



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

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Quarter Two FY09 Report, January - March, 2008
Indonesia DBE 2 Project

QUARTERLY REPORT

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Acronyms and Abbreviations

ALFHE	DBE 2's Active Learning for Higher Education Training Package
APBD	District Budgets
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
BPS	School Support Visits (Bantuan Profesional di Sekolah)
BRR	Aceh and Nias Rehabilitation and Reconstruction Agency
BSNP	National Body for Education Standardization
CLCC	Creating Learning Communities for Children
CRC	Cluster Resource Center
DBE 2	Decentralized Basic Education, Program Component 2
DE	Distance Education
DEPAG	Department of Religious Affairs (same as MORA)
DIKTI	Directorate General for Higher Education
DLC	District Learning Coordinator
EDC	Education Development Center
EMIS	Education Management Information Systems
ESP	Environmental Services Program (USAID)
FAR	Federal Acquisition Regulation
FKIP	Teacher Training Faculty
FST	Field Staff Training
FSU	Florida State University
FY	Fiscal Year
IAI	Interactive Audio Instruction
IAIN	Institut Agama Islam Negeri
IAIN-SU	Institut Agama Islam Negeri Sumatera Utara
IPB	Institut Pertanian Bogor
ICT	Information Communication Technology
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)

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Acronyms and Abbreviations

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
PC	Provincial Coordinator
PBS	Subject Matter Specialists
PBSG	Pusat Sumber Belajar Gugus (Cluster Resource Center)
PGPAUD	Early Childhood Education Teacher Development Program
PGSD	Primary School Teacher Development Program
PGTK	Kindergarten Teacher Development Program
Pitt	University of Pittsburgh
PKBM	Community Learning Center
PKn	Civic Education
PKS	General University Task Order
PMPTK	Directorate General for Teacher and Education Personnel Quality Improvement, MONE
PPA	Public-Private Alliance
PPPG	Technical Education Development Center
PSP	Primary School Programs
PUKSI	Unsyiah Data Center
PUSKUR	Curriculum Center (MONE)

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Acronyms and Abbreviations

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 Massachuttes
UNCEN	Universitas Cenderawasih
UNESA	Universitas Nasional Surabaya
Unhuma	Univeristas Muhammadiyah
UNIMED	Universitas Negeri Medan
UNNES	Universitas Nasional Semarang
UNTIRTA	Universitas Tirtayasa
UNM	Universitas Negeri Makassar
Unismuh	Universitas Muhammadiyah Makassar
UNJ	Universitas Negeri Jakarta
UNPAD	Universitas Padjajaran
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 “What is Active Learning?” workshops

DBE 2 Fiscal Year 2009 Quarter Two Report: Overview

I. DBE 2 Fiscal Year 2009 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, 2009. In addition to the ongoing program of activities carried out across both Cohort 1 and 2 clusters, this period DBE 2 continued to meet with USAID, DBE and Government of Indonesia (GOI) partners to plan for DBE 2 transition and dissemination.

Preparation for newly programmed distance education (DE) activities continued this quarter with a distance education study stakeholder seminar taking place in Jakarta and plans for Cluster Resource Center (CRC) Internet connectivity pilot sites in Central Java well underway. Florida State University (FSU) met with the Open University (UT) to plan for further distance education technical assistance to the UT, with a focus on online pedagogy. DBE 2 also launched its online mentoring course, 'Strategies and Techniques of School-based Mentoring and Follow Up,' for a total of 12 field staff and 7 Ministry of National Education (MONE) officials. This course will likely be a prototype for the distance education pilot activities that will commence once the modified DBE 2 contract is approved.

ICT training activities continued across Cohort 1 this quarter. Developing Active Learning with ICT (DALI) training for teachers continued across all provinces with a total of almost 1,100 teachers trained. Under the Intel Teach Alliance, 530 new master and participant teachers were trained. DBE 2 plans to begin implementing Intel and DALI activities in Cohort 2 clusters early in Quarter Four.

Cohort 2 teachers and principals were busy participating in the roll-out of the final round of DBE 2 certified training. In collaboration with university partners and local education stakeholders, DBE 2 provincial teams delivered Math, Science or Bahasa Indonesia training package workshops to almost 5,000 teachers, principals and school committee members across six provinces.

DBE 2's public-private alliance (PPA) component had a particularly busy quarter, with the continuation of training under the Intel Teach alliance as well the completion of the first phase of BP Alliance activities at Universitas Cendrawasih (UNCEN) in Papua. Early in the quarter, DBE 2 also provided support to the DBE-ConocoPhillips Education Response Alliance (ERA), training 105 principals and teachers in Klaten and Yogyakarta on how to select appropriate non-textbook reading materials and apply active learning reading strategies in the classroom.

The roll-out of the second Interactive Audio Instruction (IAI) kindergarten (TK) training module continued for Cohort 2 TK teachers this quarter with a total of 226 teachers, principals and DBE 2 field staff trained in Aceh, South Sulawesi, North Sumatra and West and East Java. Trainers from MONE partners Pustekkom, UT and P4TK TK & PLB co-facilitated the workshop with DBE 2. P4TK TK & PLB also commenced replication of the IAI TK program outside DBE target provinces, training teachers from 29 TK in the province of Gorontalo on the IAI approach.

Also of note, DBE 2 commenced the socialization of the Saman Siaga Gempa (earthquake readiness) instructional DVD for students and art teachers with the first workshop of its kind taking place at SD Negeri 16 in Syiah Kuala cluster, Aceh for a total of 53 participants. DBE 2 plans to introduce the instructional DVD to students and art teachers in all Cohort 1 clusters in Aceh by the end of next quarter.

Despite progress across a number of components, the quarter closed without USAID signing off on the modified DBE 2 contract. Due to delays in contract and budget approval, DBE 2 is anticipating challenges implementing a number of activities within the contract period remaining. Activities that are of immediate concern include Active Learning for Higher Education (ALFHE), the Classroom Reading Program, and Aceh expansion.

Last quarter DBE 2 informed USAID that if contract approval does not come early in Quarter Two, the roll-out of ALFHE at each university partner will be at risk due to university partner scheduling conflicts and university budget issues. DBE 2 remains concerned that the delays in implementation will negatively impact DBE 2's excellent relationship with its partner universities.

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, FY09

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

II. Certified Training Update

A. Overview

Quarter Two marked the completion of the adaptation of the final round of DBE 2 training packages. At the conclusion of this quarter, the roll-out of the final round of Cohort 2 adaptation packages was well underway in all provinces. Also of note, the selection and publication of exemplar packages commenced this quarter with a total of nine university accredited packages selected for final formatting and publication.

The status of all training packages, by province, is detailed in the table below:

Provincial Activities

Province	Training	Status
Aceh	Mathematics C2 2 nd package	KKG, KKKS and mentoring will continue until the first week of April.
Aceh	Science C2 3 rd package	The TOT was conducted in Takengon on February 16-23. Six clusters have completed the STW. Post TOT, materials are being revised and edited into the template.
West Java	Mathematics	The TOT was conducted in Indramayu in February. STW, KKG 1, KKKS 1 and mentoring 1 in all districts have been completed.
Central Java	Science	The TOT was conducted in January and STW implementation commenced in February. The KKG 2 was followed by the PSMA in March in Klaten clusters.
East Java	Science	The TOT was conducted in Batu in February. STW, KKG 1, KKKS 1 and Mentoring 1 in all districts complete.
South Sulawesi	Mathematics	The TOT was conducted in Makassar in January. STW, KKG 1, KKKS 1 and Mentoring 1 in all districts complete.
North Sumatra	Indonesian	The TOT was conducted February 2-6 with the STW roll out commencing on February 12. Final materials are awaited.

B. Progress/Accomplishments this Quarter

a. Aceh

i. Mathematics (KKG/KKKS 2 Banda Aceh, Aceh Besar)

Over 100 teachers attended the second KKG in mathematics over two days and in two different groups that was conducted at the Aceh Training Center. There were only three males in attendance. While the training started slowly with an extended session on lesson plan development, many following sessions demonstrated practical hands-on mathematics

activities that used low cost and available materials. These materials were available in DBE 2 CRCs.

ii. Science (TOT Takengon)

The science TOT was led by IAIN – RA staff in Takengon. There were many encouraging aspects with the selection of materials, sites used for training sessions and the high level of competence and commitment demonstrated by the IAIN – RA university personnel.

iii. Non-print materials

Progress with non-print materials for these two packages has recommenced. Original developers have been unable to continue due to other pressing university commitments and the awarding of an international fellowship to the US. The non-print materials will now be finalized by the exemplar package reviewers, both of whom worked closely in Aceh with the packages' development and implementation. Additional footage from Aceh has been shot to supplement segments filmed in Jakarta.

b. West Java: Mathematics

In order to improve the Mathematics achievement in the province, West Java selected Mathematics as their last training package. Soon after the adaptation of the package was completed, TOT for facilitators took place in mid February. STWs, KKG 1, KKS 1 and Mentoring 1 were implemented this quarter in all clusters. One of the interesting and new topics in this package is realistic mathematics teaching. In this approach, teachers are expected to make a Mathematics lesson more realistic, meaningful and easy for students. Participants requested more time to practice this approach, which they will have the opportunity to do back at their schools and during KKG 2. Participants commented that they did find a couple of the topics like the nature of Mathematics and authentic assessment too theoretical.

c. Central Java: Science

Central Java has implemented the final science package workshop this quarter, with mentoring and accreditation expected to occur in the next quarter. Observation of training activities highlighted the high level of contextual appropriateness of training content, with many examples of experiments, activities that showcased science in real life and the development and application of simple and low-cost resources.

d. East Java: Science

East Java has adapted and implemented the Science package as the final accredited training package for Cohort 2. At the end of March 2009, TOT, KKG 1 and 2, KKKS 1 and 2 and Mentoring 1 have all been completed. During the mentoring in schools, supervisors who participated found many real differences between the traditional class and the active learning class promoted by the DBE 2 program. They stated that classrooms were more attractive and inviting and better resourced. Students were more confident, interactive, and critical. They based these statements on observations of classroom and participation in the mentoring process; however, some supervisors questioned how the teachers would maintain this approach beyond the DBE 2 project. They suggested that they would like supervisor training in mentoring and that DBE 2 should invite the Kepala Dinas to observe the teacher mentoring process so that he/she would appreciate and support the practice.

e. South Sulawesi: Mathematics

South Sulawesi has adapted the Mathematics training package. This package has strength in terms of content, the mechanism of training and relevance to the needs of the field. The contents of the packages are aligned with the PGSD course, "Teaching Mathematics in primary school" using various models and cooperative and contextual approach. Sessions from the training workshops that teachers found especially relevant and engaging included: Theory and Model on Mathematics Active Learning, Learning Mathematics is Fun, Developing low cost Mathematics Media, and Mathematical Games. For principals and supervisors that they felt the topics on active learning evaluation and clinical supervision were useful and could be applied in schools. Most of the teachers were applying active learning in Mathematics when visited during BPS 1 (mentoring). Although the training was relatively effective, there were still some weaknesses. The teachers still found difficulties and needed more practice in developing good lesson plans in line with the theories they have learned. South Sulawesi conducted TOT in Makassar on January 13-17. STW in all districts had been completed by the third week of February. KKG 1 and KKKS 1 in all districts have been completed by mid March and Mentoring 1 in was completed in Sidrab and Luwu district by the end of March.

f. North Sumatra: Bahasa Indonesia

The TOT for the Bahasa Indonesia package was conducted on February 6-10. All members of the implementing team attended. The TOT process becomes another review process with many more experienced field staff being exposed to the package for the first time. Field staff input is extremely valuable in refining the materials. Some minor aspects of language are distracting from the four major curriculum aspects. An early overview session on text types would provide a more widespread and stronger basis. The session on action plans and roles of STW members was perceived as a DBE 1 RKS component but redress imbalance for future RKS, better developing instructional leaders for DBE 2. The final package in the approved template should be ready by the beginning of next quarter.

g. DBE 2 Exemplar Packages

The selection and publication of exemplar packages commenced this quarter. After extensive review of all training packages developed, DBE 2 selected one training package from each of the subject matter areas to serve as an exemplar. Criteria used for exemplar package selection have focused on pedagogical issues where role modeling of student-centered, active, cooperative, contextual approaches is paramount. Additional consideration was given to the amount of low cost materials, links to CRC and technology evident in the training. Completeness of information and related trainer and mentor guidelines for all stages in the training cycle were used where two products were still considered equal.

