)	Contributing Institution	Contribution
ALFHE	University partners	University partners	Full support for the implementation of the program
ALFHE	New universities in Central Java and Yogyakarta	Nine new universities	Support for lecturers to attend training
All cluster training programs	All clusters	Education offices and Religion offices	Opening speakers for the training

a. Transition Activities

The Central Java Team has planned a number of transition activities since the beginning of 2009. Many of these have already been achieved. University partners have in the past implemented the Foundation Training Package in 20 new clusters. The number of universities DBE 2 Central Java is cooperating with has been expanded from three to twelve. Other transition activities are ones sponsored by district and sub-district counterparts. Within DBE and non-DBE clusters the DLCs and MTTs have conducted training on *What is Active Learning*, the IAI kindergarten program, DALI, Intel Teach and low-cost learning resource

development. Significant project transition steps this quarter included the training of facilitators for ALFHE at the nine new partner universities, collaboration with the Provincial Education Office in co-sponsoring a Teacher Education Summit and a DBE 2 provincial exhibition and the handing over of the training packages to our university partners.

The Table below provides a summary of this quarter's transition activities.

Transition/Dissemination Activities

DBE 2 activity	Non-DBE district(s)/ cluster(s)	Contributing Institution	Contribution
WIAL	Jogonalan, Klaten (24 Principals and 47 teachers)	District Education Office	Rp 10,500,000
WIAL	Karanganyar District Kebakkramat Sub-district (24 principals and 47 teachers)	Cluster Teacher Study Group	Rp 6,500,000
WIAL	Demak District (9 principals and 54 teachers)	Cluster Teacher Study Group	Rp 12,500,000
IAI Program	Grobogan sub-district (41 principals and 34 teachers)	Kindergarten Teacher Association	Rp 3,750,000
IAI Program	Grobogan sub-district (12 Principals and 15 teachers)	Kindergarten Teacher Association	Rp.1,500,000
IAI Program	Blora District, x Sub-district (63 principals and 66 teachers)	Kindergarten Teacher Association	Rp.3,700,000
IAI Program	Karanganyar District, Jatipuro Sub-district (30 principals and 35 teachers)	Kindergarten Teacher Association	Rp.5,700,000
Computer Maintenance and Troubleshooting Workshop	Kudus District, Kaliwungu Sub-district (14 school computer operators)	Cluster Teacher Study Group	Costs for participants
Thematic SEW	Demak District (61 schools and 153 teachers)	Cluster Teacher Study Group	Rp 9,500,000
Handover of Training Packages	Partner Universities:	UNNES, UNS, IAIN Walisongo	Arrangements for ceremony
ALFHE	New universities	IKIP PGRI, UTM, UMM, UNY, UIN, UMJ, UMS UNWIDAH, UKSW	Support for facilitators to attend training

D. Challenges

The number of activities and the diversity of the activities kept the staff on the road extensively throughout the quarter. The level of effort challenged the scheduling of the different programs; however, the technical teams adjusted and worked to put together a program that was efficient and effective with the remaining time available on the project.

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

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

Activities Planned for the Next Quarter

Key Activities	Implementation	Building on Past Activities	Contributing to DBE 2 Goals
<i>Cohort 1</i>			
Skill Enhancement Workshops	Clusters implement the training activity	Applications have been submitted and approved	Specific learning strategies and audience needs addressed
ITGSC PT	PTs complete training for teachers	TOT for PT completed	Development of the educator support system
Reading Program	Complete rollout and mentoring of teachers and classroom libraries	Most modules completed in clusters and books have been distributed	School learning environment better resourced
DE Mentoring	ICT to support coaches as they mentor teachers	DE training completed	Development of the educator support system
<i>Cohort 2</i>			
Skill Enhancement Workshops	Clusters implement the training activity	Applications have been submitted and approved	Specific learning strategies and audience needs addressed
ITGSC PT	PTs complete training for teachers	TOT for PT completed	Development of the educator support system
DALI Mentoring	Scheduling of mentoring	Modules completed	Development of the educator support system
Reading Program	Complete rollout and mentoring of teachers and classroom libraries	Most modules completed in clusters and books have been distributed	School learning environment better resourced
<i>General</i>			
ALFHE program	Partner Universities complete implement of the ALFHE program for primary teacher educators	Roll out initiated	Development of the educator support system
ALFHE	New universities' trainers prepare Portfolio for assessment and develop action plans for implementation in 9 universities	ALIS and ALIHE conducted for 9 universities	Development of the educator support system
Development of a Pilot Program for Cluster Leadership	Jakarta and Central Java technical staff w/ the Consultant develop a module for piloting	Field research conducted	Support for a decentralized in-service teacher education system
Module 2 of DE Pilot Distance Education Activity	Implement Module 2 in selected clusters	Module 1 completed	Development of the educator support system
Provincial Teacher Education Summit	Collaborate with provincial stakeholders to prepare an agenda and conduct the summit	DBE 2 and provincial stakeholders conducted several preparation meetings	Development of the educator support system
Provincial Exhibition	DLCs and MTTs to prepare with the technical staff	Ongoing discussions with the provincial education office	Development of the educator support system
Monitor Kindergarten replication in DBE clusters and non-DBE clusters	DLCs and MTTs to provide report on activities	Dissemination IAI program conducted in districts	Specific learning strategies and audience needs addressed

East Java Update

XVII. East Java Update

A. Overview

This quarter has been a transitional period for the project and a number of key program activities have taken place that will affect the future sustainability of DBE 2 project from the perspective of stakeholders.

Over the course of the quarter, DBE 2 key program activities like ICT, CRC, and Mentoring were continued to be rolled out in all clusters of DBE 2 in East Java province. A new DBE 2 key program activity, Reading, also commenced during the quarter.

Meanwhile, transition activities in support of DBE 2's active learning/PAKEM approach and IAI TK in non DBE 2 schools in new clusters both within DBE 2 districts and one non DBE 2 district, Lamongan, are expanding the geographic scope of the project. These transition events were organized in collaboration with several stakeholders within the districts or clusters. Presentations and practical demonstrations on DBE 2's PAKEM training and IAI TK have been identified by the stakeholders as being of the highest interest.

As part of making the M&E component more informative and continuing to raise DBE 2's high profile, data collection and post test activities were executed this quarter by the M&E team.

The following sections of this report will highlight progress and accomplishments of each program activity and the challenges of program management and administration.

B. Progress/Accomplishments this Quarter

a. ICT

i. ICT-DALI Roll Out: Sampang and Nganjuk Districts

The first ICT-DALI roll out was held at Kedungdung cluster in the 'Kacong' CRC on January 5-7, 2010. Thirty-five participants (F=16, M=19) were involved in the three-day training. The second roll out was conducted on 2-4 February, 2010 with 35 participants (F=17, M=18) in attendance. In Nganjuk, the roll out continued in Kertosono (34 participants (F=21, M=13) and Tanjunganom (31 participants F=21, M=10) on 16-18 February 2010. During the first day of the trainings, almost all participants were unable to operate a computer. Later, they showed progressive ability to use the computer even just for typing. Some participants were able to develop classroom



Participants using VoIP for online communication at 'Gemes Banget' CRC, cluster Jenu in Tuban

models for their students. During the training participants also managed to search for learning resources by navigating the Internet. Participants took the downloaded learning materials back to their schools for their reference.

ii. CRC-ICT Internet Learning One-day Roll Out

DBE 2 East Java continued its CRC-ICT Internet learning one-day roll out in Tuban, Sidoarjo, Mojokerto, Bangkalan, and Nganjuk. In Tuban, the training was conducted in two clusters, at the 'Gemes Banget' CRC in Jenu on January 28, 2010 with 15 participants (M=8, F=7) and at 'Tingkir' CRC in Palang on January 29, 2010 with 15 participants (M=7, F=8). In Sidoarjo, it was conducted at 'Godong Kemanting' CRC in Tulangan on February 15, 2010 with 15 participants (M=5, F=10). In Mojokerto, the training was held at 'Mekar Mulia' CRC in Prajuritkulon on February 23 with 15 participants (M=7, F=8) and at cluster Magersari with 15 participants (M=4, F=4) on March 5, 2010. In Bangkalan, it was at the 'Cakraningrat IV' CRC cluster Bangkalan on February 23, 2010 with 15 participants (M=3, F=12) and at 'Ganis Poja' CRC in Blega on February 24, 2010 with 15 participants (M=12, F=3). In Nganjuk, the training was conducted at cluster Kertosono with 15 participants (M=7, F=8) on March 3, 2010.

During the one-day session, participants learned how to use the Internet, how to create an email account, how to join the 'dbeej.ning.com', and how to use VoIP for online communication. During the training, the trainees also managed to search several learning resources through navigating the Internet.



(left) A participant is communicating using Skype. (right) Participants search for teaching resources on the Internet.

Other CRC-ICT Internet Learning workshops were conducted for Cohort 2 in Tuban cluster Merakurak on March 22 and in Semanding on March 23, 2010 and in Bojonegoro cluster Dander on March 25, 2010, and in Baureno on March 26, 2010. Participants are detailed in the table below:

DATE	PLACE	PARTICIPANTS
March 22, 2010	Merakurak, Tuban	15 participants (M=7, F=8)
March 23, 2010	Semanding, Tuban	15 participants (M=10, F=5)
March 25, 2010	Dander, Bojonegoro	14 participants (M=7, F=7)
March 26, 2010	Baureno, Bojonegoro	15 participants (M=12, F=3)

iii. One-day Distance Education Workshop

Online mentoring workshops in support of the distance education pilot took place in two clusters this quarter: Prajuritkulon, Mojokerto on 10 February, 2010 and Jenu, Tuban on 11 February, 2010. Thirteen participants (M=6, F=6) were involved in Prajuritkulon and 13 in Jenu (M=4, F=9).

The main objective of this training was to improve the DBE 2 online learning approach for improving the quality of teaching based on a mentoring model assuming only one computer in a classroom. Participants were introduced with a ‘trianquad’ activity, an inductive learning approach, to identify new concepts of learning. Other training strategies included the use of ‘inspiration’ software, a ‘jeopardy quiz’ and ‘mind master’.

b. CRC

i. Cohort 2 CRC-Communications Training Workshop

The CRC – communications training for Cohort 2 was held on February 10-12, 2010 in Malang. Participants involved into this training came from ten CRCs within Cohort 2: MTT (10 participants), CRC information division (10 participants), CRC- ICT division (10 participants) and supervisor/UPTD (10 participants); thus, each CRC was represented by 4 persons.

The main objective of this training was to provide knowledge and expertise for the CRC management team in creating CRC brochures, newsletters and proposals for ensuring the CRCs’ continuing activities after DBE 2 ends.



Group discussion during the CRC comms training

On the first day, most participants were doubtful that they could make brochures and bulletins using MS Publisher; however, by the second day participants were producing the brochures and bulletins which were presented to their supervisors, and the head of sub district education office/UPTD on the third day.



(Left & center) Participants are finishing their communications products. (Right) A participant from Kertosono, Nganjuk is presenting her team’s proposal.

ii. East Java CRC Award Cohort 2 - Provincial Level Assessment

DBE 2 East Java conducted the assessment of Cohort 2 CRCs on February 22-25, 2010. A team of provincial assessors, comprised of Ibu Ning Mei Rilintari from East Java’s MONE, Bapak Abdul Wafi from East Java’s MORA, Bapak Ismukoco from East Java’s LPMP,

and two staff from DBE 2 East Java team undertook an assessment to identify CRCs that qualified for DBE 2's award for commitment, productive activities and for improving motivation for supporting teachers to improve the quality of teaching and learning. The team selected *Kusuma Ilmu CRC* in Grati. As a follow up of this assessment, DBE 2 East Java will conduct a CRC best practice workshop which will be attended by all CRCs' managers from 20 clusters of DBE 2 in East Java as well as by all heads of district MONE/MORA in East Java. The main venue will be in Pasuruan where the 'Kusuma Ilmu' CRC is located.

c. Monitoring & Evaluation

i. M&E Data Collection

M&E data collection activities were conducted in all partner districts of East Java DBE 2. They commenced in Cohort 1 districts from January 4 to March 28, 2010. In this data collection, seven key activities were undertaken, namely:

1. Learning observation for 3rd class and 6th class
2. Class observation for all classes
3. School management for principal
4. Training satisfaction survey for teacher training participants
5. CRC activities
6. Teachers and students attendance
7. Stakeholders survey

Cohort	DBE 2 Schools	Control/non DBE 2 schools	CRCs
Cohort 1	24	5	10
Cohort 2	23	7	10
Total	51	12	20



(left) An M&E assistant interviewing students at MI Darul Huda, Magersari, Mojokerto. (right) Class observation at SDN Balongsari 6, Magersari, Mojokerto

ii. Post test

In March, the DBE 2 post test was conducted in a total of 48 schools comprising of 36 DBE 2 schools and 12 control schools in nine DBE 2 districts of East Java.

iii. DBE 2 PC, M&E-Comm Coord Meeting

PC-M&E-Comm Coord meeting was held in Surabaya on 15-18 February, 2010. The main objective of this meeting was to select and interpret the 2009 provincial M&E data, summarize the data into provincial M&E Executive Summary, and use the data for provincial Success Stories.

d. Reading

i. ToT Classroom Reading Program in Malang

On February 23-25, DBE 2 East Java conducted the TOT for the classroom reading program for Cohort 1 and 2 in Malang with 45 participants (20 MTT 1st, 20 PBS and 5 DLC).

The main objectives of this training was to implement the reading program in all DBE 2 schools, encourage teachers, students and school committee members to build a reading culture both at school and at home, creating various activities to support students' interest in reading, making a reading corner in classrooms, and managing and mentoring reading program activities by making use of books granted in each CRC. Facilitators of the training were Ibu Jenny Kaligis (Reading Program Consultant of DBE 2), Yekti Indarti (Reading Program Manager DBE 2 Jkt), Sujoko (DBE 2 East Java Reading Program Coordinator), Dwi Astarini (MTT 1st Magersari) and Bambang Udyono (MTT 1st Tanjunganom).



(left) Ibu Lilik an MTT from Magersari reviewing a book from DBE 2. (right) Participants learning how to cover books following guidelines from facilitators

ii. Classroom Reading Program Roll Out

DBE 2 East Java conducted classroom reading program roll-out workshops at the cluster level this quarter following the TOT. Key facilitators of the workshops included MTTs and Subject Specialist Teachers (PBS). During this quarter, a total of 939 principals and teachers (M=374, F=565) in 16 clusters were trained.



(left) Participants presenting their book story. (right) Participants discussing Bloom's Taxonomy during the Classroom Reading Program training

DBE 2 also provided reading book grants in support of this activity. For East Java, 200 books for each CRC and 600 books for each DBE 2 school were distributed directly to the locations by DBE 2 office in Jakarta.

e. Mentoring

A mentoring ToT for MTTs, PBSs and Cohort 2 supervisors was conducted in Batu on March 7-9, 2010. 100 participants (M=65, F=35) from 5 districts in cohort 2 (Sampang, Pasuruan, Tuban, Bojonegoro and Nganjuk) were invited.

The main objectives of this training were to provide MTT, PBS and supervisor with mentoring skills, identify strategies to sustain the program, and improve active learning methods. As a result of this training participants developed mentoring action plans and committed local budget to support mentoring activities.



For Cohort 1, the same ToT was conducted on March 16-18, 2010 with 95 participants (M=51, F=44) from 5 districts (Surabaya, Mojokerto, Bangkalan, Sidoarjo and Tuban). Participants were grouped into two rooms during the training where three facilitators managed to run all sessions for each room.