The outcome from this process will be an extensive program for teacher development that not only will showcase the DBE 2 training package as a recognizable and linked product, but the materials resource for expansion of DBE 2 into new sub-districts and districts. It is anticipated that many of these materials will be used in the planned joint DBE provincial exhibition workshops where new district representatives will be familiarized with the DBE 2 training process, training staff and materials.

A total of ten packages are to be prepared, nine of which are university accredited. These are detailed in the table below.

DBE 2 Exemplar Training Packages

1. The Foundation Package : Introduction to Effective Learning in Core Subjects	
2. WIAL: What is Active Learning?	
3. Core Subject Packages:	4. School Development Packages:
<ul style="list-style-type: none"> • Bahasa Indonesia • Mathematics • Science • Civics 	<ul style="list-style-type: none"> • Planning and Assessment • Learning Communities • Classroom and Personnel Management • Guidance and Counseling

DBE 2 awaits staffing approval from USAID for personnel to continue with the finalization of the exemplar packages. Even though only nine university accredited training packages have been designated as exemplars, provinces and university partners will be encouraged to publish and showcase their versions of training packages produced. Review and publication data is recorded below. The status of USAID approval of university personnel needed to conduct final review of exemplar packages is noted in the far right column.

DBE 2 Exemplar Packages: Status

Topic	Versions available	Version Selected	Reviewer(s)	USAID personnel approval
National Packages				
What is Active Learning? WIAL	4	National	PSEM	Not required
Foundation Package	1	National	Completed	Not required
Core Subject Packages				
Bahasa Indonesia	4	East Java	Sri Widayati PSEM	Awaited
Mathematics	7	South Sulawesi	Darwing PSEM	Awaited
Science	7	East Java	Lia Yuliah PSEM	Awaited
Civics (Good Governance)	1	Aceh	Susi Fitri PSMA	Approved
School Development Packages				
Planning and Assessment	1	North Sumatra	Mardianto PSMA	Awaited
Learning Communities	2	South Sulawesi	Abdullah Pandang PSEM	Awaited
Classroom and Personnel Management	2	Central Java	Akhmad Ramdhon PSMA	Awaited
Guidance and Counseling	1	Aceh	Gantina Komalasari PSMA	Awaited

h. Skills Enhancement Workshops (SEW)

A SEW is a workshop that is designed by the educational communities and led by MTT to meet the needs of their clusters. SEW guidelines have been revised and disseminated. Topics proposed for SEW will extend management skills and/or teaching and learning processes in schools. They will act as short course trainings to extend the DBE 2 content, skills and/or models.

D. Challenges

A number of ongoing challenges are listed below:

- USAID contracting policy for employees, timeline and impact on expected deadlines
- Monitoring stakeholder compliance with technical support for SEW
- Supporting exemplar package reviewers and UT publication
- Suitable provincial production houses for non-print materials
- Orientation and mobilization of new staff

E. Ongoing Activities and Upcoming Events for Quarter Three, FY09

Activities planned for next quarter include the following:

- Implementation of all training packages completed across Cohort 2
- Review and formatting of exemplar training packages finalized
- Field staff training program developed and shared with provincial teams
- Recruit and train field staff and prepare for roll-out of training package in Aceh expansion districts

III. Cluster Resource Center Update

A. Overview

i. Cohort 1

The progress of the Cohort 1 CRCs in the seven DBE provinces to date has overall been impressive. Although some CRCs still need to improve the management of their basic administration, in terms of the implementation of the four CRC functions (meeting, professional development, information and production), these have been carried out well. KKG and KKKS meetings are routinely held at CRCs, varieties of trainings to support teachers' professional development are conducted (e.g. development of syllabus and lessons plan, how to make and use low cost materials, use of ICT to reinforce active learning, etc), various kinds of information to support teaching and learning and updates of CRC activities are provided, and low cost materials and learning CDs to support the four core subjects are produced. The arrival of ICT equipment and the ICT related trainings (DALI and Intel) expanded teachers' knowledge and add a new dimension to activities in the CRC.

During this reporting period, Intel and DALI training continued to take place at the Cohort 1 CRCs. Being aware of the need for teachers to develop competency with ICT, some CRCs have conducted additional ICT trainings funded by schools for interested teachers. These additional trainings are led by MTTs and teachers who are already proficient in the use of ICT.

The next stage of the CRC program is to have more advanced technology, including Internet connectivity applied in the CRCs. This technology will enable the CRCs and other schools in the cluster to have access to wider global information that they can use to support teaching and learning and also provide greater opportunity for the teachers to participate in the distance education programs.

Initial preparation for this activity has been carried out. Since Internet connectivity is something new for the CRCs, in order to minimize unexpected risks it was agreed that DBE 2 will conduct an initial Internet connectivity pilot in four CRCs in Central Java. The selection of these CRCs was made based on their good progress, preparedness and willingness from other schools in the clusters to participate and fund the equipment needed for conducting this activity as well operational costs for the use of the Internet. The four selected CRCs in Central Java are:

- PSBG Pratiwi Sudharmono (Jepara)
- PSBG Gatot Kaca (Klaten)
- PSBG Ki Hajar Dewantara (Kudus)
- PSBG Diponegoro (Boyolali)

The CRCs concerned have signed a written agreement in which they stated their support for the provision of Internet connectivity including their contribution to the monthly recurring costs.

During this quarter, three out of seven CRC Award winners from West Java, North Sumatra and Nanggroe Aceh Darussalam have submitted their grants applications for the CRC Award prizes. The grants requests were mostly in the form of ICT equipment and additional furniture to support the facilities needed for training. These grant applications have been approved and procurement process is currently underway. Most of the winners have expressed their gratitude towards DBE 2 efforts in stimulating and encouraging competitive intellectuality amongst CRCs and hoped that they can be a role model for other CRCs.

ii. Cohort 2

Based on the monitoring visits that were carried out at two Cohort 2 CRCs in Central Java and three in Aceh in February and March, it was evident that these Cohort 2 CRCs in both provinces have made much progress:

- the physical condition and arrangement of learning materials in the CRCs are well maintained, basic administration is carried out as expected, CRC rules and regulations are implemented, and members of the CRC operational team understands their main duties and functions and are carrying out their roles and responsibilities as required.
- KKG/KKKS meetings and trainings to produce student worksheets, discussion on the development of syllabi and lessons plan, production of low cost materials and guidelines on how to make and use them are being held in CRCs. In Central Java some CRCs have even managed to produce newsletters.

Creative efforts to improve and make the CRCs more active are taking place in some provinces. For example, in East Java, some CRCs have conducted a comparative study to learn on how other CRCs are being managed; in North Sumatra schools in the clusters provide transport allowances to teachers who attend trainings at CRCs.

In February – March, Tier 2 grant applications for CRCs in West Java and Central Java were approved. The procurement process was finalized and all ten CRCs in West Java and eight CRCs in Central Java are now equipped with ICT equipment. Although ICT trainings (DALI and Intel) have yet to be provided for Cohort 2 teachers, MTTs in these two provinces have taken the initiative to empower the CRC operational team with competency on the use of ICT equipment. In Central Java, all CRCs are able to communicate using email and contribute news through *apakabarpsbg*. It is expected that during the next quarter all CRCs in East Java, North Sumatra, South Sulawesi and Aceh will have started to submit their grant applications for Tier 2.

B. Progress/Accomplishments this Quarter

a. Cohort 1

- Monitoring visits were conducted to ten CRCs in Central Java, ten CRCs in South Sulawesi and four CRCs in Aceh. Discussions with MTTs and the CRC

operational team during the visits have resulted in better understanding on some of the administration requirements that were still lacking in the CRCs, the importance of having good management, and things that still need to be improved in the CRCs.

- MTTs and CRCs are working together to encourage teachers to use ICT in teaching and learning. Sixty to seventy percent of teachers in the clusters have been trained on DALI and Intel and ICT training activities are still underway.
- CRCs have managed to motivate teachers in the clusters to make use of the technology available in the CRCs for the purpose of improving teaching and learning in the classroom as well as creating a variety of subject based learning materials.
- Four CRCs in East Java have managed to develop the use of ICT for Internet access purposes (mostly using Telkom Speedy for access). It is hoped that by having internet facilities teachers are able to have access to a varieties of educational information.

b. Cohort 2

- The roll-out of the CRC Management workshop was successfully conducted at the cluster level in Central Java and Aceh this quarter, completing the roll-out of the management workshop in all provinces.
- Self-funded trainings are frequently held at CRCs: training on the production of low cost materials, student worksheets, syllabi and lessons plan development and basic ICT training in the provinces where ICT equipments have been given.
- All CRCs in West Java and Central Java have received their Tier 2 grants: ICT equipment.

C. Challenges

a. Reporting

There are still delays to the submission of monthly reports from MTTs and Provincial Coordinators. This issue has been discussed with DLCs and PCs concerned to ensure timely manner of report submission.

b. Implementation of the Four Functions of CRCs

Although implementation of the four functions of CRCs has been carried out, MTTs and DLCs need to be more involved in assisting and monitoring the CRC activities.

c. Capacity Building for CRC Staff and Relationship with Stakeholders

CRC staff needs to continuously build their competencies so that they can be independent and creative CRCs and support the educational communities. This means that CRCs need to be creative in providing varieties of learning materials and information and to make CRC an interesting place for people to come and use. CRCs also need to work closely together with stakeholders (government, universities, business sectors, LPMP, etc) to ensure continuity of CRC activities and sustainability of CRCs.

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

Plans for Quarter Three activities are detailed below:

- Cohort 1 – pilot Tier 3 grants. After the completion of the pilots for Internet connectivity at four CRCs in Central Java (which is planned to be at the end of April/beginning of May 2009), the Education Technology Officer will provide a comprehensive report on the process and results. This report will give an idea to other CRCs in other provinces of the benefits of having Internet in CRCs. Depending on the needs and support from the clusters, CRCs that are ready to have Internet for their clusters can then start applying for the Tier 3 grants.
- Third DLC meeting. The third DLC meeting to discuss CRC issues will be held in South Sulawesi from April 16 – 17. In one of the sessions the DLC team will be meeting together and discussing with the communication team how they can help in providing the skills for CRC staff to promote CRCs to government stakeholders and get support for the continuity of CRC activities.
- Cohort 2 – ICT equipment. It is planned that by the end of May/June East Java, North Sumatra, South Sulawesi and Nanggroe Aceh Darussalam will have been awarded their Tier 2 grants to be used for ICT training purposes.

Kindergarten Update

IV. Kindergarten Update

A. Overview

The DBE 2 kindergarten (TK) component continued to progress this quarter. DBE 2 finished the second round of Interactive Audio Instruction (IAI) training for Cohort 2 partner TK with a total of five workshops conducted in five provinces: South Sulawesi, North Sumatra, East Java, Aceh, and West Java. As mentioned in the last Quarterly Report, the training is aimed to equip teachers with more knowledge and skills on how to conduct the IAI program in their classrooms, including how to develop low cost materials to support IAI activities. In March 2009, The DBE 2 Jakarta TK Coordinator visited Aceh in order to conduct TK monitoring in three districts: Banda Aceh, Pidie, and Aceh Besar. During this visit, the TK Coordinator met with teachers and MTTs, and observed the implementation of IAI activities in the classroom.



Participants of IAI Kindergarten Teacher Training II in Garut, West Java made games from low cost materials

DBE 2 continued to work with GOI partners UT, Pustekkom and P4TK TK& PLB this quarter to encourage their uptake of IAI materials. Pustekkom is planning to broadcast IAI story segments on Radio Edukasi and P4TK TK&PLB continued to disseminate the IAI program, this quarter taking IAI training to teachers from 29 TK in Gorontalo.

B. Progress/Accomplishments this Quarter

The DBE 2 kindergarten component continued to develop throughout the period, important work taking place both at the provincial and central levels. At the national level, effort towards solidifying a transition strategy for the component continued; and at provincial level, IAI Training 2 took place for Cohort 2 field staff, teachers and principals. In many provinces, district and cluster-level stakeholders continue to express their desire to expand the TK program and in some instances, DBE 2 TK teachers have conducted IAI training for their non-DBE 2 colleagues. Progress and accomplishments are summarized in the sections below.

a. IAI Kindergarten Teacher Training 2 for Cohort 2

DBE 2 rolled-out IAI Training 2 to the remainder of the DBE provinces after commencing the activity in Central Java last quarter. DBE 2 continued to facilitate the training in collaboration with UT, Pustekkom, and P4TK TK & PLB. Training objectives included the following:

- To review experiences to date using the IAI program and brainstorm solutions to challenges that occur when using the IAI program in your classroom
- To learn how to use new “Playing and Learning in Wonderland” materials (letter and number cards, poster etc.)

- To practice animating and building on the IAI program story segment
- To learn how to make low-cost materials that can be used during and after the IAI programs

The training covered lessons such as: “Teaching Letters and Numbers through IAI Program”, “Asking Higher Order Thinking Skills through Poster Activities”, and “Making Low Cost Educational Materials”. Other than teachers/principals from DBE 2 partner kindergartens and MTTs, UT Tutors from each province also attended the workshop.

b. TK Monitoring

The DBE 2 Kindergarten Coordinator visited Aceh to conduct TK monitoring activities this quarter in a total of seven TK. The monitoring allowed DBE 2 to check individual school progress and also to support teachers and principals to conduct IAI program in the classroom more effectively and efficiently. Overall, the results of the visits indicated that the IAI program is being effectively applied in Cohort 2 schools where the program is being used in proper sequence on a regularly scheduled basis. One challenge encountered was that of a broken CD player in Jantho. DBE 2 will work with MTTs to develop an equipment maintenance checklist so that they are better able to regularly check and assist teachers with maintaining the CD players and other IAI equipment. Cohort 1 kindergartens proved to be making much progress in terms of displaying program materials and student worksheets on the walls and demonstrated much enthusiasm for IAI. However, when questioned, a number of teachers admitted to not following the program in sequence because they wanted to rearrange the order of the delivery of the themes. DBE 2 reinforced the need to follow the program in sequence, and discussed with MTTs providing closer support to teachers to ensure that this is happening in all TK.



Teacher in TK Putroe Sani, Sigli, demonstrating how to walk along a line during a segment of the IAI program.

c. UT PG-PAUD

DBE 2 met with UT PG-PAUD staff and discussed the next step of IAI integration which includes approaching Ibu Tian Belawati, Vice Rector I UT, and receiving her formal endorsement. Instead of having IAI program as supplement to PG-PAUD modules as planned earlier, Ibu Tian suggested that UT upload the IAI program into its portal to make it more accessible to all UT students.

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

GOI partners are integral to the development and replication of the TK program. For transition purposes, DBE 2 continues to work with P4TK TK & PLB to ensure professional development and capacity building of their trainers who have national reach. This quarter DBE 2 continued to build P4TK capacity through involving a total of nine P4TK trainers in IAI workshops in Central Java, South Sulawesi, and East Java. All nine trainers had

participated in an IAI TOT at P4TK TK & PLB last quarter. DBE 2 is scheduled to deliver another TOT at P4TK TK & PLB in April 2009.

Pustekkom, a key partner in the development of the IAI program, began planning to broadcast the IAI story segments on Radio Edukasi. Pustekkom is interested in translating the entire program to radio format; however, whether or not they have the funds to lead this initiative remains to be seen. DBE 2 and International IAI Specialist Cecilia Crespo will meet with Pustekkom next quarter to discuss this activity in further detail. IAI story segments are scheduled to air next quarter.

D. Challenges

The IAI integration process at UT did not make much progress this quarter. This is likely due to the transition currently underway at the university, with a new rector likely to be in place next quarter. DBE 2 hopes that once the new rector is installed, the pace of integration activities will pick up once again and that by the end of the fiscal year all IAI materials will be available to UT PGPAUD students.

E. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Three, FY09

Ongoing events and upcoming activities for Quarter Three, FY09 are detailed below:

- DBE 2 International IAI Advisor, Cecilia Crespo, will visit Jakarta next quarter and co-facilitate DBE 2's second IAI TOT at P4TK TK & PLB.
- DBE 2 Jakarta accompanied by staff from P4TK TK & PLB will meet with MONE to talk about IAI program replication.
- DBE 2 will continue to work with UT to integrate IAI program into UT PG-PAUD program.
- DBE 2 will continue to conduct TK monitoring in the seven project provinces.
- DBE 2 will continue to develop TK transition materials and design a TK transition workshop for provincial TK stakeholders and DBE 2 field staff.
- DBE 2 will meet with Pustekkom to further discuss conversion of audio to radio format as well as story segment broadcast.

Active Learning with ICT Update

V. Active Learning with ICT Update

A. Overview

Aside from the ongoing Developing Active Learning with ICT (DALI) training package roll-out and the One Computer Classroom pilot, this quarter DBE 2 ICT activities focused on the launch of a pilot online teacher professional development course titled: Strategies and Techniques for School-Based Follow Up and Mentoring. Additionally the second National ICT Staff Professional Development Workshop was conducted.

B. Progress/Accomplishments this Quarter

a. DALI Rollout

To date, approximately 2,000 Cohort 1 teachers have participated in DALI training activities across DBE 2. The roll-out of DALI is currently ongoing and is expected to progress over the next several quarters. During this quarter, a number of examples of teachers integrating DALI content into their daily lessons were observed.

In East Java, the “Jeopardy Game” training activity, part of the DALI training package, is popular among teachers. The training module focuses on using one computer for the whole class interactively and the East Java ICT Team allows time and opportunity for teachers to trial their version of the game in selected classrooms. This is made possible with the assistance of DBE 2 MTTs. With the dedicated help of Khoirul Anam, an MTT from Magersari cluster, teachers were able to overcome their fear of using ICTs and as a result, teachers in the Magersari Cluster now use the Jeopardy Game in their classrooms with students in order to promote higher order thinking skills.



Ibu Farida Hanim from Padang Hilir, Tebing Tinggi, North Sumatra adapted DALI Modules for her English lesson

Students in East Java participate in the Jeopardy Game activity using one computer for whole class interactivity

b. One Computer Classroom Model Pilot

As planned, the One Computer Classroom pilot was launched this quarter through a series of province-based one-day workshops. The workshop introduced three learner-centered

activities which utilized a variety of software applications for teachers from the 20 schools selected to participate in the pilot. The schools that were selected are in Binjai, North Sumatra; Indramayu, West Java; Tulangan, East Java; Karanganyar, Boyolali, Klaten and Jepara, Central Java; and Pangkep, South Sulawesi. A series of ongoing school-based mentoring activities was conducted in order to provide support and assistance to participant teachers so that they can integrate the activity into their own lesson plans and classroom activities. Although smaller in scale, this pilot is expected to build teachers' confidence with using technology and provide students with the opportunity to have a hands-on technology experience.

Thus far, the teachers have demonstrated their enthusiasm for the pilot by their willingness to dedicate time to adapting the activities and developing their own curriculum-related content. DBE 2 provincial ICT Teams work in pairs to reach the teachers and provide them with hands-on assistance.

c. Online Course Pilot - Orientation

After months of preparation, DBE 2 launched its Online Course Pilot: Strategies and Techniques of School-based Mentoring and Follow Up. The launch took place on March 23 – 24 with a two-day orientation. The course was facilitated by EDC Senior Technology Specialist, Mary Burns; DBE 2 ICT Training Officer, Petra Wiyakti Bodrogini; and DBE 2 Education Technology Officer, Winastwan Gora; and involved 12 DBE 2 participants and 7 representatives from MONE partner institutions (PMPTK, LPMP, and P4TK).

In this orientation, participants were very enthusiastic and showed eagerness to learn more about the online course pilot which included a session on how to create good discussion group postings, involvement in active reading activities, and more importantly – what it takes to be a successful online learner.

The online professional development course will be delivered over a period of three months during which time participants are expected to be fully engaged. The course uses a Moodle interface and consists of eight online sessions to equip teacher trainers in implementing school-based follow up. Several of the online sessions require participants to conduct work in schools with teachers and based on their experiences they will reflect on their learning and create an electronic portfolio (e-portfolio) as a product and requirement of this course.

d. National ICT Staff Training

This five day training in Kudus was conducted to provide professional development for DBE 2 ICT staff. The training was facilitated and prepared by EDC Senior Technology Specialist, Mary Burns and co-facilitated by the DBE 2 ICT Training Officer. Several new activities were presented during the training and implemented to add to the DALI

ONLINE COURSE

1. *Understanding the importance of follow up in teacher professional development*
2. *Getting started with school-based follow up*
3. *Using technology to support improved instruction*
4. *Facilitating teacher conversations*
5. *Co-teaching*
6. *Observation and feedback*
7. *Technology and follow up*
8. *Options for school-based professional development*



Left: Vince Costa (DBE 2 Central Java Provincial Coordinator); Drs. Subiantoro (Central Java LPMP); and Mary Burns (EDC Senior Technology Specialist in the Online Course Orientation Opening Ceremony) Right: Participants from MONE and DBE 2 collaborate in group discussion

training module repository. These activities provided ready to use content for primary school students to participate in a science-based lesson (Simple Machines and Endangered Species) by means of Collaborative Group and Project Based Learning strategies.

Participants were also engaged in professional development activities focusing on how to be a good facilitator in both small group discussions and the whole class environment. Rubric assessment methodology was also probed to equip the ICT Teams with knowledge and skills on how to use the appropriate formative assessment technique for active learning activities, particularly with DALI.