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

a. USAID Monitoring and Evaluatio Team Visit

USAID Monev team including Ibu Tarmi Pudjiastuti, Ibu Mimy Santika, Ibu Ester Manurung, and Ibu Nonni Handayani conducted a monitoring visit to East Java on February 15-19, 2010 to verify quantitative data and capture qualitative information regarding the efforts made by DBE partners and participating districts in replicating DBE programs. The team visited and had focus group discussions with heads of East Java MONE, MORA, LPMP, and Bappeda in the first day (February 15, 2010). The team, accompanied by a team of DBE 1, 2, and 3 staff, visited DBE schools in Tuban district on February 16-17, 2010. In Tuban, they visited DBE schools: RA Muslimat Salafiah Merakurak; SDN Sambonggede 1 Merakurak; MI Manbail Huda Jenu; as well as non DBE 2 schools. On February 18-19

they visited non-DBE districts to see schools that have replicated some DBE programs (Mojokerto for DBE 1, in Lamongan for DBE 2 and Pamekasan for DBE 3). The USAID team also managed to visit Lamongan's MONE and MORA; TK Dharmawanita and TK Pembina Lamongan.

b. Transition and Dissemination Activities

i. ICT-DALI Transition by MORA Office, Mojokerto

A workshop supporting the transition of ICT-DALI training was initiated and funded by the MORA office of Mojokerto, taking place on January 5-7 with 57 teachers (F=35, M=22) as participants. The main objective of the transition program is to implement DBE 2's ICT-DALI one computer classroom learning approach into non DBE schools. The training successfully provided skills to all participants in operating a computer, using a mouse, and practicing Microsoft office program. Participants were also trained to use digital cameras and Microsoft Power Point to make presentations. In the last day of the training, participants were trained to find learning materials on the Internet.

ii. IAI-Kindergarten Transition

Several IAI kindergarten transition activities were held during January 2010, initiated and funded by local stakeholders in Semanding and Merakurak in Tuban. Three different groups of participants were involved in the training with total 112 participants from both sub districts. Participants showed their enthusiastic involvement during the training sessions. They were surprised that learning activities with the DBE 2 IAI approach is easy and fun. On the first day, they tried IAI program no. 1. They also discussed how to get Paket PAI (the IAI package) and how to make low cost materials to support learning activities with IAI.

Lamongan, a non DBE 2 district, also held IAI kindergarten training for 191 kindergarten teachers on March 17-18, 2010. The participants were split into three rooms during the training. Each room was facilitated by at least two facilitators who have been trained by DBE 2 with one DBE 2 staff from Surabaya as quality control. This is the second training conducted by Lamongan's MORA office after the first one December 8-9, 2009.

iii. DBE 2 Active Learning/PAKEM Transition

The active learning transition module (based on DBE 2' "What is Active Learning") developed by East Java DBE 2 team has attracted more non DBE 2 schools to replicate the approach into their schools. They are:

- Sekolah Dasar Islam Terpadu (SDIT) Permata Mojokerto district with their 33 teachers (M=11, F=22) as participants using their own budget
- 239 principals and teachers participated the PAKEM training at sub district Kalitidu, Bojonegoro on 8-11 February, 2010 and 12-13 February, 2010. The training was part of the transition program initiated by Bojonegoro District Education office using their APBD. This workshop was opened by head of sub district education (UPTD) at Kalitidu, Bojonegoro Bpk. Drs. Sugiyanto.
- East Java MORA conducted the active learning dissemination for teachers on March 30, 2010 for 184 participants (M=47, F=137) from 38 districts in East Java. The main objective of this training was to apply the active learning method into

their daily teaching activities. Participants learned active learning methods such as thematic learning, learning community, making syllabus and lesson plan, mentoring and assessment.

iv. CRC Visit and Class Observation from Non DBE 2 Schools in Surabaya

On March 29, 2010, 92 teachers from eight non DBE 2 schools in the sub district of Sukolilo in Surabaya conducted a study visit and class observation in 7 DBE 2 schools and 1 CRC in Gubeng, Surabaya. A school supervisor from Gubeng welcomed the visitors before the visitors walked around the classrooms at the schools to observe PAKEM and to interview principals, teachers and students. The visitors also observed active learning using one computer in a classroom in SDN Mojo IV. They were very enthusiastic when exploring and seeing students' work displayed on the classrooms' walls. In the 'Mojogiri' CRC, visitors were interested in the low cost materials produced by the CRC members. They planned to disseminate DBE 2 active learning on June 2010 with their own budget facilitated by East Java DBE 2.



(Left) A teacher and her daughter exploring a classroom display. (right) Participants at 'Mojogiri' CRC in Surabaya

D. Challenges

The vacant positions of the CRC and TK activities' coordinator and drivers for East Java during this quarter have resulted in problem in monitoring CRC, TK and other activities this quarter. To address the problem, the Senior Program and Training Officer was assigned to monitor CRC and TK activities and rental cars and drivers were used to address mobility issues. It is expected that two new drivers will be hired by the end of April.

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

- A Writing Module workshop for linking all key programs of DBE 2 in April 2010
- IAI TK transition program by non DBE 2 district Mojokerto in April 2010
- IAI TK transition program by non DBE 2 district LamonganMONE for sub district Turi in April 2010
- IAI TK transition program by non DBE 2 schools in sub district Dander, Bojonegoro in April 2010
- Reading program cluster roll out will continue until end of May 2010
- CRC Awards Workshop for Cohort 2 with a focus on showcasing DBE 2's Best practices for education stakeholders in East Java on May 24-25, 2010
- DBE 2's PAKEM transition program by East Java's MORA in May 2010
- ICT-DALI roll out in clusters Grati and Camplong in May 2010

- ICT-DE Online Mentoring program will continue until end of June 2010
- Mentoring for PBS and School supervisor cluster roll out will continue until end of June 2010
- PAKEM dissemination by Lamongan MORA in June 2010
- IAI TK transition program by Lamongan MONE for sub district Kembang Bahu in June 2010
- IAI TK transition program by non DBE 2 cluster in sub district Kenjeran, Surabaya in June 2010
- PAKEM transition program by non DBE 2 cluster in Sukolilo, Surabaya in June 2010.

North Sumatra Update

XVIII. North Sumatra Update

A. Overview

Between January and March of 2010, DBE 2 activities in North Sumatra have focused on the roll-out of the Classroom Reading Program for Cohort 1 and 2, Distance Education Pilot 1, and on transitioning the DBE 2 program into non-DBE 2 schools, clusters, and districts.

In addition, this quarter MTTs collaborated with PBSs (subject matter specialists) and school supervisors to implement mentoring programs for Cohort 1 and 2. DBE 2 North Sumatra also continued progress associated with ongoing regular activities in Cluster Resource Centers (CRCs), implementation of Skills Enhancement Workshops (SEW) and updating data.

A USAID monitoring and evaluation team from Jakarta also visited with DBE 2 Monitoring and Evaluation (M&E) staff in North Sumatra to obtain more detailed data on the dissemination of DBE 2 program in North Sumatra. Elizabeth Adelman, AED program and research officer, who helps support the project from AED headquarters in Washington, DC, also visited the project's office in Medan. The purposes of the visit were to develop and to discuss a project close out plan for North Sumatra.

B. Progress/Accomplishments this Quarter

a. Classroom Reading Program

i) TOT of National Classroom Reading Program

On January 20-23, North Sumatra staff consisting of the Reading Program Coordinator, DLC Tapanuli Utara, and MTT Padang Hulu traveled to Jakarta to attend the TOT for the National Classroom Reading Program.

The objectives of the training were (1) to train the participants to have good understanding on DBE 2 Classroom Reading Program; (2) to teach participants on providing reading program in order to motivate reading habit in schools; (3) to coach participants to be able to monitor and evaluate the implementation of the reading program in schools. DBE 2 Jakarta Classroom Reading Program Manager, Classroom Reading Program Consultant, and International Reading Specialist worked as facilitators.

ii) TOT Classroom Reading Program

On February 8-10, DBE 2 North Sumatra held the TOT for the Classroom Reading Program at the Hotel Royal Perintis in Medan. Seventeen MTTs from Cohort 1 and 2 together with 18 PBS teachers attended the training. The Classroom Reading Program Manager, North Sumatra Classroom Reading Program Coordinator, MTT Padang Hulu, DLC Tapanuli

Utara Cohort 1, Classroom Reading Program Consultant and International Reading Specialist worked as instructors and facilitators.

iii) Classroom Reading Program Roll Out

From February 17-25, DBE 2 North Sumatra rolled out the first teacher training module in all 18 DBE clusters. The objectives of this training were (1) to train the participants to have better understanding of reading program in class, (2) to train the participants to be able to apply reading program in order to enhance reading habits, (3) to ensure the participants can create activities that use story books to improve student reading habits and interest in reading.

Each participating school sent the principal and early grade teachers to the event. In each cluster, an MTT, PBS teacher, and the reading team worked as facilitators.

From March 2-31, 2010, DBE 2 North Sumatra rolled out the second, third and fourth Classroom Reading Program modules in 18 clusters; the workshops were attended by the same group of participants. These last modules focused on providing teachers with additional strategies to incorporate the use of story books into their daily activities, parental involvement and reading strategies in the home as well as developing classroom libraries and reading corners.



Participants making a diorama during the workshop



Participants discussing Bloom's Taxonomy

b. Mentoring

i) National TOT of PBS Mentoring

On January 26-28, DBE 2 North Sumatra staff attended the National TOT for PBS mentoring in Cisarua. DBE 2's COP formally opened the workshop. The DBE 2 primary school education manager acted as the facilitator. DBE 2 North Sumatra staff attending the event included the Provincial Coordinator, Training Program Coordinator, DLC Binjai, DLC Sibolga Kota, and DLC Sibolga Selatan. The workshop achieved two results: (1) the participants understood the implementation of mentoring in schools, and (2) DBE 2 North Sumatra was better prepared for the provincial TOT.

ii) PBS (Subject Matter Specialist) Training

DBE 2 North Sumatra held PBS (Subject Matter Specialist) Training on February 15-16 in Medan and on February 18-19 in Sibolga. The training targeted the training of supervisors and teachers in new strategies for mentoring in each of their clusters.

The 36 participants at the training event included school supervisors and teachers from eight DBE 2 districts. North Sumatra's Training Program Coordinator, Operational Assistant, DLC Sibolga Kota and Selatan, DLC Binjai, and DLC Padang Hulu acted as facilitators throughout the workshop.

c. ICT

i) Online Course Orientation Workshop

North Sumatra's ICT team attended the Online Course Orientation Professional Development for Coach Workshop in Solo, Central Java on January 18-24, 2010. Participants from North Sumatra included the ICT Coordinator, three ICT assistants, MTT Sibolga Selatan, MTT Padang Hilir, one school supervisor from Padang Hilir, three teachers from Sibolga Selatan and Padang Hilir, and four school principals from Padang Hilir and Sibolga Selatan.

The training helped participants from six provinces understand procedures for posting to online classes. They also gained exposure to strategies for coaching teachers about online classes and applying computer-based active learning in their classroom.

ii) Intel Teach MT Training and PLF (Principal Leadership Forum)

In February, DBE 2 North Sumatra held the Intel Teach and PLF (Principal Leadership Forum) workshops in Tapanuli Utara Cohort 2 and Dairi. The purposes of the workshop were (1) to introduce the Intel Teach program to participants from the cluster level, and (2) to conduct training using Intel Teach's "Getting Started" modules which are intended to improve the professional skills of teachers. PLF afforded participants with information on the Intel Teach program, helping to foster greater commitment to the rollout of Intel Teach implementation at each clusters. A total of 80 teachers and 40 principals participated in the activities.

iii) Distance Education Pilot One Training

On February 22-25, DBE 2 North Sumatra piloted a two-day Distance Education Pilot One orientation workshop in Sibolga Selatan and Padang Hilir clusters. The workshop had three objectives: (1) to provide participants with information about the purpose and process of distance education that would be available to each teacher from pilot schools, and (2) to enhance teacher skills on how to use the Internet in support of distance education. The workshop also provided the teachers new skills in using ICT instruments and the Internet. A total of 40 participants were involved in the activity. DBE 2's ICT Training Manager, North Sumatra's ICT coordinator and three ICT assistants, as well as three mentors from each cluster, acted as facilitators during the workshop.

iv) Intel Teach Training in Tapanuli Selatan

DBE 2 North Sumatra held Intel Teach training in Tapanuli Selatan on January 25-29. The training in Padang Sidempuan Barat cluster was held at CRC Natama at SDN 103480. Twenty teachers from DBE 2 Schools, together with MTT A and B, participated in the training. An ICT Team comprised of the ICT Coordinator and three ICT Assistants served as facilitators. In Batang Angkola cluster, 20 teachers attended the training, which was carried out at CRC Bona Ilmu. By the end of the workshop, participants were able to operate and use a variety of software.



The facilitator guides the participants through the Intel program

v) *Distance Education School Visits*

From March 17-20, mentors and coaches visited Pilot 1 schools in Sibolga Selatan and Padang Hilir. These visits focused on monitoring, conducting discussions with school principals and teachers, and ensuring that pilot schools had received and knew how to use their DE kits.

An ICT team including the ICT Coordinator and three ICT assistants worked as facilitators throughout the activities. The DLC and MTT Sibolga Selatan also assisted the team. In Sibolga Selatan, the team mentored 10 teachers at SDN 081240 and MIS Nurul Falah. Next, they held mentored 10 teachers at SDN 164330 and SDN 163080.



A facilitator guided a participant through developing a lesson

vi) *One-Day CRC Internet Training (Cluster Level)*

On March 17-30, DBE 2 North Sumatra held a one-day CRC Internet training in nine clusters. The objectives of this training were: (1) to provide DBE 2 teachers with Internet-based skills for improving classroom teaching and learning activities; (2) to train the teachers on improved ICT skills to promote teacher professionalism; and (3) to encourage teachers' use of ICT equipment housed at CRCs.

Two teachers from each DBE 2 school attended the training for a total of 169 participants. The teachers were selected based on their computer skills and interest in learning more about ICT and the Internet.

d. Monitoring and Evaluation

i) *Data collection*

During this quarter, the M&E officer and ME assistant together with three temporary M&E assistants held field visits to collect data for different purposes.

Data Collection Schedule

Activity	Purpose	Date	Place	Data Collected
Data Collection	To collect data in Sample Schools for data analysis (Provincial analysis)	Jan – March	Sample Schools (DBE Schools and Control Schools)	<ul style="list-style-type: none"> • <i>Classroom Observation</i> • <i>School Management</i> • <i>School Assessment</i> • <i>Stakeholder Survey</i> • <i>Trainee Satisfaction Survey</i>
Post Test SD/MI	To get information about impact of DBE2 influence in student assessment	March 9-30	Sample Schools (DBE Sample Schools and Control Schools)	Grade 3: (Language, Math) Grade 6: (Language, Math, Science)

ii) *M&E ALIHE Training*

North Sumatra's M&E officer attended M&E ALIHE training in Mataram on February 21-26, 2010. The purpose of the activity was to introduce M&E officers to active learning in a university context so they would be prepared to evaluate the ALFHE activity. M&E

officers from Aceh, North Sumatra, West Java, Central Java, East Java, and South Sulawesi attended the training.

e. Communications

i) Communications and DLC Joint Coordination Meeting

On January 12-13, DBE 2 North Sumatra hosted the Communications and DLC Joint Coordination Meeting. DBE 2's North Sumatra Provincial Coordinator officially opened the meeting. On the first day of meeting, the project's Communications Specialist, Information Officer, Grants & CRC Manager chaired a joint meeting between communications staff and DLCs. Six provincial communications team members from Aceh, North Sumatera, West Java and Banten, Central Java, East Java and South Sulawesi attended the meeting. Two District Learning Coordinators of NAD, one from North Sumatra, one from West Java and Banten, one from Central Java, one from East Java, and one from South Sulawesi also attended the meeting.

ii) M&E and Communications Joint Meeting

The M&E and Communications Meeting was held in Surabaya on February 15-18. Communications Coordinators, M&E officers and Provincial Coordinators from North Sumatra, Aceh, West Java, Central Java, East Java, and South Sulawesi attended the meeting. DBE 2's Communications Specialist and Information Officer, M & E Advisor, and M & E Database Manager worked as facilitators. DBE 2's COP and Senior Program Manager came to the second day of meeting and assessed each provincial M & E report.

f. Higher Education

i) DBE 2–State Universities of Western Region Sign Framework Agreement

On February 7, at an event held in Medan, DBE 2 signed a framework agreement with thirteen rectors of 13 state universities from the western region of Indonesia. The universities are Universitas Malikusaleh NAD, Universitas Sumatera Utara (USU) Medan, Universitas Negeri Riau (UNRI) Pekanbaru, Universitas Andalas (UNAD) Padang, Universitas Negeri Padang (UNP) Padang, Universitas Negeri Jambi (UNJA) Jambi, Universitas Sriwijaya (UNSRI) Palembang, Universitas Lampung (UNILA) Bandar Lampung, Universitas Pontianak (UNTAN) Pontianak, Universitas Negeri Bengkulu, Universitas Negeri Jakarta, UIN Syarif Hidayatullah–Jakarta, and Institut Pertanian Bogor (IPB).