C. Challenges

a. Facilitating the Online Course Pilot for Two Audiences

The online course pilot involves two groups of participants; those from DBE 2 and those from the GOI. The challenge is that there are two groups of participants that have very different levels of experience and skills with regard to the teaching and learning process as well as the use of technology. The GOI staff expressed their concern about the time that is required to fully participate in the online course in order to meet all the course requirements due to their own professional commitments. DBE 2 sent out letters to PMPTK, LPMPs, and P4TK requesting that participants be granted the time away from their job so that they could fully participate in the online course pilot. Based on distribution of the letters, the GOI participants felt more confident that they will have sufficient time to move ahead with the course.



Mary Burns facilitated DBE 2 ICT Teams in using various Web 2.0 software to create Project based learning products

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

a. DALI Training Roll-out and One Computer Classroom Pilot

DBE 2 provincial ICT Teams will complete a final round of DALI training package roll-out for Cohort 1 next quarter prior to commencing the activity in Cohort 2 clusters. The One Computer Classroom pilot is now at the phase of providing assistance in co-teaching, providing feedback, and class observations. Between meetings, teachers participating in the pilot will need to adapt one computer activities before launching them with their students.

The online course will be ongoing until June 2009 and mid-term as well as final evaluation will be carried out for further inputs. Content, administrative, and technology support will be provided for participants during the course to give the utmost facilitation and reduce the potential for drop-outs.

b. Piloting CRC Internet Connection

DBE 2 is conducting an Internet connectivity pilot focusing on to test 1) how the Internet should be introduced at the CRC-level; 2) trialing Web 2.0 tools as means to create online community; and 3) searching for and creating more resources online. This way, DBE 2 provides both infrastructure and activities which will ensure sustainability. The initial training will be delivered jointly by Provincial ICT Teams, and onward, it is expected that the activities can be self-managed and administered by CRC stakeholders.

Public-Private Alliance Update

VI. Public-Private Alliance Update

A. Overview

This quarter Intel Teach and Bird's Head Education alliances continued to make good progress and DBE 2 provided assistance to educators in Central Java through DBE's Education Response Alliance (ERA) with ConocoPhillips. A separate report was prepared for the Bird's Head Education Alliance and it will therefore not be profiled under this alliance update. The provincial-level roll-out of the Intel Teach alliance started this quarter and training continued for Master Trainers. DBE 2 also conducted a competitive selection process to identify two candidates to attend an Intel-funded workshop in Vietnam that will focus on Intel Teach best practices. ConocoPhillips Alliance activities took place in January and included a series of workshops for principals and teachers designed to build capacity to select appropriate non-textbook reading materials and apply active learning reading strategies in the classroom.



DBE 2 ERA book selection training activity with teachers in Klaten

B. Progress/Accomplishments this Quarter

a. Intel Teach

- The Open University finalized their implementation plan to conduct the Intel Teach evaluation. The evaluation was delayed again due to a personnel change in the Open University evaluation team.
- A total of 212 Master Trainers were trained this quarter bringing the overall total to 622 Master Trainers under the Intel Teach alliance.
- All provincial roll-out plans were reviewed by DBE 2 Jakarta and the provincial roll-out training activities have started in each province. A total of 382 Participant Teachers were trained this quarter.
- DBE 2 began to discuss the timing of the Intel Teach activities for Cohort 2 and will begin developing a draft implementation plan.

Intel Getting Started roll-out for Cohort 1 schools, including number of Master Teachers (MT) and Participant Teachers (PT) trained is detailed in the table below.

Intel Getting Started Roll-Out: Cohort 1

Province	Status	Number of Clusters		Number of Teachers Trained		Projected End Date
		Completed	Remaining	MTs	PTs	
NAD	Completed	5		35	156	February 2009
North Sumatra	Just Started (Mar 30)	1	8	23		2 nd week of May 09

Province	Status	Number of Clusters		Number of Teachers Trained		Projected End Date
		Completed	Remaining	MTs	PTs	
West Java & Banten	On going	10	2	200	218	2 nd week of May 09
Central Java	On going	8	2	174	TBD	2 nd week of May 09
South Sulawesi	On going	7	2	133	18*	2 nd week of May 09
East Java	On hold	4	4	80		TBD

* data from Jenepono cluster only.

b. ConocoPhillips

Early in the quarter, DBE 2 implemented a series of principal meetings and master teacher training workshops in Klaten and Yogyakarta designed to ready principals and teachers to take advantage of the \$1,000 reading materials grant being provided to each of their schools through the Education Response Alliance (ERA) program. DBE 2 met with 105 principals and master teachers from a total of 35 primary, middle and high schools, in order to discuss approaches to selecting suitable non textbook reading materials, share booklists, and enhance teachers' skills in implementing active learning-based reading activities in their classrooms. The objectives of the master teacher training of trainer (TOT) workshops were to provide two master teachers from each participating school with the skills to:

- evaluate reading materials and select non- textbook reading materials that are suitable for use in their classrooms and schools and to work with their colleagues and DBE 1 to prepare a list of suitable reading materials for their school based upon the DBE 2 book list
- implement active learning-based reading activities in their classroom and instruct their colleagues on how to implement such activities
- complete an action plan detailing how and when they will implement book selection and reading activity training for the teachers in their schools

Following the two-day TOT, master teachers returned to their schools equipped to work with their colleagues and DBE 1 to develop their book procurement lists for their Education Response Alliance reading materials grant.

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

The DBE 2 worked closely with DBE 1 in order to implement all ERA activities in Central Java. DBE 2 training for teachers and principals was designed to compliment the small grants to be provided by DBE 1 to schools. DBE 2 also continues to assist DBE 3 as it implements Intel activities for junior secondary school teachers.

D. Challenges

At the end of the quarter, DBE 2 Jakarta's Information Officer, who has been coordinating Intel Teach activities, left the project to pursue a new career opportunity. DBE 2 anticipates a new Information Officer will be in place midway through next quarter.

E. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Three, FY09

ERA Alliance activities completed this quarter but a number of Intel related activities will continue throughout the next:

- The roll-out of the Intel Teach alliance training will continue to take place in each DBE province. DBE 2 and Intel will make several visits to observe and monitor the training activities to ensure that the quality of the training meets program requirements.
- DBE 2 will prepare a proposal for expanding the Intel Teach alliance and request additional PPA funds to carry out the new activities. There will be two new areas of focus under the proposed alliance expansion: 1) integration of the Intel Teach curriculum into the pre-service teacher training programs at select DBE 2 university partners; 2) a pilot of Intel Teach Essentials, the next level of Intel training, training in up to four DBE 2 CRCs using an online approach.

VII. Active Learning for Higher Education: Bird's Head Education Alliance Update

A. Overview

This quarter, DBE 2 Jakarta provided the final capacity development training activity under phase one of the Bird's Head Education Alliance focused on training for FKIP faculty and students at the University of Cendrawasih (UNCEN) in Jayapura, Papua. The training program, Active Learning for Higher Education (ALFHE) was designed to improve the quality of teaching and learning skills of lecturers and students at UNCEN with a particular focus on active learning. Prior to implementing the ALFHE program at UNCEN teacher training faculty, DBE 2 conducted the needs assessment in order to tailor the activity to the needs of the institution. The ALFHE program consists of a series of activities including: (1) Active Learning in School (ALIS) workshop and school visit, (2) Active Learning in Higher Education (ALIHE) workshop, (3) implementation and supervision of Active Learning in Class, and (4) portfolio assessment and student feedback.

At the close of the quarter, all four ALFHE training activities have been completed under phase one of the alliance. The ALIS workshop and school visit, ALIHE workshop, implementation and supervision of active learning in class and portfolio assessment and student feedback were conducted by a team from DBE 2 Jakarta. A total of 27 UNCEN FKIP lecturers were trained this quarter, representing a total of 30 FKIP faculty members.

As a part of the professional development activities, the portfolio exercise is a critical element of the training program. Through the portfolio exercise, lecturers learn how to develop a portfolio by collecting key work products as well as learning to assess the collection of work. By collecting and assessing their portfolio, all lecturers will have evidence to support and validate their own professional development. Lecturers can also use these materials as a form of feedback for follow up or as research materials to enhance their teaching practices. The focus of portfolio collecting is, therefore, not just focused on teaching and learning but also provides research support for teaching strategies. The portfolio activity also included an effort to collect student feedback.

B. Progress/ Accomplishments this Quarter

Under the alliance, the activities that took place this quarter were portfolio assessment, student feedback, and presentation of results.

a. Portfolio assessment

The portfolio assessment training was conducted during the week of January 18. A total of 27 FKIP lecturers participated in the training and the goal of the training



was to assist the lecturers in reflecting on their teaching experience through documentary evidence and to develop a professional portfolio. A portfolio assessment instrument was used to assess the portfolios and the results were divided into three categories: very competent, competent and not yet competent.

b. Focus Group Discussion for Student Feedback

On January 21, a Focus Group Discussion (FGD) was held to facilitate discussion on the teaching and learning process based on the lecturers' experience with implementing an active learning strategy in a classroom setting. A total of 54 students participated, representing PGSD and non-PGSD students. Data collected from the FGD indicates that all of the 27 classes offered by UNCEN FKIP are implementing active learning (PAKEM) method. The students also indicated they felt more confident and satisfied after their lecturers used active learning strategies in their classes.



c. Presenting Results of the Portfolio Assessment

The results of the portfolio assessment activity were presented on January 22 at the Uncen FKIP auditorium. The Vice Dean for Academic Affairs participated in the activity during which participants also reflected on all activities under phase one of the alliance.



The results of portfolio assessment were as follows: 16 participants were rated very competent; 10 were rated competent; and, 1 not yet competent. The participants also reflected on and shared their experience in developing a portfolio and on the in-class teaching and learning activity. All of the facilitators/lecturers expressed their appreciation regarding the work of the participants and how happy they were to work with DBE 2. All portfolio documents have been sent back to the participants and all participants received a portfolio assessment certificate.

C. Challenges

Following phase one of the alliance, the challenge will now be to achieve the sustainability goal of having UNCEN replicate the ALFHE training. UNCEN will be responsible for the management, implementation and funding required to roll-out ALFHE to all faculty members. DBE 2 will monitor and supervise the roll-out in FKIP Uncen.

D. Upcoming Activities

In Quarter Three DBE 2 plans to conduct a number of important activities related to the ALFHE program:

- Monitoring and supervising the roll-out of ALFHE program in FKIP Uncen.
- Implementation of phase two of the Bird's Head Education Alliance. It is anticipated that the first activity under the second phase of the alliance will begin in May 2009.

University Partner Update

VIII. DBE 2 University Partner Update

A. Overview

Quarter Two saw the continuation of DBE 2 university initiatives at the national and local levels. At the national level, DBE 2 continued to provide technical assistance to the Open University (UT) through university partner Florida State University (FSU). FSU also provided ongoing technical support to action research teams in target provinces. Additionally, important progress was made at the UT in relation to the accreditation of DBE 2 training packages. At the provincial level, DBE 2 teams completed with university partners the adaptation of the final round of training packages and began implementing training activities across all Cohort 2 clusters. DBE 2 also finalized workplans and budgets with FSU and the University of Massachusetts (UMass) detailing technical assistance that will be delivered during the remainder of the DBE 2 project. And finally, the five USAID-DBE 2 fellows at FSU, UMass and the University of Pittsburgh (Pitt) continued to make progress towards the completion of their master's degrees.