The objective of the agreement was to enhance the cooperation among state universities in the western region, as well as to boost the quality of coordination and collaborative activities among these institutions. Thirteen rectors, thirteen university contact persons, ten facilitators, and four main facilitators came. The General Consular Officer of the United States in Medan, chairperson of BKS PTN Barat, Deputy Bidang Pendidikan Agama dan Aparatur Negera (Kokesra) also attended the meeting and spoke to participants.



DBE 2 Chief of Party signed Framework Agreement with 13 Rectors

ii) National TOT of ALIS (West Region)

On February 8-12, the National TOT for Active Learning in Schools (ALIS) was held at the Hotel Grand Angkasa in Medan. The workshop aimed to (1) use active learning skills to enhance the professional competency of higher education lecturers, and (2) prepare participants for the roll out of the ALIS TOT in each university by reinforcing active learning training principles. Sixty-five participants from 13 universities attended the workshop.

On February 12, the participants visited DBE schools (SDN 104242) in Lubuk Pakam and SDN 023895 and MIN Binjai. They observed the application of active learning in DBE 2 schools and compared it with the experiences of others schools in North Sumatra.



Participants practicing the active learning method during the ALIS workshop

iii) National ALIHE TOT (West Region) in Batam

An Active Learning in Higher Education (ALIHE) workshop was held in Batam on March 8-12, 2010. The objectives of the training were: (1) to develop lecturers' and PPL coordinator's capacity in planning, learning techniques and class management, and assessment in active learning for higher education; and (2) to provide active learning experiences for lecturers to enhance their skills as facilitators in lecturer's workshops and trainings. The workshop also aimed at developing lecturer's competence in doing mentoring in ALIHE implementation.

Sixty-two participants from 13 universities from West Region attended the training. FKIP facilities Management specialist of DBE 2 Aceh, North Sumatra University Advisor, Higher education program manager of DBE 2 Jakarta 2, Primary School Education Manager of DBE 2 Jakarta, and University Advisor of DBE 2 South Sulawesi worked as facilitators. Three selected facilitators from DBE 2 central Java and three from DBE 2 East Java also acted as facilitators. North Sumatra ICT Assistant and DLC Sibolga Selatan worked as Co-facilitators during ICT session.

g. Transition

i) Foundation Package and Mentoring Transition Activities

The table below details transition activities that took place this quarter in support of the Foundation Package and DBE 2 mentoring:

The Transition Schedule in non-DBE Schools/Clusters/Districts

District	Cluster	Date	Place	Topic	Participant
Deli Serdang (DBE district)	Beringin (non DBE cluster)	Jan. 11-13	SDN 101922 Beringin	Foundation Package	118 teachers (27 non DBE schools) 6 supervisors
Tapanuli Utara (DBE district)	Sipaholon (DBE cluster)	Jan. 13-14,	SD 173144 Silangkitan	Foundation Package	104 teachers (17 non DBE schools) 12 principals 2 school supervisors

District	Cluster	Date	Place	Topic	Participant
Tapanuli Utara (DBE district)	Pangaribuan (DBE cluster)	Feb. 1-2		Foundation Package	90 participants Non DBE (teachers, principals, supervisors, school committees) of 18 schools
Tapanuli Utara (DBE district)	Tarutung (DBE cluster)	Feb. 22	Hotel Perdana Tarutung	Mentoring Package	20 non DBE School supervisors
		Feb. 23	Wisma Lambert Tarutung	Foundation Package	30 non DBE Catholic teachers
Dairi (DBE cluster)	Silalahi (non-DBE cluster)	Feb. 25-27	SDN 939341 Silalahi	Foundation package	31 teachers of 5 non-DBE school
Toba Samosir (non-DBE District)	Permaksian (non-DBE cluster)	March 1-2	SDN 173652 Parmaksian	Foundation Package	116 teachers and school principals
Dairi (DBE district)	Sumbul (DBE cluster)	March 25-27	SDN 030356 Tanjung Beringin	Foundation package	84 teachers and school principals of seven non DBE 2 schools



The participants discussed classification of active learning method

ii) Kindergarten Transition

During this quarter, the IAI package has been replicated in several non-DBE kindergartens. The objective of the training was to provide non DBE 2 kindergarten teachers' capabilities in using IAI. The participants received materials on IAI teaching experiences, used and made learning aids, and practiced simulation of IAI strategies.

Kindergarten Transition Program Shedule

No	Date	Cluster	Place	Participant	Funded by
1	March 10-13,	Galang, Lubuk Pakam, and Tanjung Morawa	TK Negeri Lubuk Pakam	32 teachers, 18 principals, of 22 schools	IGTKI (Ikatan Guru Taman Kanak-Kanak Indonesia) PGRI Lubuk Pakam

No	Date	Cluster	Place	Participant	Funded by
2	March 18	Tanjungbalai Selatan	CRC Tanjung Berseri	Fifteen kindergartens	IGTK (Ikatan Guru Taman Kanak-Kanak)
3	March 19	Datuk Bandar	CRC Bandar Ilmu	thirty four Raudatul Atfal (Islamic kindergartens)	IGRA (Ikatan Guru Raudatul Atfhal)



Participants practice working with the IAI program

iii) Replication of ALFHE Training Package in IAIN Sumatera Utara

IAIN Sumatera Utara replicated the Active Learning for Higher Education (ALFHE) training package at a workshop entitled “Lecturers Enhancement Qualifications.” The workshop was held at the rector’s office on January 26-27, 2010. The objectives of the training were to prepare learning instruments and to provide the lecturers exposure to active learning teaching methods for higher education. Twenty-seven lecturers from all faculties in IAI took part in the training. Three DBE 2 Module Development Team (MDT) staff members served as facilitators throughout the workshop. Those facilitators applied DBE 2 active learning method during their sessions.

g. Other Important Activities

i) Visit of USAID Team

On February 8-12, a USAID team comprised of Chimi, Remmy, Edith and Jalu Cahyanto made a Monitoring and Evaluation (M & E) visit to North Sumatra. The M&E visit objectives were to verify quantitative and capture qualitative information regarding the efforts made by DBE partners and participating districts/sub-districts/schools in replicating or adapting all or some of DBE best practices into their institutions. It is also aimed to give the team better ideas and inputs in sharpening the design of future project to be built on the DBE best practices.

For DBE 2 team, Edith and Jalu Cahyanto visited Tebing Tinggi and Deli Serdang districts. In Tebing Tinggi, they went to non-DBE 2 schools, including TK Al Hidayah, TK Qurrata Ay’un, SDN 163082 Padang Hulu, SDN 168294 Bajenis, and SDN 166492 Rambutan. In the afternoon, they met with representatives from the Education Department and Bappeda Tebing Tinggi.

On February 10, 2010, they went to Deli Serdang to gather information at SDN 105358 Sekip, SDN 106184. In the afternoon, they also met with Dinas Pendidikan, Depag, and Bappeda Deli Serdang to discuss replication strategies and plans. On the next day, they visited SDN 105288 Sei Rotan and SDN 106812 Bandar Kalipah prior to meeting with UNIMED, IAIN, and LPMP in Medan.

On the last day, USAID Tem held meeting with DBE 1, DBE 2, and DBE 3 at the DBE office in Medan. The DBE 2 Provincial Coordinator, Communications Coordinator, Training Program Coordinator, M& E officer, and Reading Program Coordinator attended the meeting. The meeting discussed progress toward the replication of each of DBEs.

ii.) Visit AED Program and Research Officer

On February 22-25, 2010, Elizabeth Adelman, AED Program and Research Officer visited Medan office. The purpose of the visit was to develop a draft project close out plan for the end of project activities by August 2010. The first days of her visit included a meeting with key DBE 2 staff, including the Provincial Coordinator, Provincial Contract Manager, Communications Coordinator, Training Program Coordinator, Officer Manager, Senior Finance Officer, Junior Finance officer, Procurement Officer, Operational Assistant, and Administration Officer. After meeting the staff, she did an audit of HR documents and provided a half-day training session for staff on how to prepare a professional CV. She also worked with the DBE 2 team in North Sumatra to review internal procedures and prepare a final revision to the provincial operating budget.

iii) DBE 2 North Sumatra Participates in American Fair

On March 4-5, 2010, DBE 2 North Sumatra took part in a joint American Fair at Sun Plaza in Medan. DBE 2 North Sumatra hosted a booth describing for visitors key aspects of DBE 2 activities. Many visitors stopped by the DBE2 booth, including the Consular Officer of the United States in Medan.

iv) DLC Meeting

On March 30-31, 2010, DBE 2 North Sumatra held a District Learning Coordinator Meeting in Medan. The meeting focused on evaluating the progress of each district in implementing DBE 2 programs and preparing work plans for future activities. The Provincial Coordinator chaired the meeting. The Training Program Coordinator, ICT Assistant, and M & E officer led information sessions. The meeting also discussed planning and implementation of transition programs.

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

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

Transition/Dissemination Activities

DBE 2 activity	Non-DBE district(s)/ cluster(s)	Contributing Institution	Contribution (participant transport fee, training kit, and snack)
Foundation Package	Silalahi Sabungan	Sekolah	3,360,000
Foundation Package	Tanjung Beringin	Sekolah	12,960,000
Foundation Package	Parmaksian	Sekolah	8,000,000
Foundation Package	Pangaribuan	Sekolah	8,000,000
Foundation Package	Sipoholon	Sekolah	6,500,000
Foundation Package	Sibolga Selatan	Sekolah	3,000,000
IAI Package	Lubuk Pakam, Tanjung Morawa, Pagar Merbau, Beringin, Galang	Pengurus IGTKI-PGRI	6,000,000
IAI Package	Beringin	Sekolah	10,000,000

D. Challenges**a. Low Connectivity at CRC Pilot for Distance Education 1**

In North Sumatra, there are two CRCs serving as pilots for Distance Education 1. One major problem is poor connectivity, which hampers the coaching activities.

b. Transition Program

The success of transition program at province level and/or district level depends on how well DBE 2's good practices can be shared with stakeholders. Further guidance is needed before planning for this event can move forward.

c. Mentoring Activities

In order to increase program achievements at school level, the frequency of mentoring to school has to be improved. The limitations of field staffs to do mentoring can be solved by implementing PBS (*Pemandu Bidang Studi*) along with supervisors from the Education Department and Religious Affair.

E. Ongoing Activities, Upcoming Events, Activities and Plans for Quarter Three FY10**a. Monitoring and Evaluation**

- Data Collection (ALFHE Evaluation, Reading Program Evaluation, MTT Evaluation, Data Collection Transition, Trainee Profile, Summary DBE2 Trainee, Update profiles)
- Data Submission to Jakarta (Data School Assessment, Data ALFHE, Data MTT, Data Reading Program, Data CRC, Data Trainee Q1, and Data Transisi Q1)
- Q3 ME Coordination Meeting

b. ICT

- Online course at PTK-online
- School based visit (online co-teaching)

- School based visit (mentoring)
- Intel Teach PT Training
- Mentoring for Intel Teach PT Training
- Internet training (continue)

d. Mentoring

- Active Learning Mentoring
- Kindergarten Mentoring

e. University Partnership

- Mentoring ALFHE activity
- University Working Group
- University Consortium Meeting
- Video Production: ALFHE Support Video
- Portfolio evaluation

f. Reading Program

- Classroom professional development support visit
- PBS and Reading Program Coordinator mentoring
- Reading Program Coordinator Meeting

g. Transition Program

- Kindergarten Dissemination
- Training Package Dissemination
- ICT Dissemination
- Best practice road show at district level

h. CRC

- Provincial Cohort 2 CRC Awards
- CRC Monitoring

XIX. South Sulawesi Update

A. Overview

This reporting period has been the most active in project history in terms of volume and variety of activities conducted. In addition to the exciting activities taking place with the launch of the reading program and the successful roll-out of the Distance Education pilot in Pangkep and Jeneponto, the period has also been marked by a high level of activity focused on transition. Highlights from this increased focus on transition include:

- Handover of DBE 2 training materials to the provincial government Education Office through participation in a high profile best practice workshop sponsored by UNICEF and led by the provincial government Education Office
- Handover of DBE 2 training materials to Universitas Muhammadiyah Makassar
- Expansion of Active Learning for Higher Education (ALFHE) program activities to 18 member universities of the Consortium for State Universities in Eastern Indonesia and consultation with the Ministry of education officer responsible for Sulawesi to disseminate the ALFHE program to private universities.
- Roll-out of cluster leadership workshops designed to develop plans to replicate DBE 2 best practice at the school cluster and subdistrict level; these were implemented in all 18 DBE 2 school clusters.
- Coordination with Save the Children Maluku to help disseminate best practices from the DBE 2 project to this new project initiative for three districts in Maluku Province.

These and other activities are described below.

B. Progress/Accomplishments this Quarter

a. ICT Program Activities

i. Intel Teach

Intel Teach activities continued during this period with roll-out in Cohort 2 districts of Pinrang, Sidrap and Makassar City. A total of 134 teachers and school supervisors facilitated this training and will become Master Trainers (MTs) once they have each completed the training of ten additional participant teachers (PTs). This training package is aimed at providing teachers with fundamental ICT skills and through them to ring ICT awareness to students. The four-day Intel Teach Getting started workshop roll-out also progressed with the one-day Principals' Leadership Forum which is designed to help principals better understand learning with technology and be better able to support teachers in this regard with effective policies and classroom management. In all, 66 principals were involved in this activity as it was rolled out in the three Cohort 2 districts listed above. Principals

received the program enthusiastically and pledged to support the use of technology by both teachers and students.

ii. DALI

DALI (Developing Active Learning with ICTs) roll-out continued in Luwu and Makassar during February. This program focused on helping teachers understand how to employ ICT effectively using successful models of teaching and learning activities in the classroom in ways that support student-centered learning. It also aims to provide teachers real time experience and models that can be used to support active learning in the classroom. By the end of the training, teachers should be capable of using several methods for effectively using one computer in the classroom as a part of teaching and learning activities. A total of 120 teachers, principals and school supervisors were trained in these two districts.

iii. The Launching of the DBE 2 Digital Library

The launching of the DBE 2 digital library, www.pustakapendidik.org, took place at the Makassar State University ICT Center on March 23. This event aimed at promoting the availability of the digital library and its resources to university lecturers and students, government officials, and other education stakeholders through the university network. All DBE 2 materials will be made available for free download via this Internet portal. The launching event at the UNM campus was attended by the UNM Rector Prof Arismunandar, Assistant Rector IV, the Head of LPMP for South Sulawesi and a special guest from the Ministry of Education visiting from Jakarta. Participants communicated in the video conference via Internet link with representatives of the Open University Jakarta, Syiah Kuala University (Unsyiah) Aceh, and Semarang State University (UNES) in Central Java.