B. Progress/Accomplishments this Quarter

a. SKS from UT

In addition to the nine Training Packages that had already been awarded SKS from UT, the Dean of FKIP issued another decree on January 29, 2009, granting SKS to three additional DBE 2 packages that have been developed with the Universitas Negeri Makassar (Bahasa Indonesia), Universitas Negeri Surabaya (Math) and Universitas Negeri Medan (Science).

b. University Partners collaboration with FSU

FSU representatives Dr. Jeffrey Milligan and Michael Young carried out a two-week trip on February 28 - March 14 to meet with members of the action research teams at the Open University (Jakarta), Universitas Tirtayasa Sultan Ageng (Serang, Banten), Universitas Negeri Medan and Institut Agama Islam Negeri Sumatra Utara (Medan, North Sumatra) and Syiah Kuala University, Institut Agama Islam Negeri Ar-Raniry, and Universitas Muhammadiyah (Banda Aceh, Aceh). The purpose of the trip was to:

- review initial analysis of data gathered by the teams;
- identify and plan interventions based on initial research;
- plan data gathering on proposed interventions;
- make preliminary plans for July-August 2009 final workshops; and,
- discuss preliminary plans for a proposed action research conference to be held late in 2009.

Prior to the FSU visit, all action research teams had completed at least one round of data collection and all teams had had started to transcribe at least some, if not yet all, of their data and all teams had conducted preliminary analysis. FSU and the action research teams

discussed their preliminary observations as the foci for a second round of data collection in schools which will be completed by August. Activities agreed to be completed by July/August include the following:

- Complete holistic and categorical analysis of current data
- Plan for and conduct a second, more focused round of data gathering
- Analyze second round of data
- Plan for interventions
- Conduct interventions
- Gather and analyze data on interventions

FSU also planned with university partners and action research team members final dates for action research workshops, all of which will take place by mid-August. Planning for a national action research conference commenced and discussion surrounding the publication of the teams' research continued. The national conference is tentatively scheduled to take place between October and December, 2009. FSU also met with UT to discuss long-term technical assistance to UT to assist with the development of distance education initiatives, specifically online pedagogy.

Special FSU assistance to Unsyiah FKIP is detailed in Section XIV of this report.

c. USAID-DBE 2 Fellows

Five USAID-DBE 2 fellows are now in the US pursuing master's degrees in education-related areas of study. All fellows are expected to complete their programs by the end of the 2009 calendar year. Further details are provided in the table below.

USAID DBE 2 FY09 Master's Fellows

DBE 2 University Partner	Fellowship	US University	Number
Unsyiah	Facilities Management	Pitt	1
IAIN	Research and Evaluation Methods	FSU	2
Open University	ICT and Education	FSU	1
Puspendik	Education Assessment	UMass	1
Total			5

C. Challenges

DBE 2 is taking steps to guide the development of the University Consortium into something more than just a mechanism for bi-annual meetings. To this end, Pitt has valuable technical expertise to share with Consortium members; however, distance and lack of reliable communication channels have stood in the way of the Pitt team being able to provide the regular support needed. In order to respond to this challenge, DBE 2 has proposed hiring two part-time (50%) University Consortium Consultants (UCC), one based at university partner UNM in East Java where the vice-chair of the Consortium sits and one at university partner UNS in Central Java where the chair of the Consortium sits. The UCCs will foster relationships among University Consortium members and between University Consortium Members and DBE 2 US university partners Pitt, FSU and UMass. The UCCs will also be instrumental in liaising with DBE 2 to integrate DBE 2 best practices for professional

development into university faculty professional development and quality improvement programs. DBE 2 now awaits USAID approval of the two candidates proposed.

Due to continued delay in USAID approval of the modified DBE 2 contract, this quarter DBE 2 had to again delay the roll-out of the Active Learning for Higher Education (ALFHE) training package, much to the dismay of university rectors and faculty.

D. Ongoing Activities and Upcoming Events

Activities planned for next quarter include the following:

- Conduct the 9th University Working Group Meeting and the 5th University Consortium Meeting both of which will be held in Bandung, West Java, during the first week of June, 2009. The meetings will be hosted by Universitas Sultan Ageng Tirtayasa.
- Upload DBE 2 products to the UT Digital Library.
- Involve university partners in the provincial-level DBE best practices workshops to be conducted next quarter.
- Upon receiving USAID approval, contract the two UCCs.
- Upon receiving USAID approval, conduct the National TOT for ALFHE program.
- Follow up ALFHE training in Jayapura and Bintuni, West Papua
- Review the final round of Adaptation Packages by university partners with UT.

Transition Update

IX. Transition Update

A. Overview

During this quarter, transition-related activities at the Jakarta continued to focus on kindergarten (TK) program transition (please see the TK section for details). The ALFHE transition activities were postponed again awaiting USAID approval of the revised SOW. The DBE 2 partner universities expressed their disappointment of the further delay in starting the ALFHE national training and subsequent roll-out at each university.

In order to plan and implement provincial level transition activities more effectively, DBE 2 Provincial Offices continued to develop and implement provincial transition plans this quarter. This development and implementation process will be ongoing for the remainder of the program. DBE 2 has presented these transition plans USAID Education Office. During the last quarter, individual provinces have presented their transition plans to local governments and partner agencies such as Universities, LPMP and UT so that planned activities can achieve intended target outcomes.

The Working Group on Sustainability has been active and met several times to plan coordinated transition activities among DBE 123, most notably the provincial best practice workshops. The Working Group has also coordinated to discuss the collection of data on the replication of best practices by local government and partner organizations.

B. Progress/Accomplishments this Quarter

a. Planning for Collection of Transition Data

Over the last quarter, DBE 2 has made considerable progress in formalizing sustainability indicators, establishing data collection instruments and procedures for data collection that will allow the project to show progress against sustainability indicators. Reports on progress in promoting sustainability will become more robust as time goes on and plans have been made to collect data in each province and to aggregate that data to the national level. This data and reporting will supplement the large amount of data on impact that is already being collected and reported on a regular basis.

To date, DBE 2 provincial teams have collected data on Local Government/Stakeholder support of DBE 2 activities in DBE districts as well as on transition/dissemination activities. Data collected so far shows a great deal of stakeholder replication of DBE 2 interventions to non DBE schools. This is broadening the impact to many schools and educators that are beyond the numbers of participants in DBE 2 funded activities, and it is achieving results in a much broader geographic area than that reached by direct program implementation. This trend has been observed and documented in several provinces. Better documentation in a more uniform manner is has been planned and will be implemented in the next quarter.

This data also shows that a great volume of the replication of DBE 2 activities has been funded from numerous sources at the sub-district, school and community levels. This is significant because large numbers of educators are being trained using non-APBD funding. This data has not been adequately captured by data on replication that used APBD allocations as a proxy measure of the extent of stakeholder buy-in for replication. Sub-district, or school and such 'other' funding may in fact be more efficient, more cost effective and encourage greater ownership than activities funded through district APBD funding. Evidence collected thus far shows this trend is widespread across program provinces, more data is being collected during the coming reporting period so that a more detailed national picture can be formed.

The new instrument being drafted for use in all provinces will be implemented in the field using a single set of instructions. This will allow the project to collect data that is well aligned to sustainability indicators, and facilitate aggregation of data to the national level. Results from this effort are expected to be available during the coming quarter.

The draft instrument and the processes that have been planned so far have both been presented to DBE 1 and DBE 3 through the replication/sustainability working group. The intention of this coordination is to encourage use of shared definitions (such as what constitutes a formal 'replication event' and what does not) and to explore ways to make data cross-comparable. DBE 2 realizes that USAID has taken a bold step to invest in sustainability rather than to scale up the program with a third cohort as originally devised; and the project plans to provide as thorough documentation as possible of the kinds of transition activities that are undertaken across the provinces.

b. Planning for Provincial Best Practice Workshops

This quarter DBE collectively began to plan for an all-DBE PC meeting to be held in Jakarta in late April. This meeting will finalize planning for provincial best practices workshops scheduled to take place in the coming quarter. The meeting will produce agreement between the three DBE components regarding budgets, cost sharing and administrative arrangements as well as terms of reference for each province's best practice workshop.

It is expected that execution of these workshops will vary slightly from one province to another. Transition strategies will succeed or fail based on the project's ability to garner stakeholder support in terms of funding, commitment of personnel and continuous reinforcement from local leadership. To succeed in achieving sustainable implementation of program interventions under non-program funding, and to reach an expanded number of beneficiaries transition strategies must be tailored to fit within each provincial context. This may lead to slight differences between provincial best practice workshops.

C. Challenges

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

The continuing challenge for DBE 2 transition is the number and scope of DBE 2 components and best practices, and the complexity of the skills and processes involved, plus balancing

the demands of transition with the implementation of new activities outlined in the revised DBE 2 scope of work. Though fundamental core principles ground all DBE 2 transition activities, at the field level, each province has adjusted its transition targets and approaches to its unique stakeholder context, as well as the varying degree of each district's readiness to implement transition activities. This decentralized approach to the development of provincial strategies and to the execution of activities within each provincial context is a key feature of the DBE 2 approach to promoting sustainability across the program.

Given the different aims, activities and implementation strategies of DBE 1, DBE 2 and DBE 3, meaningful and coordinated collaboration on the implementation of transition activities will likely remain ungainly. As one example, the provincial best practice workshops that have been successfully planned in coordination with the other DBE components will face challenges in the coordination of finances and administration within each joint provincial office; although great efforts have been made to coordinate effectively, the process is neither easy nor expedient. DBE 2 hopes that the sustainability working group will continue to function as a vehicle through which effective collaboration strategies can be discussed and determined.

Another evolving challenge noted regards coordination with Indonesian government agencies. During this reporting period at least two provincial DBE offices were formally requested to sign agreements or MOUs with local governments (province or district) in recognition of their collaboration in ongoing joint efforts to improve the quality of basic education. In both cases this was expected to take place at a profiled public event. USAID regulations restrict implementing partners from signing such agreements, and provincial DBE components have politely declined requests to formally sign such documents. In cases documented so far, provincial offices have suggested that GOI agencies involve USAID but deadlines have been unrealistically last minute. As a result, USAID participation has not been possible. To date this situation has not damaged DBE 2 relationships with stakeholders but there is the potential of raising tensions between the program offices and local government partner agencies. It would be wise to anticipate further requests for public, formal handover of aspects of each DBE intervention to relevant partner organizations as DBE interventions are sought for adoption by local governments, LPMP, university partners or other related GOI agencies. It would be useful for USAID to consider a policy for formalizing such agreements and for making representation available so that they and local governments can jointly and formally celebrate the success of the program so far and institutionalize successful best practices that are recognized by DBE counterparts.

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

The following transition activities are planned for next quarter:

- With DBE 1 and 3 continue with national and provincial planning and execution of the provincial best practice seminars in all provinces but Aceh
- Collect data on transition indicators in all provinces using a centrally formulated instrument
- Monitor independent, government-funded university delivery of DBE 2-developed training packages in Central Java

- Roll-out ALFHE at partner universities
- Conduct second round of training of trainers workshop at P4TK TK&PLB on DBE 2 IAI TK program
- Update provincial transition plans

X. GOI Outreach Update

A. Overview

During this quarter, Government of Indonesia (GOI) outreach activities focused on the transition of DBE 2 best practices to the GOI and its institutions. A number of concrete activities and plans were identified and carried out both by DBE 2 and its GOI stakeholders. It appears that Jakarta level outreach is beginning to attract the attention of the Directorates General and the high level officials in the Ministries. This should assist DBE 2 transition in the future as efforts to expand transition activities with stakeholders at all levels moves into high gear in 2009.

B. Progress/Accomplishments this Quarter

a. DBE 2 Program Expansion in Aceh

A one day meeting was held by DBE 2 with Dinas and Depag from nine districts/cities on October 14-16 in Banda Aceh as part of a feasibility study looking at expansion of the DBE 2 project in Aceh. A total of 33 participants attended the meeting including Kepala Dinas and Kepala Kantor Depag, or their representatives from the districts of Sabang, Pidie Jaya, Aceh Barat, Nagan Raya, Aceh Barat Daya, Aceh Jaya, Lhokseumawe, Bener Meriah, Aceh Utara, and Banda Aceh. All participants expressed their keen interest to participate in the proposed expansion.

b. DBE – USAID Road Show

As part of a general strategy to promote DBE program sustainability and to raise stakeholder awareness of DBE best practices, a DBE road show was carried out in each province. In each province, representatives from USAID, Kemko Kesra, PMPTK and Dikti, MONE, and Islamic Higher Education, MORA met with representatives from the provincial and district governments, Dinas Pendidikan and Kanwil Depag to review DBE program accomplishments and to solicit inputs on DBE program successes and short-comings. Following this meeting, the group made school visits to selected primary schools, kindergartens, Cluster Resource Centers and other DBE program facilities. In general, the GOI representatives were very impressed with the accomplishments of the DBE 2 project. All provincial and district governments requested continuing support from the DBE program. DBE took this opportunity to discuss the concept of transition and expansion using provincial and district resources. All provinces have initiated programs to transition DBE best practices to the districts using their own funds.

c. HYLITE Video Conference

DBE 2 attended a video conference on the operation of the HYLITE Consortium on November 19, 2008, at the DG of Higher Education (MONE) office. Ten HYLITE Consortium members who conduct online education programs for primary school teachers

participated in the conference. The participants included Universitas Hasanuddin, Universitas Muhammadiyah Makassar, Universitas Sriwijaya/ UNSRI, Universitas Atma Jaya, Universitas Tanjungpura/UNTAN, Negeri Yogyakarta, UHAMKA Jakarta, UNILA Lampung, UNHALU, Muhammadiyah Malang and SEAMOLEC). In his opening remarks, Pak Fasli Jalal, the DG of Higher Education, reminded the participants of the magnitude of the problem facing them regarding the number of under-qualified teachers, and the importance that the GOI is placing in the HYLITE programs to assist with solving the problem. The DG referred to higher GOI expectations from the HYLITE Consortium in 2009, and the need to decentralize activities and funding with greater involvement and financial assistance from local governments. During the question and answer session, the Consortium members raised problems and challenges with program management, ICT-phobia among teachers, changing partners due to rotation of local government officials, Internet access problems, particularly with Jardiknas, and student recruitment. The issues raised indicate areas where USAID and DBE 2 can provide assistance in the future.

d. DE Assessment Study

DBE 2 is providing assistance to the GOI to improve the use of distance education in its plans to upgrade the capabilities of primary school teachers. An assessment study is being jointly conducted by a team representing DBE 2, MONE and MORA. The Center for Education Innovation and Policy Research; Directorates General of Higher Education and PMPTK represent MONE on the team, and the Directorates General of Islamic Education and Islamic Higher Education represent MORA. The team also includes members from UT and UWIN Jakarta (see Transition Section for more details on the study).

e. Meetings with GOI Stakeholders

The UT is the largest distance learning institution in Indonesia. UT's participation in the distance education study is critical for the study's success and acceptability. DBE 2 discussed UT's participation in the study very early in the planning process. The UT Rector, Professor Dr. Atwi Suparman, gave DBE 2 his views on the areas of greatest interest for improving the effectiveness of the UT education programs. These areas include the following:

- ICT training for teachers to support the online components of the UT programs
- ICT training for UT staff both in Jakarta and at the UT provincial offices
- Improving online tutorial training
- Expanding the online and ICT-based components of the programs.

A meeting with the DG of Islamic Education, MORA was held on November 26, 2008. The meeting was held to get the DG's views on distance education opportunities for training teachers at Islamic schools. The Director General strongly supported the distance education assessment, and gave his personal support to the use of distance education for Islamic schools. He noted that while he was the Dean of FKIP at UPI he initiated a "dual mode" system for in-service training that used distance learning activities along with face-to-face tuition. He found that this dual approach worked well. After he assumed his post as the DG of Islamic Education, he promoted the "dual mode" system in some of the Islamic higher education institutions.

f. Strengthening the Existing Partnership with P4TK

As a follow-up to the visit made by DBE 2 to P4TK TK/PLB, Bandung, a meeting was convened at the DBE 2 office on November 25, 2008. At this meeting, DBE 2 also invited P4TK Science, Bandung, and P4TK Mathematics (Yogyakarta) to discuss ways of strengthening the P4TK partnership. While P4TK TK/PLB has already agreed to use the DBE 2 IAI Kindergarten Program, they indicated that they would like more TOTs for their instructors. In addition, the Director suggested that DBE 2 develop guidelines on how to implement the kindergarten evaluation program. P4TK Science noted that several P4TKs have been assigned to develop learning packages on Science, Math, Social Studies and Language and would like to use the DBE 2 Training Packages as a starting point. DBE 2 is arranging to give electronic copies of all DBE 2 training packages to the P4TKs. A national level workshop introducing the DBE 2 training packages and process was recommended. The P4TKs are willing to commit its own resources for support this national level workshop.

g. The CRC Best Practices Conference

To strengthen collaboration between DBE 2 and MONE/ MORA, DBE 2 invited the Directorate of Education and Training to jointly organize a CRC Best Practices Conference to recognize CRC excellence and to share CRC best practices. The Conference was held from December 10-11, 2008. Two MONE staff members were assigned to be part of the organizing committee. This forum was also used to showcase CRCs as a facility for teachers' continuous professional development with the Director General of PMPTK, Dr. Baedhowi. The DG made a one hour presentation during the conference underlining the importance of the DBE 2 project, particularly the CRCs. He showed his appreciation for the concrete results and high standards of the DBE 2 program, and said that it should be adopted for use in supporting MONE programs.

The same appreciation and support was expressed by the Director of Madrasah Education, MORA, Pak Firdaus, and the Director of Pustekkom, Dr. Lilik Gani. Pak Firdaus asked his staff to plan and budget for CRC expansion to support more Madrasah. Dr. Lilik was pleased to see DBE 2 promoting the use of simple and low cost technologies for Internet connectivity. He noted that this strongly supports the GOI policy on promoting the use of ICT for teaching and learning. He expects that the CRCs can be used as access points for teachers as part of the Jardiknas network.

In order for teachers to view TVE, Channel 2, programming for teachers, he strongly recommended that DBE 2 provide a satellite disk at each CRC. He agreed that Pustekkom can provide all the necessary information on the program and broadcast times. He even suggested that video-on-demand could be arranged in those CRCs where a large number of teachers will be served.

Pustekkom's interest and support for the CRC Conference was further demonstrated by their willingness to cover and document the CRC Award event, and broadcast it through TVE 2 with no cost to DBE 2.

h. Official Request from PMPTK

An official letter from the Director of Education and Training, DG PMPTK, was sent to DBE 2 on December 23, 2008, requesting more information on the DBE 2 Training Program including CRCs and copies of the Accredited Training Packages. DBE 2 arranged to provide the DG with the following materials during the first week of the next quarter.

- Report on the CRC Best Practices Conference
- Brief on the DBE 2 Project including DBE 2's achievements and challenges
- List of CRCs
- Electronic copies of all DBE 2 training packages, the ICT Dali Training Package with videos

C. Challenges

The continuing challenge with GOI outreach is to be able to maintain the attention and commitment of high level GOI officials. Good results and best practices are the best means of overcoming these challenges. DBE 2 will continue to showcase and share its best practices not only in Jakarta but also with provincial and district stakeholders in the quarters to come. GOI outreach will increasingly be linked to the DBE 2 transition strategy and activities.

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

Activities for next quarter include the following:

- Complete the Distance Education Assessment Study
- Conduct a one day Seminar on Distance Education
- Send DBE 2 training packages to the P4TKs
- Organize national level TOT for the P4TKs
- Follow-up with Pustekkom on the connecting DBE 2 CRCs to the Jardiknas network
- Schedule TVE, Channel 2, education programming for reception at selected CRCs with TV reception capability

XI. Monitoring and Evaluation Update

A. Overview

This quarter marked the preparation period for intensive school-level data collection in both Cohort 1 and 2 schools and continued student performance assessments in Cohort 1. To address these main activities two M&E coordination meetings were held. Instrument revision and preparation for data collection were undertaken in January and February. The recruitment and training of temporary data collectors was completed by February. Building on last year's experiences, data collection began earlier this year to ensure all sample schools could be reached before school closures in May.

B. Progress/Accomplishments this Quarter

a. Instrument Preparation

Several instruments were revised and reformatted for school-level data collection this year, including the classroom observation, school assessment, school management assessment, trainee satisfaction survey, stakeholder survey, student and teacher attendance forms, and cluster resource center evaluation. Data entry formats for these instruments were adjusted accordingly. Instruments to be used at the close of the academic year were also reviewed and revised at this time.

b. Recruitment and Training of Temporary Data Collectors

Twenty-three data collectors were recruited to assist in DBE 2's widespread data collection effort across all seven project provinces. As the majority of the recruits had served as data collectors last year, training conducted by the provincial M&E coordinators was geared towards refreshing participants on instrument content and data collection simulations in nearby schools. Due to newly instated USAID approval processes, data collection schedules were delayed while awaiting approval for the hire of short-term data collectors. Fortunately, this will not significantly affect the whole data collection timeline.

c. Data Collection

This year's school assessment was scheduled earlier to accommodate the national general election and Grade 6 final exam to occur in April and May, respectively. For this reason, data collection began in this quarter and is scheduled to continue through May 2009. Primary student post-tests were also conducted in Cohort 1 schools in the last two weeks of March. Twenty-four testers from the University of Padjadjaran were deployed across all seven project provinces to test approximately 8,900 students in a sample of 130 DBE 2 and control schools.

d. Preparation for Kindergarten (TK) Students Post-Test and IAI Assessment

Preparations were made this quarter in advance of the kindergarten post-test to be

implemented in May and June of this year. Twelve short-term kindergarten testers will facilitate learner assessments in DBE 2 and control kindergartens across six provinces. Recruitment of testers was undertaken this quarter, as well as the updating and revision of an additional kindergarten assessment designed to gauge educators' correct use of DBE 2's pilot Interactive Audio Instruction program.

e. Quarter 2 M&E Coordination Meeting

This quarter's M&E coordination meeting was held in January 2009 and involved several additional participants, namely, DBE 2 communications staff and Provincial Coordinators. The purpose of the joint meeting was to share results from the M&E annual impact report and to begin thinking about how these results can be practically communicated to various DBE 2 stakeholders. In addition, this meeting allowed for M&E staff to coordinate upcoming school assessment activities.