Preparations for this event required several days of effort carried out together with UNM faculty and staff as well as representatives of the three other universities involved in the launch.



UNM Rector Prof. Arismunandar and PR IV sat with the head of LPMP, a special advisor to the Minister of National Education and Provincial Coordinator David Ehrmann during the conference

Several head teachers from Makassar schools joined in the video conference launching.

b. Distance Education Pilot

The launching of the DBE 2 Distance Education (DE) pilot program took place this quarter. ICT team members have defined their roles and workplans for roll-out in selected pilot school clusters in Jeneponto and Pangkep districts where activities will take place at the CRC and in classrooms.

This pilot is divided into two distinct components, the first of which aims at developing the skills of online mentors selected from the ICT team to provide coaching and support to peers in Pangkep and Jeneponto through an online course. The second component will focus on developing the capacity of university lecturers to design online courses. The first component will deliver a nine-unit online course to coaches in pilot school clusters' CRCs. During this time, mentors will use online communications facilities that employ WEB 2.0, Skype and other means to support cluster-based coaches. The pilot will use a hybrid model that combines online and face-to-face mentoring.

The distance education pilot began with the training of trainers in Central Java in early January. That activity was followed by initial planning of provincial activity calendars. Professional Development for Coaches then took place in Solo, followed by a practicum on delivering in-school support for schools in Solo and Cepogo, Central Java. This intensive preparation period was used to ensure that a core team of mentors is prepared to assist teachers in planning and delivering teaching and learning activities effectively in a one-computer classroom setting. Once ICT team members completed this process they returned to South Sulawesi to deliver a workshop in February at schools in Pangkep and Jeneponto. This activity aimed at preparing ten teachers from each of the two pilot school clusters to become 'online coaches' who will provide in-school support to teachers who would participate in the online course. Throughout the month of March, the ICT team 'mentors' began visiting schools in the two pilot clusters to provide face to face mentoring to the online course coaches, to collect data and to visit schools. Throughout this reporting period, the cluster based coaches joined in the five sessions of the online course which have been facilitated thus far. They also delivered ongoing in-school support to teachers. So far, the course has gone smoothly.

c. Classroom Reading Program

The reading program was an active feature of program activity during this quarter. In February, book packages were distributed to 18 Cluster Resource Centers and in March to all 161 DBE primary schools in DBE's nine partner districts. Each school received three kits each including 200 individual books covering 40 titles for grades 1-3. In total roughly 100,000 books were distributed throughout the province. MTTs and subject matter specialist teachers (PBS) visited schools during this process to monitor and verify delivery.

Students and schools received the books with great enthusiasm and excitement. Students, teachers and parents have all provided excellent feedback regarding the quality and appropriateness of the books. Students are excited by the stories, as well as the color pictures; many students have never seen three dimensional books before.

The rollout of training began in February with a provincial workshop in Makassar during which MTTs, PBS and select early grades teachers were prepared to train other teachers at

the cluster level. This activity was followed very soon after by a first round of training in each district where early grades teachers and the principal from each DBE school received training.



Reading Program Coordinator Pak Amir Malaranggan helps pack book kits at the Jakarta warehouse.

Teachers and MTTs attend provincial training in Makassar in preparation to train their peers in their school clusters.

In Makassar City this part of the training rollout began with a flourish and media attention as the activity was launched by the Walikota who provided the attending 64 teachers with encouragement and support. The Walikota welcomed this initiative as it supports a similar initiative that he started in 2006 called *Gerakan Makassar Gemar Membaca*. He expressed his desire that the reading program be immediately adopted by the city government's own program, which also aims to develop and strengthen reading culture in the city. Training Program Coordinator Yudha Yunus promised to help Makassar to disseminate the reading program through *Gerakan Makassar Gemar Membaca*. These and other comments were published in local print news and television reports.

Following this first round of training, MTTs visited with early grades teachers in each school to help them implement the activities they learned during training. The second round of training began in late March and will continue through April. MTTs will continue to provide ongoing in-school support to early grades teachers, ensuring that they are able to implement the appropriate techniques in their classroom, manage book borrowing and inventories, and encourage active support from parents. Monitoring of program implementation has been scheduled for April.

Cluster level roll-out also encountered some scheduling challenges caused by an overlap between testing schedules and reading program activities; this matter was overcome through consultation with local Dinas Pendidikan offices.

d. Cluster Resource Center Activities

Cluster Resource Centers (CRCs) have continued to follow up with several ongoing activities, such as the provision of support to the Intel Teach and DALI rollout, support to the replication of the DBE 2 kindergarten program, support to the reading program



The Mayor of Makassar Ilham Arief Sirajuddin opened the Reading Program training at the Ruang Pola Makassar Government Office, March 9, 2010. Here, students choose books as part on simulation reading program at opening ceremony.

training in each cluster as well as the ongoing production of communications materials (both brochures and bulletins) and promotion of CRC resources.

Two CRCs have undergone physical improvements during this reporting period by constructing partitions to separate ICT workspace from general meeting areas. This limits the amount of dust that can enter the computer workspace and allows it to be better air conditioned. Schools and clusters have continued to contribute funding and support to sustain most CRCs; examples include the support provided for independently funded Intel Teach roll-out, as well as the funding for the installation of Internet connectivity and LAN. This kind of ongoing support is vital if CRCs are to be sustained beyond the life of the DBE 2 program.

Still, significant challenges remain. Administrative and managerial weaknesses remain the greatest difficulties observed during this period; by and large all CRCs could improve in this area. Although CRC organizational structures have been established there are many managers who do not yet operate effectively or complete the tasks outlined in their job descriptions. Many work plans have been produced but these are often only theoretical exercises which outline activities that are not implemented. Similarly, regularly scheduled maintenance continues to present a challenge in most CRCs; the culture of forward planning has been difficult to inculcate and many CRCs have not planned for replacement of aging or broken equipment, most notably ICT. Many teachers are still not taking advantage of the facilities provided by CRCs. The challenge for the provincial team will be to encourage the sustainable use of CRCs in ways that fit effectively into the existing context of these other organizations and structures.

e. Training Package Deliverables

The final submission of the deliverables completion and approval for payment has been processed. All materials have been sent to the Jakarta office for review. Only small portions of mathematics adaptation package remain unpaid due to a problem locating some missing attendance lists. Hopefully, this will be resolved in April. UNM and Unismuh are in the process of completing the printing of all certificates for eligible workshop participants.

f. Instructional Video Production

In February production of the video "*Developing Scientific process skills*" took place together with the production house Rumah Gambar. Filming of the 30 minute video was conducted at the campus of Universitas Negeri Makassar where faculty and students from the physics department tried their hand at acting.

g. Communications

The provincial communications coordinator juggled an increasing portfolio of activities during this period. These included:

- Communication Coordinating Meeting at Medan, January 12-13. This activity focused on the preparation of the National Best Practice Workshop, the production of DBE 2 success stories and the development of provincial factsheets.
- Preparation for a January meeting with the Mayor of Makassar, Pak Ilham Arief Sirajuddin to promote the launch of the reading program and the distribution of

books to schools across the province; this involved extensive local media contact which resulted in excellent coverage in both print and broadcast news.

- Preparations for the ceremonial signing of working agreements between DBE 2 and 18 new partner universities from the Consortium of Eastern Indonesia State Universities (part of the ALFHE expansion, at the Hotel Imperial Aryaduta in January. This included extensive media contact and preparation of communications materials as well as documenting the event with photos and video.
- Managing all preparations and coordination for the Dinas Pendidikan ‘School Based Management’ workshop in February at the hotel Singgasana. This included extensive communication and meetings with Dinas Pendidikan Propinsi Sulawesi Selatan, preparation of communications materials, handover of DBE 2 training materials, presentation stands, coordination of DBE 2 presentations, and documenting the event with both photographs and video.
- Producing biweekly reports and video postcards
- Participating in M&E/communications workshop in Surabaya in February; including production of M&E provincial presentation and communications materials.
- Preparing for the soft-launch of the DBE 2 digital library at the UNM ICT center in March.
- Preparing and coordinating meetings with senior education stakeholders including representatives of LPMP, Dewan Pendidikan, and University Rectors from UNM, Unismuh and Universitas Hasanuddin.

h. Administration, Finance and Staffing Changes

March was the busiest month in terms of the level of activity and in terms of project spending since the provincial office was opened. At the same time, several staffing changes have been made or initiated, some following a protracted waiting period required by the USAID contracts office review:

- Christin, has been nominated for a promotion from administrative assistant to become accountant (though this promotion has been awaiting approval from the USAID contracts office since February)
- Pak Sabran has been nominated for a promotion from ICT assistant to become DLC (though this promotion has been awaiting approval from the USAID contracts office since February)
- The procurement officer Fransiska Pakolo resigned her post in early March and we are in the process of contracting a replacement for her.
- Two MTTs have been promoted to become DLC and Reading Program coordinator. Pak Amir Mallarangan, former MTT from Makassar began under contract as reading program coordinator. Pak H. Nasaruddin, former MTT from Pangkep began under contract as District Learning Coordinator with a focus on supporting transition activities.
- One ICT assistant (Ibu Nur Najmi) was approved for contract as an ICT assistant to replace her predecessor who resigned many months ago.
- Four temporary M&E assistants were contracted, trained and began data collection under the guidance of the provincial M&E coordinator Pak La Malihu and M&E assistant Merlinda Embon.

i. Monitoring and Evaluation

M&E activities during this quarter centered on data collection, administration of the student post-tests and the production of communications products that highlight the findings from M&E data analysis.

Field data collection took place from mid January through mid march in 46 schools (DBE and control) across all of the nine districts from both cohorts. This effort used ten data collection instruments which were used to gather input from teachers, head teachers, students, parents, school committee members, school supervisors, education officials at district and subdistrict level, as well as officials from the ministry of religious affairs. All data collection efforts took place according to plan without disruption thanks to strong coordination and assistance by MTTs.

Data collection covered a range of areas including the teaching and learning process, school environment, school management, student and teacher attendance, training participant satisfaction surveys, stakeholder surveys (including teachers, students, head teachers, school supervisors, education officials and religious affairs department officials). Four temporary M&E assistance were contracted for a five month period to assist with this data collection effort; they are also actively engaged in data verification and entry.

The primary school post test (including both SD and MI) was administered from 9-24 March in every district of both Cohorts 1 and 2. In total, 42 schools were included in the sample (31 DBE and 11 control schools). The post test targeted only those students in grades three and six; grade three focusing on bahasa Indonesia and math while grade six focusing on bahasa Indonesia, math and science. The post test was administered by four members of the faculty of psychology from Universitas Padjadjaran Bandung. The testing process ran smoothly although there were some small language problems that emerged. Teachers and head teachers welcomed the testers with enthusiasm, in appreciation for the support from DBE 2; they stated that they have never before received a report of test results like that provided to the schools and stakeholders.



The quarterly M&E coordination meeting took place in Surabaya in February and included a special focus on development of communications materials that report an analysis of provincial M&E data. For this reason, the provincial coordinator and communication

coordinator also attended the event. The PC, communications coordinator and M&E coordinator produced a data analysis document which was used to develop presentation materials and publications on findings and results.

Given the recent expansion of program activity into the higher education sector through the ALFHE program, the M&E program was broadened to include the collection of data on ALFHE activities. Provincial M&E specialist Pak La Malihu traveled to Gorontalo to gather data from university lecturers who are participating in the ALFHE program activities there; this included participant perceptions about the content and delivery of the program.

j. Kindergarten Transition

Kindergarten activity during this quarter was again focused solely on the dissemination of the kindergarten intervention in existing DBE 2 partner districts with assistance and facilitation by MTTs and the facilitators trained in each district by the DBE 2 provincial office and Jakarta technical staff.

In Enrekang District, four non-DBE subdistricts which have replicated the DBE 2 kindergarten program for 39 kindergartens (training a total of 90 teachers) conducted in-class support visits during January. In January in Luwu District, the two DBE 2 school clusters developed their plans to train a total of 87 kindergarten teachers from a total of 36 non-DBE kindergartens. In Jeneponto, similar plans were developed in January to train 173 kindergarten teachers from kindergartens across the district.

Transition activities and planning continued through February in Pinrang where 12 kindergartens with 26 teachers have been targeted for replication of the DBE 2 kindergarten training program. During March, these kindergarten teachers received in class coaching and support from the four facilitators who were trained by DBE 2 to support kindergarten program transition in their district. In Pangkep, another 8 non-DBE kindergartens with 16 teachers have been targeted. Sidrap was a hot-bed of kindergarten replication activity in February, conducting training four rounds of training for non-DBE 2 kindergartens through the routine KKG TK meetings.



Facilitator Ibu Nuraeni provides in-class support to teacher Ibu A. Sukmawati during kindergarten replication activity in Pinrang.

Ibu Rosmiati uses learning aids while being mentored by a kindergarten program facilitator at TK Al Fadhilah in Pinrang.

k. Higher Education

The DBE 2 higher education program during this quarter has focused on two distinct areas; the first is the ongoing rollout of the Active Learning for Higher Education package (ALFHE). The second area of activity in the higher education sector is in the expansion

of the ALFHE training package delivery to various regional university consortia. The South Sulawesi office has been actively involved in both of these areas which are described separately below.

i. ALFHE Rollout

Roll-out of the ALFHE program continued on the campus of UNM as planned during this quarter. Some activity took place at Unismuh, although the rollout was severely limited because several facilitators failed to attend essential training events and did not complete follow-up activities.

ii. ALFHE Expansion

On January 31, 2010 eighteen state universities from the Consortium for State Universities in Eastern Indonesia signed an agreement with DBE 2 to rollout the Active Learning for Higher Education (ALFHE) training program on their campuses. Seventeen of the eighteen university rectors attended the formal evening program at the Hotel Imperial Aryaduta to sign a working agreement with DBE 2 and to visibly demonstrate their commitment to this initiative. Each rector agreed to sponsor the rollout of the ALFHE training package for their faculty and to provide all necessary support to active learning at their university. Prior to this expansion the ALFHE program has been implemented for the 14 DBE 2 partner universities across Indonesia.

The signing ceremony was immediately followed by the Active Learning in Schools (ALIS) training for 91 participants from 1-5 February in Makassar. The training culminated with very successful visits to DBE 2 primary schools in Makassar city that evoked an enthusiastic, and in some cases, emotional response from participating university lecturers.

This expansion marks a significant accomplishment in promoting the sustainability of this intervention and in broadening the impact of the program. The eastern consortium represents two thirds of Indonesia geographically, it also represents many institutions in historically underserved regions where need is perhaps greatest. Together with the addition of partner universities from consortia in the western and central part of the country, a total of 41 additional institutions will participate in the program and will fund much of the activity themselves.

University Advisor Pak Subaer has played an important role in the expansion of ALFHE to the regional consortia. His role has transitioned from his routine responsibilities in the provincial office. He is now officially responsible for coordination of ALFHE activities within the Eastern Consortium. He has also provided support to the ALFHE rollout with the Central and Western Consortia. Many of his previous responsibilities have been delegated to Pak Sabri and other DLCs.



COP DBE 2 Michael Calvano shakes hands with Hasanuddin University Rector, Prof Dr Idrus Paturusi after signing the agreement, in Imperial Aryaduta Hotel, January 31.