A special M&E coordination meeting was held in March at the University of Padjadjaran (Unpad). Here, 24 testers, led by Dr. Urip Purwono from Unpad, and all DBE 2 M&E staff finalized primary student assessment logistics in preparation for post-test implementation at the end of March. The meeting also allowed for progress checks on school assessments underway, preparation for the Cohort 2 kindergarten post-test, and training for M&E staff in newly developed Access data entry formats.

C. Challenges

As with any large-scale data collection effort, DBE 2 is faced with the challenge of coordinating timely and punctual data collection in each of its provinces. School-level data collection schedules--including DBE 2 student assessments--must be carefully planned in order to accommodate varying school calendars and national level exams held at the end of the year (oftentimes advancing the data collection timeline), while at the same time attempting to capture as much of DBE 2's intervention period as possible (requiring data to be collected as late in the academic year as possible). Large sets of data must be cleaned and reported to the central database rather quickly in time for quarterly and annual reporting, and the coordination effort required to reach both Cohort 1 and 2 schools remains demanding. Another challenge is to effectively communicate DBE 2's data-based results to schools and its wide variety of project stakeholders. Communication materials incorporating M&E data are currently being developed, and the translation of quantitative results into practical implications for educational practitioners remains a work in progress.

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

Next quarter, the M&E team will continue to conduct school-level assessments, including classroom observations and school management surveys. Primary student assessment data collected this quarter will next be cleaned and sent to the University of Padjadjaran and the University of Massachusetts-Amherst for analysis. Year-end data collection will continue with the implementation of several instruments, including the MTT Evaluation, Stakeholder Survey, Best Practices and Replication Survey, PPA Report, and University Report. Attendance and gradewise enrollment data will be taken, and the kindergarten post-test and Interactive Audio Instruction assessment will be administered.

XII. Additional Programmatic Updates

A. Grants

a. Accomplishments

i. Cluster Resource Centers: Cohort 1

This quarter, Tier 3 grants were given to three CRCs in Central Java to support the pilots for Internet connectivity (grant application from CRC Diponegoro is yet to be submitted). The total value in grants distributed for these pilots so far is US\$ 3,640. In addition, grant approvals were given to three CRCs Award winners from West Java (CRC Samudra Ilmu), North Sumatra (CRC Saiyo Sakato) and Nanggroe Aceh Darussalam (CRC Malahayati). The total value distributed for these grants was US\$ 3,131. The total grants (Tier 1 and 2) given so far to all 57 Cohort 1 CRCs is US\$ 373,998 (IDR 4,166,193,702).¹

ii. Cluster Resource Centers: Cohort 2

Tier 2 grants in the form of ICT equipment (computers: laptop and desktops, UPS, USB, printer, handycam, digital camera, and LCD Infocus) were awarded this quarter to:

- eight CRCs in Central Java with an estimated total of US\$ 66,335;
- three CRCs in South Sulawesi with an estimated total of US\$ 22,224; and,
- four CRCs in Aceh with an estimated total of US\$ 33,523.

Total grants (Tier 1 and 2) distributed so far to all 56 Cohort 2 CRCs is US\$ 333,947 (IDR 2,403,607,178).²

iii. Aceh Small Grants: Cohort 1

To date, the procurement for some schools under Aceh Small Grants is still ongoing. Managing the Aceh Small Grants for Cohort 1 was quite challenging because of the wide coverage of locations, difficulties in finding the right vendors (especially for repairs in certain sub districts) and the unavoidable delays in the procurement process which has resulted in increased prices for some of the repairs. DBE 2 Jakarta and Aceh are working very hard to finalize the procurement and it is expected that by May 2009 all procurement will be completed. At the end of this reporting period, small grants procurement for all 37 schools selected was underway. The total Aceh small grants value awarded so far is US\$ 126,803.

¹ In the previous reports total grants value were higher because of the different conversion rate used. The fact that currently the Indonesian rupiah has weakened towards the US dollar has made the figures look lower, however, total grants awarded to CRCs have increased.

² Ibid.

iv. Aceh Small Grants: Cohort 2

During this quarter the provincial office began the selection process for Cohort 2 small grant recipients. It is expected that after the completion of Cohort 1 grants process, the decision on the total number of schools that will be receiving Cohort 2 grants will be finalized. No less than 13 Cohort 2 schools will receive small grants.

b. Upcoming Activities

Upcoming activities include the following:

- *Cohort 1 Tier 3 grants.* It is expected that after completion of the four pilots for Internet connectivity in Central Java in May 2009, other CRCs will also be ready to move to a more advanced technology and submit their Tier 3 grants applications.
- *Cohort 2 Tier 2 grants.* It is planned that by the end of May 2009, the remaining Cohort 2 CRCs in Central Java, East Java, North Sumatra, South Sulawesi and Aceh will have submitted their grants applications and be awarded the Tier 2 grants.
- *Aceh Small Grants.* It is hoped that by the end of April 2009 procurement for Cohort 1 schools will be completed and grants process for the Cohort 2 schools will start soon afterwards.

B. Communications

a. Accomplishments

This quarter, the DBE 2 Communications team met with the DBE 2 Monitoring & Evaluation (M&E) team in Semarang. The objectives of this meeting were two-fold: to review and discuss DBE 2 M&E Report and project data analyses and to train the DBE 2 communications team with the analytical writing using M&E data in order to create provincial M&E executive summaries. At the close of the quarter, M&E executive summaries from all DBE provinces were sent to Jakarta office for final revision.

To support the best practice workshops scheduled for May 2009, DBE 2 has developed a variety of communications products. These products consist of printed materials (i.e. general factsheets, provincial factsheets and programmatic factsheets) and instructional videos (i.e. the kindergarten instructional video and DALI video profile). The second edition of provincial newsletters were reviewed and cleared by USAID/EDU and are ready to be printed and disseminated, except for the production of the second edition of *Jak Merunoe* (Aceh newsletter) which will be delayed, until Aceh appoints a Communications Coordinator.

This quarter, DBE 2 also developed a DBE 2 publications guideline. This guideline provides standardized elements for DBE 2 training packages, such as the use of DBE 2 and USAID logos, photo captions and credits, referencing style and copyrighting. Open University (UT) will follow this guideline for formatting the nine DBE 2 exemplar training packages.

In order to prepare for upcoming joint DBE activities, the DBE communications officers met twice a month this quarter to develop the DBE joint factsheet and folder.

b. Upcoming Activities

i. Communications Coordination Meeting

In April, the third communications coordination meeting will be conducted in Makassar. The meeting will discuss the planning of DBE 2 communications activities for Quarter 3 (April-June 2009) and evaluate the activities that took place in Quarter 2. One of the highlights in this meeting will be a discussion session with DBE 2 District Learning Coordinator (DLC) regarding the capacity building for CRCs operational team. In this session both teams will discuss the possibilities of communications training to CRC operational team for government outreach activities and proposal writing.

ii. Support to the Best Practice Workshop

In May, DBE will hold a series of Best Practice Workshops. The DBE 2 Communications team will continue to prepare a variety of products to support the event and the dissemination of DBE 2 best practices. Next quarter, the communications team will focus on the development of instructional videos. Videos that will be developed are: DBE 2 Certified Training video, ALFHE video, CRC video and Low cost Material video instruction.

iii. Dissemination of Full M&E report

DBE 2 will disseminate the M&E report package to Government officials at the MONE, University partners and partner institutions (LPMP, P4TK and LPMP). The full M&E package consists of the M&E data report, list of tables (annex), Indonesian and English version of the Executive Summary. Not all government officials will receive a full package, depending on their needs.

iv. Content Layout of DBE 2 Training Packages with Open University (UT)

The communications team will liaise with the Open University (UT) to format the nine DBE 2 exemplar training packages. UT will undertake with the desktop publishing process, while the communications team will monitor with the visual presentation.

C. School Report Cards

a. Accomplishments

Implementation of the school report card (SRC) activity in Central Java and North Sumatra is complete. Both provinces followed post training activities in schools with high levels (80%) community/school use. At the national level, this quarter DBE 2 presented an outline of the SRC to representatives of the World Bank, BEC Project and USAID. The DBE 2 stand-alone version of the SRC is not a tool suitable for bureaucratic monitoring and therefore is unlikely to meet their requirements.

b. Next Steps

DBE 2 will continue to work with national and local level partners to encourage dissemination of the school report card beyond the initial sub-districts of implementation.

D. Distance Education Report Update

a Accomplishments

Data and information collected by the study team was analyzed this quarter. The first draft of the report was presented and discussed at the one day distance education seminar that was held in Jakarta on January 22, 2009. Fifty participants from key stakeholders (MONE, MORA, KEMKO KESRA) and DBE joined the seminar. Responses and suggestions from participants were collected and will be carefully integrated into the next iteration of the report.

In order to complete the report, additional information and data are still needed to strengthen the recommendations presented. To this end, a second round of meetings with Pustekkom, UT and the former Director of SEAMOLEC were held on March 30 and 31. The discussions provided more detailed data regarding programs, participants, management, ICT components, instructional processes, problems and challenges, strength and weaknesses related to Diklat SRP (Primary School Teacher Training using Radio), D2 Air (Diploma II Program by Radio), TVE (Televisi Edukasi), Radio Edukasi, Online Tutorial, UT Online, and HYLITE.

b. Next Steps

The report will be finalized and presented to USAID next quarter.

Aceh Component 1: Core Update

XIII. Aceh Component 1

A. Overview

During this quarter, DBE 2 Aceh's Core Component proceeded with activities as planned, including implementation of activities related to the Math Package, Science Package, Intel Teach, DALI, CRC management, and TK. The activities for the Math Package included KKG 1, KKKS 1 and BPS 1 (mentoring) across schools in fifteen clusters, whereas the activities for the Science Package included reviewing and adapting the training package, the TOT, and STW. Also this quarter, 20 Cohort 2 schools were assessed for participation in the DBE 2 Aceh small grants program. DBE 2 Aceh's new University Advisor started work during this quarter.

B. Progress/Accomplishments this Quarter

a. First Edition of DBE 2 Aceh Newsletter

DBE 2 Aceh has recently published a newsletter, named *Jak Meuruno*. The name means "Let's Learn" in the Acehnese language. The newsletter covers DBE 2 activities in the field, including CRC development, certified training progress, monitoring and evaluation activities, as well as kindergarten and ICT activities. The newsletter has been printed and disseminated to schools and education stakeholders in Aceh. It is expected that the bulletin will be published quarterly.

b. Intel Teach Roll-out

Intel Teach was rolled out in two clusters in Aceh Besar in January 2009, in both the Masjid Raya and Suka Makmur clusters. The purpose of this training was to introduce computer and Microsoft Office to teachers so that they are able to use the technology to enhance their activities in their classroom. The training was carried out over nine days, on January 20-24 and January 27-30.

The training was conducted over three three-day periods. A total of 11 teachers who had obtained training in the Intel Teach Master Trainer TOT, two Intel senior trainers and one MTT facilitated the workshops. It was attended by 59 teachers from DBE 2 supported schools in Masjid Raya Cluster and one teacher from a non DBE school (SD Bakmee Kuta).