The expansion of the ALFHE program to these 18 Eastern Consortia universities is an exciting initiative that has achieved marked success and has been received enthusiastically by participating universities.

iii. Expansion of ALFHE to Private Universities in South Sulawesi

In January, DBE 2 received an expression of interest in expanding the ALFHE program to private universities in Sulawesi. The regional manager or KOPERTIS of Wilayah (region) IX, Prof. Dr. Basri Wello expressed initial interest during discussion with PC David Ehrmann at the Unismuh Campus; that conversation was followed up during several subsequent discussions. On February 3, Prof. Dr. Basri Wello met with DBE 2 staff (Arief Sadiman and David Ehrmann) to discuss the possibility of extending an invitation to participate in the ALFHE package to the 337 private universities in Sulawesi that are coordinated under this office of Dikti. The discussions have considered collaboration between KOPERTIS and the Consortium of Eastern Indonesian Universities so that further rollout for additional private universities can be facilitated by members of the consortium once they have demonstrated successful roll-out on their own campuses. Discussions between DBE 2, the consortium's executive director and KOPERTIS region IX are still in the initial phases but it is thought that DBE 2 could play a role in initial planning and oversight.

KOPERTIS is a management office under the Ministry of Education responsible for providing quality assurance across the private university sector. These offices are broken down into geographic regions. The KOPERTIS (area 9) for Sulawesi is responsible for the oversight of 337 private universities in Sulawesi and some surrounding islands. This office conducts activities that include evaluation of study programs for institutional accreditation, the allocation of scholarships and the organization of training packages for private university faculty. Region IX is the third largest region in the country (following East and West Java) in terms of number of institutions and the second largest region in the country in terms of the number of scholarships that are funded by government.

The Coordinator of KOPERTIS for region IX (Sulawesi) is interested in offering ALFHE training for the faculty of universities under his management. Pak Basri suggested starting with 50 PhD lecturers who are all willing and able to commit to the full ALFHE program. This means that participating faculty members are committed to facilitating the ALFHE roll-out on their own campuses following their own training. This training could be organized by province or by field of study (the largest of which is health, followed by education, then ICT). Funding could come from a mixture of both Diknas and from the individual private universities, which should have no problem making the necessary funds available. KOPERTIS has great authority over the private institutions under their oversight and can require private university participation.

Discussion so far has considered the fact that DBE 2 will soon end and that follow-up may include discussion with the executive director of the Consortium of Eastern Indonesian Universities so that rollout for additional private universities can be facilitated by members of the consortium that have demonstrated successful roll-out on their own campuses. One of the facilitating institutions discussed is Universitas Negeri Makassar, which is also a strong DBE 2 partner. Though discussions between DBE 2, the consortium's executive

director and KOPERTIS region IX are still in the early phases, so far the consideration is that DBE 2 could play a role in initial planning and oversight.

Throughout the quarter, Prof. Basri Wello has maintained contact inquiring whether there is any news about the possibility for DBE 2 to work with the higher education institutions under his charge. He has been told that the DBE 2 capacity to expand service delivery to his 337 institutions is extremely limited and probably not realistic given the current demands of the rollout to the state university consortium for eastern Indonesia as well as the current plan to cease field activities in June to allow for a September project closedown.

C. Areas of DBE, Other Project and/or GOI Collaboration – Coordination with local government and stakeholder outreach

a. DBE 2 handover of training packages to Dinas Pendidikan South Sulawesi Province and support for the Coordinating Meeting on School Based Management

DBE 2 played an important role in coordinating a provincial best-practices workshop led by the provincial office of the Ministry of Education and funded by UNICEF February 1-3, 2010 in Makassar. This high profile event was attended by senior provincial government stakeholders and included participation from other donor projects active in the education sector in South Sulawesi. Other donor projects included projects either implemented or funded by ILO, The British Council, USAID, JICA and Unicef. Participants also included education officials and government stakeholders from 23 districts. Print and broadcast media were also present during the event; several news articles covered the workshop and included mention of the DBE 2 program and its accomplishments to date.

The workshop included exhibitions, many of which were organized by DBE 2 Master Teacher Trainers and highlighted products from DBE partner schools from districts such as Enrekang. Some district government presentations were delegated to DBE 2 MTTs, demonstrating the leadership and communication skills that have been developed through experience with the program. Four working groups reviewed issues related to the dissemination of best practices that support quality improvement: regulations that are required to replicate programs, the use of dana BOS and Pendidikan Gratis to support replication, use of APBD to support replication, targeted programs that can support quality improvement.

DBE has a high profile in the province among the donor projects that support basic education quality improvement. Several valuable and positive results were achieved from the involvement in this activity:

- DBE 2 ceremonially presented six DBE 2 training packages to the provincial Education office for use in replication and dissemination; the PC also presented a clear picture of the DBE 2 packages that are available for replication to provincial and district education offices (The training packages are the Foundation Package, Learning Communities, bahasa Indonesia, Mathematics, Science and Active Learning in Higher Education; five of these packages are accredited with 3 credits (SKS) from our partner universities UNM, Unismuh, and UT)
- Program staff made several presentations detailing best practices from the project; the Provincial Coordinator and specialist staff participated in group discussions

and made keynote presentations that highlighted the interventions that are available for replication in new non-DBE schools, subdistricts and districts.

- The presentations solidified a picture of the usefulness and potential role of MTTs in planning future replication of DBE 2 and other interventions aimed at improving education quality.
- Establishment of a better working relationship with Dinas Pendidikan Propinsi; Public acknowledgement by Dinas Pendidikan Propinsi that DBE 2 has been successful, is valuable and worthy of adoption by province as well as dissemination to new schools, subdistricts and districts.
- The Communications coordinator distributed communications materials to provincial and district government stakeholders.

The workshop also established guidance for districts in how to fund replication of best practices from donor projects. Regulations already exist as a legal and regulatory framework under which replication of best practices from donor projects can be funded and implemented. The provincial government's aim is to lift exemplary best practices from donor interventions and to administer them under a clear regulatory framework, in this case the provincial 'school based management' initiative. This will allow funding sources to be appropriately channeled to support quality improvement.



PC David Ehrmann formally presents DBE 2 training packages and other program materials to a representative of the provincial office of the Ministry of Education while representatives of UNICEF, JICA and ILO look on.

Kepala Dinas Pendidikan Sulsel, Patabai Pabokori (right) visits an exhibition booth of low cost learning materials from Enrekang District with the head of the UNICEF MBS program (center) and the second assistant to the Governor of South Sulawesi (left).

b. Handover of training packages to Unismuh

On January 27, DBE 2 USAID South Sulawesi presented six training packages to Muhammadiyah University (Unismuh) at the commencement ceremony on the Unismuh campus auditorium. This is one meaningful component of the transition process. The ceremonial handover of project materials at a high profile event was chosen as an excellent way to achieve greater public awareness of the transition of DBE 2-produced and university-accredited teacher training materials to this strategically important teacher training institution. Local print media including Tribune Timor and Seputar Indonesia covered the handover of DBE 2 training materials and provided an overview of the collaboration between DBE 2 and Unismuh in the following day's newspapers. This follows on the handover of training package materials to UNM which took place in November 2009.

The training packages are the Foundation Package, Learning Communities, Bahasa Indonesia, Mathematics, Science and Active Learning in Higher Education; five of these packages are accredited with 3 credits (SKS) from partner universities UNM, Unismuh, and UT.

c. Cluster Leadership Workshops

Cluster leadership workshops have been designed as a component of the transition program to gather a team of leadership at the subdistrict level and plan for the replication of DBE 2 best practices. These workshops aim to build the commitment and planning capacity of a core group of educational leaders at the cluster (and subdistrict) level with the intention of helping the subdistrict to plan quality improvement activities that start from their experience with DBE 2 best practices.

The Cluster Leadership Workshops were conducted in all 18 subdistricts where DBE 2 activities have been implemented so far during this quarter. Ten participants from each cluster/subdistrict were involved, including the head of the subdistrict education office (KCD/UPTD) the heads of the teachers' activity group (KKG) and head teachers' activity groups (KKKS), CRC managers (Pengurus PSBG) and MTTs. The workshops were facilitated as focused group discussions which actively involved all the voices of the participants who were representing stakeholders in cluster level. During discussions, participants planned their next steps towards identifying needs, determining funding sources and programming the replication of DBE 2 best practices to address their needs.

The results achieved during the workshops were promising. A structure of 'cluster development' work groups was formed at the cluster level, the teams identified cluster needs and identified best practices from the DBE 2 program that are suited to address these. In many cases, targets have been prioritized, whether additional schools or neighboring clusters which are so far not targets of DBE 2 interventions. The working groups planned next steps for conducting workshops including identification of funding sources and scheduling of subsequent planning and preparation meetings. So far, the commitment of cluster teams has been promising and there has been even greater interest in sustaining the best practices of the program than initially expected. All 18 clusters have planned some form of dissemination of DBE 2 interventions as a result of the workshop (although the degree of coverage and intensity varies). This series of workshops have been designed to build on planning discussions held at the field staff training of 2009. This series of workshops will be followed-up with district-level workshops aimed at garnering district stakeholder support for the replication of DBE 2 interventions funded using APBD. Thus taken together, the package of activities will develop both district and subdistrict level support and funding for the transition of DBE 2 interventions to the local level within partner districts.

d. Skills Enhancement Workshops

The planning for skills enhancement workshops (SEW) has been completed for some time; however, rollout has not yet occurred. This has been partly to do with several realignments of this activity so that it can better match the locally planned transition of DBE 2 best practices to needs identified by cluster leadership.

Some clusters have completed the proposals for the first round of SEW. The proposals are currently being reviewed by the provincial team. During the cluster leadership workshops which are aimed at supporting local level dissemination of DBE 2 best practices, the SEW were one of the agenda items discussed. The cluster leadership team was informed that the implementation of the SEW would be an additional form of assistance which was based upon cluster needs and co-funded by DBE 2 thus making it one of several cluster initiated activities falling under transition which are aimed at ensuring that the capacity of the teachers improve. The cluster leadership teams were encouraged to empower the resource persons available in the district to become facilitators of the SEW. Although DBE 2 provincial specialists may facilitate some SEW sessions, their main role will be to ensure that quality of the workshop is in accordance with DBE 2 standards.

e. PBS & Pengawas Mentoring Training

The second round of mentoring for active learning training was provided to subject area specialist teachers and school supervisors during this reporting period. This round of mentoring training is a follow up to the first round of this type of training which was offered during September 2009 and is aimed at developing the skills of a core team of educators who can provide intensive in-school support to educators in their district. This is a part of DBE 2's effort to promote the dissemination of best practices from the DBE 2 program.

The activity took place at two levels, the first step was a training of trainers event held in Bogor. Following that event, mentoring workshops were rolled-out in each of the nine DBE 2 partner districts and was attended by five subject area specialist teachers, plus MTTs and school supervisors from each DBE 2 school cluster, thus covering all core subject areas. The content areas were expanded to include active learning for life skills, team teaching, self-assessment of performance and providing feedback.

In follow up to the district level workshops, MTTs will check with each participant to ensure that mentoring visits are carried out as planned, that lesson plans for both solo and team teaching are produced, and that mentors conduct observations as planned during the district workshops. Participants described their satisfaction with the program and suggested that it be extended to all principals and all school supervisors.

f. Save the Children Maluku visit DBE 2 schools and CRCs

In an effort to disseminate DBE 2 best practice and promote sustainability, DBE 2 facilitated a study visit by Save the Children Maluku in March to schools in Pangkep District. The study visits to DBE schools took place over a two week period during which two groups of teachers, principals, school committee members, school supervisors and subdistrict education officials (35 participants in each group) visited DBE 2 schools and CRCs in Pangkep district. The participants along with Save the Children staff also met with local education officials to discuss the implementation of DBE program activities and the results achieved to date. This activity was designed in concert with DBE 2 to support the launch of Save the Children's new project which will serve three districts in Maluku province.

DBE 2 provincial staff and MTTs in Pangkep facilitated the study visit and assisted with the coordination with local education officials in Pangkep. Participants from Maluku were

vocal about their impressions from DBE 2 schools and stakeholders and were impressed by both the achievements in Pangkep's schools and the capacity of local teachers and education stakeholders to describe their efforts.

D. Challenges

As was anticipated during the previous quarterly report, the provincial office again conducted elevated levels of activity during this quarter. This high level of field activity has accomplished great results, particularly regarding the execution of the DBE 2 South Sulawesi transition strategy and the Reading Program. This success comes at a price however; high levels of field activity pressure both provincial and field staff with heavy workloads and considerable travel. Excessive time away in the field is physically demanding on provincial staff, the high level of field activities also increases the administrative workload for staff who support field activities. It also puts coordination to the test as staff are rarely able to meet in one place at the same time.

The management of activity schedules and plans to promote transition will continue to be challenging, particularly given the ambiguity about the timing of possible program extension. Unlike traditional program delivery, transition activities require a tailored approach in each district or subdistrict, including joint planning and consultation between local government agencies, provincial teams and field staff. Some transition program interventions can be conducted in a uniform fashion, others can not. This differentiation is far more challenging and nuanced than the traditional project delivery paradigm.

Staffing has also continued to present challenges during this quarter. Thankfully, approval to contract three new staff members was provided during this quarter. However, two staff promotions still await approval from USAID. Despite one year of effort to recruit and contract a junior accountant one year ago, the position remains unfilled pending USAID contracts office approval to promote a capable and qualified administrative staff to the position. Delays in staff contracting and promotions deplete morale and do not encourage the planning for effective approaches to recruitment and contracting.

Ambiguity about the possible program extension is another looming challenge. Without written direction from USAID that the program will be extended, the provincial office can only offer vague information to district and provincial stakeholders. This is particularly challenging given that the project is trying to work ever closer with stakeholders to plan transition activities that promote local ownership and promote sustainability. The inability to guarantee resources, to set firm deadlines and commit to clear activity calendars will likely lessen the impact of these efforts over time. The current condition also affects staff morale as their contracts must soon be terminated in the absence of formal authorization for a project extension.

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

In the coming quarter DBE 2 South Sulawesi will continue to focus efforts on advancing the transition strategy to promote sustainability. Provincial activities in the coming period will lean heavily toward coordination with district and subdistrict government offices, and with our partner university UNM to support transition. Activities will include:

- District level workshops to plan for transition activities that will promote sustainability
- Follow up to cluster leadership workshops which were held last quarter
- Support to clusters for planned transition activities in many subdistricts
- Planning for another provincial level workshop to promote the dissemination of DBE 2 best practices to stakeholder agencies
- Coordination meeting with all field staff to plan final program activities in the field
- ALFHE expansion activities.
- Continuation of Distance Education pilot program activities including the launch of the second pilot which aims at building the capacity of university lecturers to design and deliver online course material
- Continuation of the reading program roll-out
- Processing tier three grant applications for CRCs
- Cohort 2 CRC awards

West Java/Banten Update

XX. West Java and Banten Update

A. Overview

Quarter 2 FY10 was another extremely busy period for DBE 2 in West Java and Banten, and February and March witnessed the highest levels of project activity since the project commenced in 2005. During the quarter DBE 2 West Java completed 159 separate activities, and this figure does not include many transition and replication activities which were arranged and funded independently by local partners and stakeholders. Amongst activities arranged and funded by DBE 2 were commencement of the ambitious Classroom Reading Program, the PBS/Pengawas mentoring training activity, commencement of distance education (DE) pilot 1 and continuation of the various components of the ICT program, data collection, and development and distribution of our communications products.



During Q2 FY10 the new DBE 2 Classroom Reading Program was rolled out in West Java & Banten. This involved the staging of many teacher training workshops, like the one in Indramayu (above) in February.

Another highlight of the quarter was the continuing success of the project's 'transition program' at the provincial, district, and sub-district levels. DBE 2 continues to receive good support from both the West Java and the Banten education departments to conduct the kinds of self-initiated, self-funded training activities envisaged in this program. As is reported more fully later, 18 activities which could be defined as 'transition' occurred between January and March, all at the district and sub-district levels as local initiatives. Also during the quarter, DBE 2 continued collecting detailed information about this from field staff, and separately, the M&E team also collected related evaluative data.

B. Progress/Accomplishments this Quarter

a. DBE 2 University Partner Activities

During Q2 FY10 DBE 2 West Java continued working with its university partner, UNTIRTA, located in Serang, Banten. Although all of the training packages developed cooperatively with UNTIRTA were completed in 2009, the partnership has continued to produce a number of other useful outcomes, even as the wind-down to project close-out commenced during the quarter.

i. FSU-UNTIRTA Action Research Project

During Quarter 1 FY10 the cooperation between Florida State University and the Faculty of Education at UNTIRTA culminated in the end of the long-running and successful action research project. In December 2009 during the Action Research Conference over

4-5 December 2009 at the UT campus in Pondok Cabe, Jakarta, the team of UNTIRTA researchers presented their findings. During Quarter 3 FY10, and as a consequence of decisions made during this conference, FSU will continue action research activities by involving three lecturers from UNTIRTA to join action research dissemination in East Java and Sulawesi. Dr. King Beach from FSU will lead this dissemination process, which will involve explaining the techniques and strategies of action research in education. The activities will run from April until July 2010.

ii. DBE 2 Active Learning for Higher Education (ALFHE)

During Quarter 2 FY10 the DBE 2 ALFHE program was planned for roll-out at UNTIRTA by a team of four members of the Faculty of Education. During a visit to UNTIRTA on 8 March 2010 by the DBE 2 PC and UA, the Rector again confirmed that the ALFHE program will be supported by him personally, and with a budget from the university, and will definitely be rolled out. The UNTIRTA plan is to conduct the ALFHE rollout in May and June 2010. The University team has already submitted a proposal to the Rector, who responded very positively.



Low-cost teaching materials made by teachers to support the integration of story books into the teaching of Bahasa Indonesia.

b. Classroom Reading Program

This program is one of the DBE 2 activities launched near the end of the project, during Q2 FY10. In general, the reading program has been enthusiastically received by DBE2's partners in West Java and Banten. Teachers attending the series of reading program trainings have reported to DBE 2 that they have already made many changes to the ways reading is taught in their classrooms. Some have reported having started to make their own story books, with their pupils, for inclusion in classroom libraries. All have reported how satisfied they are with the books delivered by DBE 2, and how interested pupils are in reading and borrowing the books. After the reading program roll-out completes during April 2010, DBE 2 West Java's Classroom Reading Program Coordinator has scheduled considerable time to make individual visits to schools to mentor teachers and observe progress with CRP take-up.

Q2 CRP Activities

Activities	Date	Venue	Notes
Distribution of books to 22 CRC	12 January	Each CRC	1 package for each CRC
National ToT	18–23 January	Jakarta	3 persons from each Province
Provincial ToT	26–29 February	Indramayu	47 participants, 22 MTTs, 22 PBS, 3 DLCs.
Rollout Phase 1	8-25 March	22 CRC in 9 districts	880 teachers and principals
Rollout Phase 2	2–13 March	22 CRC in 9 districts	880 teachers and principals

Activities	Date	Venue	Notes
Packing of book packages	15–19 March	Jakarta	660 book boxes ready to be sent to 220 schools in West Java & Banten
Book package distribution	22 March	220 DBE2 schools	Every school received 3 boxes totaling 600 books.
Rollout Phase 3	17-27 March	22 CRC in 9 districts	880 teachers and principals

c. DBE 2 Transition Activities Program

Since Q4 FY09 DBE 2 West Java has redefined a large number of field activities which are not part of new program component roll-outs to be activities within the DBE 2 transition program for West Java and Banten. All these types of activities are largely funded through local-level efforts which exclusively or mainly use DBE 2 teacher training models and materials, and make use of a DBE 2 facilitator in some capacity.

During Q2 FY10 considerable discussion occurred within the project about how transition activities should be defined, recorded and reported. This discussion especially involved the DBE 2 project monitoring and evaluation team, and the result was a new set of definitions and reporting formats.

Using these, in West Java and Banten M&E team identified and reported a total of 18 transition activities which occurred between January and March 2010. These were funded with contributions totaling Rp.56,495,000 from our local government partners, and contributions totaling Rp.22,380,000 from DBE 2, mainly attendance costs of the DBE 2 staff who were involved. Approximately 650 school principals and teachers participated in the 18 transition activities.

d. DBE 2 Cluster Resource Centers

In preparation for the upcoming province-level Cohort 2 CRC awards program, eighteen independent CRC assessors were recruited from a pool of education experts at the provincial and district levels. The recruitment contracts for these people then passed through an approval process, and it is hoped they can be contracted in time to commence CRC assessments during Q3 FY10. More about this awards process will be reported in the next Quarterly Report.

During the quarter every CRC continued to conduct a variety of local teacher support activities, and all site managers filed comprehensive CRC Monthly Reports detailing the activities sponsored. DBE 2 West Java continued to integrate every component of the project into the CRC program, especially ICT (Intel Teach, DALI, and distance education), TK, Skills Enhancement Workshops, and the Reading Program.

e. DBE 2 Project Monitoring, Evaluation, and Testing

DBE 2's M&E team had another busy quarter during the period January-March 2010, completing the following main activities:

Dates	Activities
Jan-April 2010	Contracting, training, and deployment of 4 M&E Assessment Administrators for 2010
5-7 Jan 2010	3 days Orientation of M&E Assessment Administrators in Kab. Garut, West Java.
Jan-March 2010	School Assessment 2010 in C1 & C2 schools, Large-scale data collections in 53 C1&C2 sample and control schools, including: <ul style="list-style-type: none"> a. School Management (53 instruments were administered to 53 principals) b. Classroom Observation (106 instruments were administered to 106 Grade 3 and Grade 6 classroom teachers). c. School Assessment (about 350 instruments for about 350 Grades 1-6 classes) d. Stakeholder Survey (about 800 instruments were administered to principals, teachers, school committees, parents, students and others) e. Satisfaction Survey (about 500 instruments were administered to beneficiaries of DBE 2 training) f. Student and Teacher Attendance data was obtained from the 53 schools.
16-18 Feb 2010	M&E Coordination Meeting in Surabaya
22-26 Feb 2010	The M&E Coordinator attended the DBE 2 workshop about networking and understanding the ALFHE/ALIHE program, Mataram, NTB.
8-31 March 2010	Student Post-test 2010 in 53 sample and control schools C1 & C2, which was testing 1749 students in Cohort 1 schools and 2085 students in Cohort 2 schools.

f. Information and Communications Technology (ICT) activities



Conducting school-based coaching by DBE 2 ICT Coaches Bu Elis from Cisolok (left) and Pak Wahyu from Balongan (right).

During the Quarter, ICT activities became focused on the Distance Education pilot, although the rollout of DALI ('Developing Active Learning using ICTs) also continued.

i. Distance Education Programs

DBE 2's distance education pilot for teachers is being conducted in West Java and Banten. The first pilot site is a Cohort 1 cluster in the Cisolok sub-district of Sukabumi, and the other is in a Cohort 2 cluster in the Balongan sub-district of Indramayu. The pilot is using a 'hybrid' model which consists of 50% of online instruction using the Internet, and 50% of instruction using face-to-face tutoring by DBE 2 coaches. During the period February to March 2010, Session 1 to Session 4 of the instructional program were covered. These included many learning activities including classroom observation, discussions with teachers, and learning web applications technologies including Diigo, Flickr, Youtube, Wordpress and Voice Thread. The participants then created lesson plans using those applications, and reported progress in their E-portfolios using Wordpress.

ii. Rollout of DALI Cohort 2

During the period of February to March 2010, ICT team members conducted DALI trainings for Cohort 2 clusters in Bogor and Karawang. An addition to the standard DALI program, a new module was added, 'The Simple Machine.'

g. Production of Non-Print Materials (Educational Videos)

The program of educational video productions in West Java and Banten began in 2008 and will conclude in mid-2010 with four 15-25 minute videos having been produced. By Q2 FY10 two videos have been completed and authorized. One is about volcanoes (*Gunung Meletus: Guncang & Gemetar*) and the other is about floods (*Banjir: Airku Sayang...Airku Malang*). Post production is underway for the third video *Ulat Sutra* (Silkworms) and will be completed in April 2010. The production of *APM Membuat Peta Timbul Merangakai Nusantara* (Making low-cost teaching materials-mapmaking) will be conducted in May 2010 and post-production will be completed in June.

All major DBE 2 Q2 FY10 activities conducted in West Java and Banten between January and March 2010 are summarized in the matrix which follows:

COMPLETED DBE 2 ACTIVITIES, WEST JAVA & BANTEN, Q2 FY10

ACTIVITIES	MONTH			VENUE
	JAN	FEB	MARCH	
ICT: online facilitator workshop	4 - 8			Semarang (CJ Province)
M&E: Assistant Training	5 - 7			Garut
M&E: School Observation 2010	11 - 15			Sukabumi: Palabuhanratu & Cisolok
ICT: online course orientation	11 - 15			Solo (Central Java)
Transition: IAI TK Training	11 - 14			Tangerang
PC Meeting	14 - 15			Jakarta
M&E: School Observation 2010	18 - 22			Karawang (C1) & Tangerang
ICT: Professional Development	18 - 26			Solo
Transition: SEW	18 - 24			Tangerang
Transition: IAI TK Training	19 - 21			Purwakarta / Cilegon C1
Reading Program: TOT - 3 days workshop	20 - 22			Jakarta (National)
M&E: School Observation 2010	25 - 29			Rangkasbitung & Cilegon
Transition: IAI TK Training	26 - 27			Purwakarta / Cilegon C1
Reading Program: 3 days workshop (Provincial Level)	26 - 28			Indramayu
National Mentoring PBS / Pengawas	26 - 28			Puncak
ICT: Dali	28 - 30			Garut
Reading Program: Rollout - 1 day workshop (Phase 1)	29			Indramayu: Indramayu
Pre Production Video: Ulat Sutra		1 - 5		Bogor C2
Intel Teach		1 - 6		Garut: Tarogong & Cikajang
M&E: School Observation 2010		2 - 4		Indramayu C1
Transition: IAI TK Training		5 - 7		Purwakarta / Cilegon C1
M&E: Coordination Meeting		8 - 12		TBA
Editing: Pre Production Video Ulat Sutra		8 - 12		Bandung
Preparation: Mentoring PBS/Pengawas		8 - 12		Bandung
Reading Program: Rollout - 1 day workshop (Phase 1)		9		Karawang Barat - Karawang C1

ACTIVITIES	MONTH			VENUE
	JAN	FEB	MARCH	
Reading Program: Rollout - 1 day workshop (Phase 1)		10		Rengasdengklok - Karawang C1
Reading Program: Rollout - 1 day workshop (Phase 1)		9		Indramayu - Indramayu C1
Reading Program: Rollout - 1 day workshop (Phase 1)		10		Jatibarang, Balongan C1
Reading Program: Rollout - 1 day workshop (Phase 1)		9		Tangerang - Tangerang C1
Reading Program: Rollout - 1 day workshop (Phase 1)		10		Karawaci - Tangerang C1
Transition: IAI TK Training		9 - 10		Sukabumi
Transition: IAI TK Training		11 - 12		Bogor
Distance Education - One Day Workshop (ODW)		11		Balongan & Cisolok
Transition/ dessimination: SEW		11 - 12		Sukabumi
PSBG Award (District Level) C2		12 - 13		
Reading Program: Rollout - 1 day workshop (Phase 1)		11		Talagasari - Karawang C2
Reading Program: Rollout - 1 day workshop (Phase 1)		12		Kotabaru - Karawang C2
Reading Program: Rollout - 1 day workshop (Phase 1)		11		Sliyeg - Indramayu C1
Reading Program: Rollout - 1 day workshop (Phase 1)		12		Balonga - Indramayu C2
Transition/ dessimination: SEW		15-16		Bogor
Internal Review for Pre Production Ulat Sutra		15		DBE 2 Bandung Office
Mentoring PBS / Pengawas (Provinsi Level)		15 - 18		Indramayu
M&E: School Observation 2010		15 - 19		Bogor
Reading Program: Rollout - 1 day workshop (Phase 1)		16		Cikajang - Garut C2
Reading Program: Rollout - 1 day workshop (Phase 1)		17		Tarogong - Garut C2
Transition: IAI TK Training		16-17		Rangkasibitung
Reading Program: Rollout - 1 day workshop (Phase 1)		16		Cilegon - Cilegon C1
Reading Program: Rollout - 1 day workshop (Phase 1)		17		Purwakarta - Cilegon C1
Reading Program: Rollout - 1 day workshop (Phase 1)		16		Jalancagak - Subang C2
Reading Program: Rollout - 1 day workshop (Phase 1)		17		Pagaden - Subang C2
Distance Education - school Based Coaching Sesi 3		16 - 17		Balongan & Cisolok
Dessimination: SEW		18-19		Rankasbitung
Transition: IAI TK Training		19 - 21		Purwakarta / Cilegon C1
Production Video: Ulat Sutra		21 - 24		Bogor C2
M&E: School Observation 2010		22 - 24		Subang

ACTIVITIES	MONTH			VENUE
	JAN	FEB	MARCH	
Pendampingan PBS&Pengawas Phase 2, C2		22 & 24		Tarogong - Garut C2
Reading Program: Rollout - 1 day workshop (Phase 1)		23		Bogor Tengah - Bogor C2
Reading Program: Rollout - 1 day workshop (Phase 1)		24		Tanah Sareal - Bogor C2
Reading Program: Rollout - 1 day workshop (Phase 1)		23		Palabuhanratu - Sukabumi C1
Reading Program: Rollout - 1 day workshop (Phase 1)		24		Cisolok - Sukabumi C1
Monitoring & Evaluation PSBG (C1 & C2)		22 - 27		
Pengumpulan Portofolio Intel Teach C2		22 - 27		TBA
Pendampingan PBS&Pengawas Phase 2, C2		25,26 & 27		Jalancagak - Subang C2
Pendampingan PBS&Pengawas Phase 2, C1		26		Cisolok - Sukabumi C1
M&E: School Observation 2010			1 - 5	Garut & Indramayu (C2)
Editing Production Video: Ulat Sutra			1 - 5	Bandung
Pre Production Video: APM IPS			1 - 5	Garut C2
PSBG Award Kabupaten / Kota Level			1 - 5	
Pendampingan PBS&Pengawas Phase 2, C2			1,4, & 6	Tarogong - Garut C2
Pendampingan PBS&Pengawas Phase 2, C1			2,3,4	Palabuhanratu - Sukabumi C1
Pendampingan PBS&Pengawas Phase 2, C1			2&3	Bayah - Lebak (C1)
Pendampingan PBS&Pengawas Phase 2, C1			2,3,5&8.9.10.11.15&16	Cisolok - Sukabumi C1
DE -School based Coaching 4			2-5	Indramayu/Balongan
DE -School based Coaching 4			2-5	Sukabumi/Cisolok
DE – Monitoring Visit Fasilitator 2			2-5	Indramayu/Sukabumi
DE – Monitoring Visit Fasilitator 2			2-5	Indramayu/Sukabumi
Reading Program: Rollout - 1 day workshop (Phase 2)			2	Karawang Barat - Karawang C1
Reading Program: Rollout - 1 day workshop (Phase 2)			3	Rengasdengklok - Karawang C1
Reading Program: Rollout - 1 day workshop (Phase 2)			2	Indramayu - Indramayu C1
Reading Program: Rollout - 1 day workshop (Phase 2)			3	Jatibarang - Indramayu C2
Reading Program: Rollout - 1 day workshop (Phase 2)			2	Cikajang - Garut C2
Reading Program: Rollout - 1 day workshop (Phase 2)			3	Tarogong - Garut C2
Reading Program: Rollout - 1 day workshop (Phase 2)			2	Bogor Tengah - Bogor C2
Reading Program: Rollout - 1 day workshop (Phase 2)			3	Tanah Sareal - Bogor C2
Reading Program: Rollout - 1 day workshop (Phase 2)			2	Jalancagak - Subang C2
Reading Program: Rollout - 1 day workshop (Phase 2)			3	Pagaden - Subang C2
Pendampingan PBS&Pengawas Phase 2, C2			3,4,9,10,11	Cikajang - Garut C2

ACTIVITIES	MONTH			VENUE
	JAN	FEB	MARCH	
Pendampingan PBS&Pengawas Phase 2, C2			4,5,&6	Jalancagak - Subang C2
Reading Program: Rollout - 1 day workshop (Phase 2)			4	Talagasari - Karawang C2
Reading Program: Rollout - 1 day workshop (Phase 2)			5	Kotabaru - Karawang C2
Reading Program: Rollout - 1 day workshop (Phase 2)			4	Sliyeg - Indramayu C1
Reading Program: Rollout - 1 day workshop (Phase 2)			5	Balongan - Indramayu C2
Pendampingan PBS&Pengawas Phase 2, C1			8,9,10,11,12&13	Purwakarta - Cilegon C1
Internal Review for Production Ulat Sutra			8	DBE 2 Bandung Office
M&E: School Observation 2010			8 - 10	Subang
Tryout Production Video: Ulat sutra			8 - 10	Bogor (non cluster DBE 2)
M&E: Student Assesment 2010			8 - 31	
Reading Program: Rollout - 1 day workshop (Phase 2)			8	Cilegon - Cilegon C1
Pendampingan PBS&Pengawas Phase 2, C1			9,11&13	Palabuhanratu - Sukabumi C1
Reading Program: Rollout - 1 day workshop (Phase 2)			9	Purwakarta - Cilegon C1
Reading Program: Rollout - 1 day workshop (Phase 2)			10	Karawaci - Tangerang C1
Reading Program: Rollout - 1 day workshop (Phase 2)			11	Palabuhanratu - Sukabumi C1
Reading Program: Rollout - 1 day workshop (Phase 2)			12	Cisolok - Sukabumi C1
Reading Program: Rollout - 1 day workshop (Phase 2)			11	Bayah - Lebak C1
Reading Program: Rollout - 1 day workshop (Phase 2)			12	Rangkasbitung - Lebak C1
DALI Putaran 1			9-11	Bogor-Bogor tengah
DE -School based Coaching 5			9-12	Indramayu (Balongan)
DE -School based Coaching 5			9-12	Sukabumi (Cisolok)
DLC PSBG Coordinator Meeting			9 - 12	Bogor (National)
Pendampingan PBS&Pengawas Phase 2, C1			11 - 12	Rengasdengklok - Karawang C1
Pendampingan PBS&Pengawas Phase 2, C2			13,15,16,17,18,19&30	Jatibarang - Indramayu (C2)
Pendampingan PBS&Pengawas Phase 2, C1			15&16	Bayah - Lebak (C1)
Pendampingan PBS&Pengawas Phase 2, C1			15,16,17&18	Rangkasbitung - Lebak C1
Pendampingan PBS&Pengawas Phase 2, C1			15,16,17&18	Cilegon - Cilegon C1
Editing Pre Production Video "APM IPS"			15 - 19	Bandung
DE -School based Coaching 6			16-19	Indramayu/Balongan
DE -School based Coaching 6			16-19	Sukabumi/Cisolok
DALI Putaran 1			17-19	Bogor-tanah Sareal
Reading Program: Rollout - 1 day workshop (Phase 3)			17	Bogor Tengah - Bogor C2
Reading Program: Rollout - 1 day workshop (Phase 3)			18	Tanah Sareal - Bogor C2
Reading Program: Rollout - 1 day workshop (Phase 3)			17	Jalancagak - Subang C2

ACTIVITIES	MONTH			VENUE
	JAN	FEB	MARCH	
Reading Program: Rollout - 1 day workshop (Phase 3)			18	Pagaden - Subang C2
Reading Program: Rollout - 1 day workshop (Phase 3)			17	Tangerang - Tangerang C1
Reading Program: Rollout - 1 day workshop (Phase 3)			18	Karawaci - Tangerang C1
Reading Program: Rollout - 1 day workshop (Phase 3)			17	Karawang Barat - Karawang C1
Reading Program: Rollout - 1 day workshop (Phase 3)			18	Rengasdengklok - Karawang C1
Reading Program: Rollout - 1 day workshop (Phase 3)			19	Talagasari - Karawang C2
Reading Program: Rollout - 1 day workshop (Phase 3)			20	Kotabaru - Karawang C2
Pendampingan PBS&Pengawas Phase 2, C1			20,23,24,25,26,27	Sliyeg - Indramayu C1
Internal Review Video: APM IPS			22	DBE 2 Bandung Office
Monitoring & Evaluation PSBG (C1 & C2)			22 - 27	
Transition IAI TK			22 - 23	Cilegon
Reading Program: Rollout - 1 day workshop (Phase 3)			22	Indramayu - Indramayu C1
Reading Program: Rollout - 1 day workshop (Phase 1)			23	Bayah - Lebak C1
Reading Program: Rollout - 1 day workshop (Phase 3)			23	Jatibarang - Indramayu C1
Reading Program: Rollout - 1 day workshop (Phase 3)			23	Palabuhanratu - Sukabumi C1
Reading Program: Rollout - 1 day workshop (Phase 3)			23	Cikajang - Garut C2
DALI Putaran 1			23-25	Karawang – Kotabaru
DE -School based Coaching 7			23-26	Indramayu/Balongan
DE -School based Coaching 7			23-26	Sukabumi/Cisolok
Pendampingan PBS&Pengawas Phase 2, C2			23,24,25,30,31	Pagaden - Subang C2
Reading Program: Rollout - 1 day workshop (Phase 3)			24	Tarogong - Garut C2
Reading Program: Rollout - 1 day workshop (Phase 3)			24	Sliyeg - Indramayu C1
Reading Program: Rollout - 1 day workshop (Phase 1)			24	Rangkasbitung - Lebak C1
Reading Program: Rollout - 1 day workshop (Phase 3)			24	Cisolok - Sukabumi C1
Transition / dissemination: SEW Cilegon			24 - 25	Cilegon
Reading Program: Rollout - 1 day workshop (Phase 3)			25	Balongan - Indramayu C2
Reading Program: Rollout - 1 day workshop (Phase 3)			26	Cilegon - Cilegon C1
Reading Program: Rollout - 1 day workshop (Phase 3)			27	Purwakarta - Cilegon C1
Reading Program: Rollout - 1 day workshop (Phase 3)			26	Bayah - Lebak C1
Reading Program: Rollout - 1 day workshop (Phase 3)			27	Rangkasbitung - Lebak C1
Monitoring & Evaluation PSBG (C1 & C2)			29 March -3 April	

ACTIVITIES	MONTH			VENUE
	JAN	FEB	MARCH	
MTT Meeting			30-31	MTT C1 & C2
DE -School based Coaching 8			30 March-2 April 10	Indramayu/Balongan
DE -School based Coaching 8			30 March-2 April 10	Sukabumi/Cisolok
DE – Monitoring Visit Fasilitator 3			30 March-2 April 10	Indramayu/Sukabumi

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

During the quarter DBE 2 West Java continued cooperative liaison with the two LPMP in West Java and in Banten. Liaison visits were made to both LPMP by the DBE 2 PC and UA on two occasions.

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

D. Challenges for DBE 2 West Java and Banten

In the Q1 FY10 Quarterly Report the main challenge which was then reported was the uncertainty surrounding the DBE project's close-out arrangements during 2010. This uncertainty related to the timing and scheduling of the close-out sequence and questions about the ability of DBE 1, DBE 2, and DBE 3 to effectively cooperate and communicate to achieve a smooth and efficient close-out. Since that concern arose, efforts were made by DBE 2 to achieve better cooperation in West Java and Banten with DBE 1 and DBE 3 to produce a simultaneous project ending and satisfactory close-out. This resulted in detailed agreements being made about the intended close-out sequence and schedules, including a plan to vacate the Bandung office by 31 July 2010, and closing the office after restorative renovations and disposal of assets by 31 August 2010. An agreement was also reached to prepare a joint DBE final report for West Java and Banten in Bahasa Indonesia for distribution to counterparts and stakeholders.

After those agreements were negotiated and made, however, during February 2010 it emerged that the DBE 2 project would likely have a second six month no-cost extension, from October 2010 until March 2011. It also emerged that there was a possibility that the three DBE projects might not extend in a synchronized way, and that one of the projects might not extend at all.

Thus by the end of Q2 new uncertainties about future arrangements had arisen to replace the old ones. DBE 2 West Java and Banten will watch developments closely, and when a more detailed plan for the second extension has emerged, including the intentions of DBE 1 and DBE 3, the DBE 2 team will once again lead negotiations to modify close-out schedules for DBE 2, and for the Bandung office, to reflect the new timing.

E. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter 3, FY10

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

DBE 2 Contract Deliverables Tracker: Progress through FY10 Q2

XXI. DBE 2 Contract Deliverables Tracker: Progress through FY10 Q2

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
1	Five Year Indicative Plan and Annual Work Plans. These Plans will be prepared in consultation with the contractor/ grantee implementing Program Objective 1 and Program Objective 3, other education donors, partners and stakeholders.	Final Five Year Indicative Plan and first year Work Plan within first two months of Contractor award. Annual Work Plans in subsequent years on a schedule to be agreed upon with USAID.	FY05 Q4, FY07 Q1, FY08 Q 1, FY09 Q1	Complete: FY06 Q2 (final iteration of Year One workplan approved by USAID); FY06 Q4 Complete: FY07 workplan (submitted to USAID FY06 Q4) FY07 Q4: Draft FY08 workplan submitted to USAID for approval FY08 Q1: USAID approves FY08 workplan FY09 Q1: DBE 2 submits summary workplan to USAID; waiting for revised SOW and budget approval to submit full workplan for approval FY09 Q2: waiting for revised SOW and budget approval from USAID to submit full workplan for approval FY10 Q1: Draft completed following approval of Mod 10 FY10 Q2: Workplan submitted to USAID
2	Establishment, staffing and functioning of Central and Provincial Offices.	Within three months of the award.	FY05 Q3	Complete: FY06 Q2 FY07 Q4: DBE 2/RTI recruited and hired a new East Java Provincial Coordinator FY08 Q4: DBE 2/AED North Sumatra in process of hiring new Provincial Coordinator
3	Assessment Tool developed and applied in a minimum of 30% of program schools in selected sub-district clusters at the inception of their participation in the program, or as soon as the instrument is developed. Baseline and follow-on data is drawn by the Contractor from the performance assessments for its Results Framework, Performance Monitoring Plan, work plans and reports, and for use in external evaluations.	Within four months of contract award. Two follow-on performance assessments will be conducted prior to mid-term external evaluation scheduled for 2007 and prior to final external evaluation scheduled for 2009.	FY05 Q4	Complete: FY06 Q2; FY06 Q4, baseline 2 applied in sample of Cohort 1 and control schools. FY07 Q3, post test administered in Cohort 1 sample and control schools FY07 Q4: pre-test administered in Cohort 2 sample and control schools FY08 Q2: post-test administration commences in Cohort 2 sample and control schools FY08 Q3: post-test administration completed FY09 Q3: post-test administration completed FY10 Q2: post-test administration completed

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

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

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
10	Contractor-assisted cluster resource centers developed and equipped at a low-cost, sustainable but effective level in sub-district school clusters.	One resource center per cluster during the first year of intervention in any given district.	N/A	<p>FY07 Q1: MTTs, DLCs and CRC Managers participated in CRC training in five provinces and starter kits were delivered to one CRC site in each of these provinces. These five CRCs are now operational (including two pilot CRC)</p> <p>FY07 Q2: CRC starter kits distributed and associated training takes place in all clusters in all provinces with the exception of Aceh and West Java/Banten</p> <p>FY07 Q3: All CRCs operational with the exception of Aceh and West Java/Banten</p> <p>FY07 Q4: All Cohort 1 CRCs operational. Cohort 2 CRC selection underway.</p> <p>FY08 Q1: Cohort 2 CRC selection finalized.</p> <p>FY08 Q2: Cohort 2 CRCs have submitted Tier 1 grant applications (with the exception of Aceh and West Java).</p> <p>FY08 Q3: Starter kits (Tier 1 grants) delivered to Cohort 2 CRCs and training activities underway. Deliverable complete.</p> <p>FY09 Q2: Tier 2 grants awarded to Cohort 2 CRCs, Tier 3 grants to select Cohort 1 CRCs.</p> <p>FY09 Q3: Tier 2 grants continue to be awarded to Cohort 2 CRCs, Tier 3 grants to Cohort 1 CRCs continue.</p> <p>FY09 Q4: Cohort 2 Tier 2 grant award process complete. Tier 3 grant administration commences in Cohort 2 and continues in Cohort 1.</p> <p>FY10 Q1: Tier 3 administration continues across Cohort 1 and 2.</p> <p>FY10 Q2: Tier 3 grants administration continues.</p>

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

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
13	Grants for age-appropriate, non-textbooks for libraries, and training by Master Teacher Trainers on how to administer and use the library resource.	Following the library assessment, at schools as they are engaged in the DBE program.	N/A	<p>FY07 Q1: Grants program approved. DBE 2 library book list and reading strategy under development</p> <p>FY07 Q2: DBE 2 library book lists finalized</p> <p>FY07 Q3: Kompas Gramedia MOU under review by USAID. Terms of MOU will define DBE 2 library strategy</p> <p>FY07 Q4: Gramedia PPA still under review by USAID and Gramedia</p> <p>FY08 Q1: Gramedia PPA still under review by Gramedia</p> <p>FY08 Q2: DBE 2 met with Gramedia this quarter. Gramedia team indicated willingness to move forward with proposed alliance activities.</p> <p>FY08 Q3: International Library Consultant traveled to Indonesia to begin to develop DBE 2 school reading program</p> <p>FY08 Q4: Booklist finalized, implementation plan developed. Based on consultants' recommendations, DBE 2 decides not to move forward with Gramedia PPA.</p> <p>FY09 Q1: Implementation of reading program on hold pending USAID approval of revised DBE 2 budget</p> <p>FY09 Q2: Implementation of reading program on hold pending USAID approval of revised DBE 2 budget</p> <p>FY09 Q3: Implementation of reading program on hold pending USAID approval of revised DBE 2 budget and associated staff</p> <p>FY09 Q4: With contract modification approved, grant application process for non text book reading material grants underway.</p> <p>FY10 Q2: Deliverable complete</p>
14	Procurement plan for grants in-kind for cluster resource centers for teachers, upgrading of university instructional materials, kindergarten pilots, books and reading materials, ICT applications, and other learning materials.	Prior to delivery of grant assistance	N/A	<p>FY06 Q4: Draft procurement plan for grants in-kind submitted to USAID for approval</p> <p>FY07 Q1: Approved, Deliverable complete</p>

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
15	The multi-grade/multi-age teaching approach will have been applied in cluster schools, to be identified with input from the DBE Contractor implementing the governance activities. If multi-grade teaching proves effective, the Contractor and collaborating universities will train teachers in expanded numbers to teach in a multi-grade classroom setting.	Multi-grade teaching will be applied, on sufficient scale during 2005-2007 for evaluation as a best practice at mid-term in 2007.	N/A	Numbers of schools in Cohorts 1 and 2 with multi-grade classrooms did not exceed 10% minimum required to move forward with deliverable
16	Agreement with the Program Objective 1 Contractor and the Program Objective 3 Grantee on a joint arrangement for exchange of information on best practices and implementation experience of mutual interest.	This arrangement for exchange of information on best practices, etc will be established and functioning in year two. Steps for its establishment and activation will be outlined in the Work Plan for year two.	FY07	FY09 Q2: DBE 1, 2 and 3 and USAID plan for joint provincial-level DBE best practices workshops to take place in Q3. FY09 Q3: DBE 1, 2 and 3 and USAID jointly agree and plan for best practices workshops to take place early in Q4. FY09 Q4: Joint DBE best practices workshops held in the 5 joint DBE provinces. FY10 Q2: DBE 2 participated in joint USAID-DBE 2 National Workshop in Education for more than 100 GOI counterparts.
17	ICT education “hotspots” pilot project designed and implemented and business plan(s) demonstrating scalability and sustainability.	Within the first year of the activity, and subject to mid-term evaluation in 2007, including updated business plan with actual semi-annual financial data.	FY06	FY06 Q4: Tangerang CRC designated as hotspot pilot site. PPA partner, XL Communications, identified to provide connectivity required for hotspot operations and DBE 2 in process of finalizing the alliance and selecting the schools within Tangerang cluster which will take part in pilot. XL Communications will provide connectivity for DBE 1 and 3 sites as well. FY07 Q2: Discussions took place with Intel Corporation on the development of a hotspot pilot activity in Aceh. A draft pilot project framework was developed. FY07 Q3: Intel Alliance signed FY09 Q2: DBE 2 begins Internet pilot activity at CRCs in Central Java. FY09 Q4: Internet CRC pilot in Central Java complete. The Tier 3 grant process will provide select CRCs across the DBE provinces with Internet connectivity.

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
18	A summary written account of alliances identified and under development with the private sector. For each alliance, the report will include a summary of the contributions of the parties, including the amount of leverage brought by the Contractor; a description of new resources, level of innovations, and new partners; and a summary of how the interests and objectives of each partner converge.	On an annual basis.	FY07 Q1, FY08 Q1, FY09 Q1	FY07 Q2: Brief FY06 PPA summary submitted with DBE 2 Annual Report. FY09 Q1: Written summary submitted with quarterly report. FY09 Q4: Written summary included in this quarterly report. FY10 Q1: Written summary included in this quarterly report. FY10 Q2: Written summary included in this quarterly report.
19	Special reports/ analyses as may occasionally be requested, including input to planned mid-term and final evaluations in 2007 and 2009.	Upon request with delivery as agreed to by the CTO.		FY08 Q1: DBE 2 Project Briefing Book prepared and submitted to USAID and midterm evaluation team. FY09 Q4: DE Assessment submitted to USAID FY10 Q1: DE Pilot Concept paper submitted to USAID
Aceh Program Component 1: DBE 2 Core				
1	Mobilize Provincial Coordinator and key staff to Aceh. Within 30 days of this modification, mobilize remaining staff to Aceh.	Within 15 days of modification.	FY06 Q3	Complete: FY07 Q1
2	Submit workplan through September 30, 2006. This workplan must show how and when deliverables stipulated in this amendment and the DBE2 contract	Within one month of this modification.	FY06 Q3	Complete: FY06 Q3 FY07 Q4: Draft submitted to USAID for approval FY08 Q1: USAID approved workplan FY09 Q2: waiting for revised SOW and budget approval from USAID to submit full workplan for approval FY09 Q3: waiting for revised SOW and budget approval from USAID to submit full workplan for approval FY10 Q1: Workplan drafted following contract modification approval FY10 Q2: Workplan submitted to USAID.
3	Assessment for continued DBE 2 assistance in Aceh province.	Within twelve months of this modification.	FY07 Q3	Complete: FY07 Q1

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
4	Assessment of the feasibility of the ICT component of DBE 2 in Aceh province.	Within six months of this modification.	FY07 Q1	FY07 Q1: Winrock International scope of work complete and assessment scheduled for FY07 Q2 FY07 Q2: Winrock conducted the first phase of ICT assessment. Second phase scheduled for Q3. A final report will be submitted during Q3. FY07 Q3: The second phase of the assessment was conducted and two pilot sites selected. Final report to be submitted Q4. FY07 Q4: Complete, Final Winrock report submitted to DBE 2
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 MITs trained in small grants activities, potential grantees selected, procurement specialist hired. FY08 Q2: 37 Cohort 1 schools selected to participate in small grants program. FY08 Q3: All 37 schools submitted grant applications and grants have been awarded. Procurement and delivery will be finalized next quarter. FY09 Q1: 26 out of the 37 Cohort 1 schools received their small grant packages. The remaining 11 will receive their grant packages next quarter. 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 totaling US\$ 136,283. Grants process for Cohort 2 will commence in Q4. FY09 Q4: Cohort 1 small grant awards complete. Awarding of Cohort 2 grants will commence early in Q1 FY10. FY10 Q1: Awarding of Cohort 2 small grants started and will conclude next quarter. FY10 Q2: Still ongoing, will likely be completed in Q3.
Aceh Program Component 2: Unsyiah FKIP				
1	Mobilize Project Manager (key personnel under this contract) and support staff to Aceh.	Within 15 days of this modification.	FY06 Q3	Complete: FY06 Q4 FY07 Q3: FKIP Program Coordinator tendered his resignation. Recruit for replacement underway. FY07 Q4: New FKIP Program Coordinator identified and hired, complete.

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
2	Submit a report providing the design concept of the new teacher training facility. This deliverable will be used by an Architectural and Engineering firm, under a separate procurement mechanism, to create detailed terms of reference and cost estimate for the new teacher training facility.	Within 45 days of this modification.	FY06 Q3	Complete: FY06 Q2
3	Submit a report identifying priority refurbishment interventions for existing UNSYIAH FKIP buildings, student dormitories, or faculty housing units.	Within 45 days of this modification.	FY06 Q3	Complete: FY06 Q2

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

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
5	Finalize with UNSYIAH FKIP a comprehensive management and operational plan for a new teacher training facility.	Within four months of this modification.	FY06 Q4	<p>FY06 Q4: Memo submitted notifying USAID of revised timetable for deliverable, pending finalization of facility design finalization of facility design</p> <p>FY07 Q3: Verbal notification received from CTO indicating facility construction will move forward</p> <p>FY07 Q4: Notification received from USAID indicating construction of new facility to take place in June 08.</p> <p>FY08 Q2: Notification received from USAID indicating construction of new facility to begin by September 08. Management and operational plan development underway.</p> <p>FY08 Q3: Draft standard operating procedures for new facility prepared.</p> <p>FY09 Q2: Human resource management plan developed, standard operating procedures revised and expanded.</p> <p>FY09 Q3: HR management plan and standard operating procedures submitted to Unsyiah administration for feedback and approval.</p> <p>FY09 Q4: HR management plan and standard operating procedures finalized. Complete.</p>
6	Sign a MOU to establish a University Partnership with UNSYIAH and establish a joint working group, comprised of representatives from UNSYIAH, DBE, and USAID, to oversee and set priorities for DBE2 work to support pre-service and in-service teacher training at UNSYIAH.	Within 30 days of this modification.	FY06 Q3	Complete: FY06 Q3
7	Submit workplan through September 30, 2006. This workplan must show how and when deliverables described above will be accomplished. Subsequent workplan will be part of the DBE2 annual workplan.	Within 30 days of this modification.	FY06 Q3	<p>Complete: FY06 Q3</p> <p>FY07 Q4: Draft workplan submitted to DBE 2 Jakarta for review</p> <p>FY08 Q1: Workplan finalized, submitted to USAID for approval</p> <p>FY09 Q1: Draft workplan prepared. DBE 2 awaits USAID approval of revised scope of work and budget in order to finalize workplan.</p> <p>FY09 Q2: DBE 2 awaits USAID approval of revised scope of work and budget in order to finalize workplan.</p> <p>FY09 Q3: DBE 2 awaits USAID approval of revised scope of work and budget in order to finalize workplan.</p> <p>FY10 Q1: Workplan drafted.</p> <p>FY10 Q2: Workplan submitted to USAID.</p>

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
Modification 10				
1	Prepare new work plans for the remainder of the program period that incorporate revised program activities based upon Midterm Review and GOI program priorities.	During the third year of the project implementation and requests for annual work plan submissions in subsequent years remains the same as in the original DBE2 contract signed between USAID and EDC in May 2005.	FY10	FY10 Q1: After receiving contract mod, DBE 2 prepared draft workplan to be submitted to USAID early next quarter. FY10 Q2: Workplan 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 the fifth year of the project implementation.	FY10	FY10 Q1: Complete. In some cases, project awaiting CO approval for contract extensions.
3	Update Performance Monitoring Plan and a Results Framework specifying indicators, baseline data and targets – to measure progress at both activity and Project Objective level based upon Midterm Evaluation findings. Data will be used as inputs to USAID's Annual Report to AID/W	Annual report submitted to USAID.	FY10	FY10 Q1: To be included in M&E Annual Report, final version of which will be submitted to USAID next quarter. FY10 Q2: Annual Report submitted, complete.
4	Conduct a selection of new sub-districts and schools in collaboration with local government. Where practical, the selection of new sub-districts and schools would be coordinated with other DBE partners. USAID will provide concurrence on the selection criteria and total number selected. Selection of new districts in Aceh will use the same approach, after the completion of the assessment.	During the fifth year of the project implementation.	FY10	FY10 Q1: Selection of new districts in Aceh completed and approved. Deliverable complete.
5	In coordination with USAID CTO, modify scope of work (SOW) of District Learning Coordinators (DLCs) and Master Teacher Trainers (MTTs) to meet local government and project's priorities in the remaining period of the project.	During the fifth year of the project implementation.	FY10	FY10 Q1: MITT and DLC workplans updated to incorporate new activities addressed in Mod 10, complete.

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
6	In coordination with USAID CTO, develop a pilot distance education program that supports distance education priorities and programs of University Consortium partners, including HYLITE members and Open University.	During the fifth year of the project implementation.	FY10	FY10 Q1: DE Pilot developed and DE Pilot Concept Paper submitted to USAID this quarter. Associated activities will commence next quarter. FY10 Q2: DE Pilot 1 underway.
7	In coordination with USAID COTR, modify scope of work (SOW) of District Coordinators DLCs and Master Teacher Trainers (MTT) to provide teachers with increased informational resources on how to transfer DBE2 workshop credits and how to earn credits toward an S1 degree through distance learning programs.	At mid-term and end-of-program external evaluations.	FY10	FY10 Q1: MTT and DLC workplans 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 the fifth year of the project implementation.	FY10	FY10 Q1: Aceh kindergarten expansion plan completed and approved by USAID. IAI dissemination manual and kits developed and distributed in all project clusters with associated training. Deliverable complete.
9	In coordination with USAID CTO, modify work plans to incorporate a dual role for CRCs selected to participate in the pilot distance learning program. In addition, Internet access will be achieved in other CRCs in each province, the number of which will be determined by an Internet feasibility study.	During the fifth year of the project implementation.	FY10	FY10 Q1: Internet connectivity plans developed for schools and CRCs selected to participate in DE pilot based on results of Internet readiness assessment conducted by DBE 2. FY10 Q2: Internet connectivity achieved for schools and CRCs participating in DE pilot 1.
10	In coordination with USAID CTO, modify work plans to meet local government and project's priorities in the remaining period to target cluster school teachers and students are introduced to simple mathematics and science instructional materials and that materials are made locally and/or provided through in-kind assistance.	During the fifth year of the project implementation	FY10	FY10 Q1: DBE 2 continues to incorporate the use of low cost math and science instructional materials into CRC, mentoring, kindergarten, and training package roll-out activities. FY10 Q2: DBE 2 continues to incorporate the use of low cost math and science instructional materials into CRC, mentoring, kindergarten, and training package roll-out activities (Aceh expansion).

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
11	In coordination with USAID COTR, modify work plans to meet local government and project's priorities in the remaining period and establish exemplary reading programs by provide training to Master Teacher/Trainers on how to administer and use the library resource and training to clusters for teachers to use non-textbook reading materials to establish a reading culture.	During the fifth year of the project implementation.	FY10	FY10 Q1: FY10 draft workplan details MTT involvement in classroom reading program roll-out. Associated MTT training will commence next quarter. FY10 Q2: MTT Classroom Reading Program training conducted and completed. Deliverable complete.
12	Update procurement plan to meet revised projects priorities as indicated in modified Scope of Work for the remaining period of the project for grants in-kind for cluster resource centers for teachers, upgrading of university instructional materials, kindergarten pilots, books and reading materials, ICT applications, and other learning materials.	During the fifth year of the project implementation.	FY10	FY10 Q1: DBE 2 was never required to produce a "project procurement plan," rather individual project components that include procurement have individual plans. These plans continue to be developed and updated to match project priorities. Current plans include all new activities detailed in Mod 10. Deliverable complete.
13	Update agreement with the DBE1 and DBE3 on a joint arrangement for exchange of information on best practices and implementation experience of mutual interest that will meet local government and project's priorities in the remaining period of the project.	During the fifth year of the project implementation.	FY10	FY10 Q2: DBE 2 participated in joint USAID-DBE 2 National Workshop in Education for more than 100 GOI counterparts.
14	Monitor and report on-going ICT-based small grants. Following the Mid-Term Review, new education hotspots and associated small grants will not be initiated, without prior USAID approval.	Continue on a regular basis.	FY10	FY10 Q1: An Aceh small grants summary is included in the Additional Programmatic Updates section of this report. DBE 2's interpretation of this deliverable is that it only pertains to Aceh small grants. The project is not conducting a "small grants" activity in any other province. FY10 Q2: An Aceh small grants summary is included in the Additional Programmatic Updates section of this report.

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
15	Continue to update Public Private Alliance (PPA) and submit reports to USAID for each PPA describing in summary form, the contributions of the parties, including the amount of leverage brought by the Contractor; a description of private resources and level of innovations; and a summary of how the interests and objectives of each partner converge. PPA initiatives in the remaining period of the program will be managed by the USAID/ Office of Education.	On a semi annual basis		FY10 Q1: PPA Summary included in PPA Update section of this report. FY10 Q2: PPA Summary included in PPA Update section of this report.
16	Prepare special reports/ analyses as may occasionally be requested, including input to planned mid-term and final evaluations in 2007 and 2009.	Upon request with delivery as agreed to by the COTR.	FY10	
17	Update materials for teacher training of classroom best practices dissemination initiated by educational personnel to improve communication and coordination with all stakeholders.	During the fifth year of project implementation.	FY10	FY10 Q1: DBE 2 Digital Library to facilitate dissemination of best practices and teacher training materials under development. FY10 Q2: Soft launch of DBE 2 Digital Library, Pustaka Pendidik. All DBE 2 training products and materials are now accessible to education stakeholders throughout the country.
18	Prepare an assessment of the status of Distance Education programs in Indonesia and provide specific recommendations on how DBE2 can create a pilot Distance Education program using the Cluster Resource Centers, DBE2 teacher training modules, the current work experience of teachers, available technical supports, and supported by the GOI, Open University, and HYLITE consortium.	During the fifth year of project implementation.	FY10	FY10 Q1: Deliverable complete. (DBE 2 submitted its DE Assessment Report, <i>Upgrading Indonesian Primary School Teachers through Distance Education: Towards Systemic Improvement</i> , to USAID during FY09 Q4)
19	Provide recommendations to USAID as to how DBE2 core activities can be expanded in Aceh and implemented effectively and incorporating contributions (personnel or funding) from the Aceh provincial government. Any expansion into Aceh districts, sub-districts, and schools will need approval by USAID.	During the fifth year of the project implementation.	FY10	FY10 Q1: Deliverable complete

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
20	The contractor will provide a report on Public Private Alliance activities through the fourth year. This report shall include a list of all active or pending alliance activities and a description of their financial status and programmatic results as of September 30, 2009. The financial status shall include the total amount of funding for the activity itemized by source of funding, leveraged amounts or cost-sharing being applied towards goals in the original contract. The contractor shall also account for how much of the line item for Public Private Alliances in their approved budget has been expended as of September 30, 2009, and the amount budgeted for completion of current activities.	During the fifth year of project implementation.	FY10	FY10 Q1: PPA Activities through Year Four included in PPA Update section of this report. DBE 2 will continue to update PPA status for USAID on a quarterly basis. FY10 Q2: Quarterly update provided in PPA Update section of this report.

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