The ICT equipment used in the training included four desktops, one laptop and an LCD projector (from the CRC) and four desktops (borrowed from SD Neuheun). The same



Jak Meuruno Newsletter

training was held on January 20-23 at Sukamakmur Cluster and was attended by 16 teachers and facilitated by eight teachers who had previously participated in the Intel Teach TOT (Master Trainers) and supported by one DBE 2 ICT Assistant.

c. KKG 1 and KKKS 1 of Math in Lut Tawar

On January 12-15, the Math Package KKG 1 and KKKS was held in Lut Tawar, Aceh Tengah district. Held at CRC III Lut Tawar, the KKG 1 training was launched by the local sub-district secretary and KKKS1 was launched by BKD chair, Drs. Nasharuddin. Ninety five participants took part in the training that was facilitated by the MAT, MTT, PBS (subject teachers), and a DLC. The workshops aimed at training the teachers on how to teach math using the PAKEM approach and how to develop and use low cost materials. The KKKS aimed at providing the participants with knowledge and skills on how to assist teachers teach Math with a PAKEM based approach.



Participants involved in discussion

d. Stakeholders from Non DBE Clusters Visit DBE 2 CRC

On January 23-24, three non DBE clusters, Jagong, Atu Lintang and Linge, visited DBE's Silih Nara and Atang Meujungket clusters, Aceh Tengah district. The visit was also attended by the UPTD chair of Linge sub district, supervisors from Linge district, school principals and teachers for a total of 85 visitors.

The visitors wanted to look at a CRC, discuss CRC management, and observe the PAKEM-based classroom atmosphere and teaching and learning process with the PAKEM approach in DBE 2 schools. The clusters are interested in starting their own CRCs and implementing various elements of DBE 2 training.

e. IAI TK Training

TK (kindergarten) training on applying Interactive Audio Instruction (IAI) for Cohort 2 was held on January 27-2 at the Oasis Hotel, Banda Aceh. It was the second training for the ten Cohort 2 kindergartens. A total of twenty TK teachers, ten TK principals, ten supervisors and ten Cohort 2 MTTs participated in the training which was facilitated by the DBE 2 Jakarta (TK Coordinator) and Pustekkom.



The IAI TK training process at Oasis Hotel

f. CRC Management Workshop

On February 3, 09, a CRC Management Workshop facilitated by DBE 2 Jakarta's CRC Manager was conducted in Bireuen district. The workshop was launched by Ibrahim, head of diknas of TK/SD of Bireuen District.

The purpose of the workshop was to train participants on how to manage CRC and maintain CRC kits according to the CRC manual. Workshop topics included organizational structure, programs, beneficiary contributions, and stakeholder involvement in managing CRCs, as well as challenges and opportunities for CRCs.

The DBE 2 Jakarta Communications Officer explained about how to write articles to be published on “*www.apakabarpsbg.*” The DBE 2 Aceh ICT Coordinator also discussed ICT and the CRC, introducing search engines such as Google and Yahoo to participants.

g. Cohort 2 School’s Selected to Receive Small Grants

This quarter DBE 2 took its Aceh small grants program to Cohort 2 schools. A total of 13 schools were selected to receive grants based upon selection criteria developed by DBE 2 and a competitive application process. DBE 2 plans to begin procurement for the small grants next quarter.

h. Science Package TOT in Takengon

The TOT workshop for the Science Package was held in Takengon on February 16-20 at the Penemas Hotel. Ten Cohort 2 MTTs and twenty PBS attended. The TOT was facilitated by four university lecturers. The TOT included a science visit, during which participants collected the materials needed for assigned workshop topics from the community. Then, they in group wrote lesson plans and presented their lesson together with the teaching and learning materials they had collected. This session was impressed all participants because this was good approach in teaching science so that students can easily understand natural phenomenon.

As a result of the TOT, all participants are now familiar with the content of the Science package and are prepared to facilitate the STW, KKG and KKKS sessions that will take place this quarter and next. The TOT also provided the Module Adaptation Team with some valuable recommendations for revision that will be made prior to roll-out.



TOT Participants practice using Science Kits

i. Science Package STW

Following the TOT, School Team Workshops (STW) of Science Package were conducted in six clusters in March. On March 17-19, 09, STWs were held in parallel in three clusters, including Indrapuri, Lut Tawar and Grong Grong, and on March 23-25 similar activities were conducted in Jantho, Kuala, and Silih Nara. The workshops aimed at equipping the school team, including teachers, principals, school committee members, school supervisors, and staff of Diknas and Depag, with knowledge and skills related to the teaching of science, including how to support teachers in the teaching of science. Each of the workshops were facilitated by DLCs, MTTs, a MAT member, and two PBS teachers.

j. DALI TOT and Roll-Out

Developing Active Learning with ICTs (DALI) training began in Aceh this quarter. To prepare facilitators, a TOT was conducted at Baiturrahman cluster, PSBG Nyak Adam Kamil, on March 2-4. Participants included DLCs, MTTs, ICT team members and ten teachers. Following the TOT, DALI roll-out took place in Syiah Kuala and Banda Raya clusters with a total of 80 teachers and principals participating in the workshops.

DALI Implementation Schedule

Cohort/Cluster	Dates	Phase/Round	No of Participants	Training
Cohort 1	2 4 of March		19	TOT
Banda Raya	6,7 and 10 of March	1	18	Roll out
	11 13 of March	2	16	
Syiah Kuala	17 19 of March	1	24	
	23 25 of March	2	22	
Total			99	



Dali Training Activities

k. Training of M&E Assistants

Four new M&E assistants were recruited and trained this quarter. The training was intended to equip the assistants with knowledge and skills on collecting data in the field. The basic concept of monitoring and evaluation and introduction to instruments of data collection were among the topics of the training. The M&E assistants also had the opportunity to practice collecting data and using DBE 2 instruments during a visit to a school. The team is now busy collecting and analyzing data together with the DBE 2 Aceh M&E Coordinator.

l. School Professional Assistance – BPS 1 of Math Package

Mentoring or *Bantuan Profesional Sekolah I* (BPS 1) for the Math package was conducted in several clusters during this quarter. A team consisting of MAT members, MTTs, DLCs and PBS conducted the activity across both cohorts.

The main purpose of the mentoring is to support teachers and school principals in implementing and managing the implementation of PAKEM-based math instruction. During the BPS, mentors also provided guidelines to teachers on how to develop good lesson learning and low-cost materials for math teaching. During the mentoring sessions, teachers were observed, received feedback during reflection sessions.



Teacher and PSMA observed students learning during Math mentoring

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

a. District Technical Team Meeting

On January 9 DBE 2 attended a District Technical Committee meeting at the Aceh Besar district education office in Jantho. The District Technical Team is a strategic stakeholder team designed for DBE program sustainability. Formed based on the decree of Bupati of Aceh Besar, the District Technical Team is responsible for supporting the DBE activities through leading a coordination with the local government and providing technical assistance, if needed.

The meeting was launched by Drs Bakhtiar, head of education of Aceh Besar, attended by key persons of the Diknas and DBE 1 and DBE 2 staff. During the meeting, DBE presented progress of activities in each district. The meeting was then followed with a group discussion about DBE program transition, changing of school principals and local government support.

b. Workshop for Socialization of Qanun on Education

DBE 2 Aceh took part in the socialization of Qanun (local regulations) on education through a workshop hosted by the Aceh Government in collaboration with HKI at the Aceh Governor's Office on January 12. DBE 2 was given the task to review the Qanun, especially in terms of teacher professionalism and welfare. The workshop was launched by the head of Provincial Education, attended by thirty participants including the heads of district diknas and district parliament members. Some good comments and critical inputs were generated during the one-day workshop. Most comments were related to the relationship of the Qanun to the Education Renstra (education strategy), which had been developed previously.

c. Coordination meeting with Depag of Aceh Besar

On March 3 a coordination meeting between DBE 2 and the head of Aceh Besar Depag and his staff was conducted in Jantho. The meeting was also attended by the head of Mapenda and the head of the administration unit. The main purpose of the meeting was to share and update the progress of DBE 2 programs in Aceh Besar as well as the progress of madrasah involvement in DBE 2 activities. Depag expressed high appreciation of all DBE 2 programs and expected that the programs be sustainably implemented in the coming years. They realized that madrasah are not as active as diknas schools due to a variety of reasons, such as the school distance and shortage of teachers. Nevertheless, they promised to keep a level of high commitment in terms of support to all DBE 2 programs and hoped that more madrasah will be involved in training conducted by DBE 2.

d. USAID Partners' Coordination Meeting

DBE 2 attended a USAID partner coordination meeting on March 19 at the ARRO office, Banda Aceh. The meeting was chaired by Tim Anderson and the Mission Director, Walter North, attended by several key persons of US Embassy in Jakarta and representatives from USAID implementing partners. During the meeting, a new US consulate in Medan, Stan Harsha, was introduced. The new USAID Indonesia strategy was shared and partners briefed the group on progress.

e. Local Government Support of DBE 2 Activities

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

DBE 2 activity	DBE district(s)/ cluster(s)	Contributing Institution	Contribution
TOT of Science	Aceh Tengah	Private Hotel in Aceh Tengah	Provide training venue with low cost
STW of Math	Aceh Besar, Pidie, Bireun and Aceh Tengah	Schools and Subdistrict education department	Provide training venue with low cost.
KKG Training	Aceh Besar, Pidie, Bireun and Aceh Tengah	Schools and Subdistrict education department	Provide training venue
ICT Roll out	Banda Aceh	Banda Aceh School	Provide training venue and release teacher to take part in the training
M&E Data collection	Aceh Besar, Pidie, Bireun and Aceh Tengah	School and Sub district of Diknas	Facilitation local transport

Transition/Dissemination Activities

DBE 2 activity	Non-DBE district(s)/ cluster(s)	Contributing Institution	Contribution
Pidie: Thematic PAKEM Class Management	Indra Jaya Cluster Glumpang III Cluster	Diknas of Indra Jaya Diknas of Glumpang III	Local government agreed to provide financial, time, venues, and cost for material printing.
Aceh Tengah: STW of Foundation Package	Subdistricts: Jagong, Cluster 1 Atu Lintang, Cluster 1 Rusip Antara, Cluster 1 Celala, Cluster 1 Ketol, Cluster 1 Kebayakan, Cluster 1 Bintang, Cluster 1 Kute Panang, Cluster 1 Linge, Cluster 1	Clusters of 9 sub districts in Aceh Tengah	Local clusters agreed to provide financial, time, venues, and cost for material printing.
Banda Aceh: Thematic RPP Evaluation Techniques PAKEM modules from Foundation Package	Sub districts: Kuta Alam Ulee Kareng	Local Government	Local governments agreed to support: venues and staff.
Aceh Besar: PAKEM and Foundation Package modules	Sub-districts: Ganie Seulimeum Lampeuneurut Lhoknga	Local Diknas	Local Diknas agreed to provide financial, time, venues, costs for material printing, and staff.

D. Challenges

DBE 2 Aceh faced several challenges this quarter. Staff turnover at Diknas and Depag district offices, including the head of Diknas who was a big supporter of DBE 2, has impacted the project. School principals were also changed in some DBE schools. Relationship building takes time and DBE 2 will not be able to develop the same sense of commitment to the project in these new education stakeholders overnight. DBE 2 is making every effort to meet with and engage new staff and working with DBE 1 to conduct training activities at times when school teams can attend.

Another challenge was that despite high need, most districts have not been able to fund DBE programs because the District Budget Allocation (APBK) is still in the process of formulation.

Staffing also remains a challenge for DBE 2 Aceh and a number of positions remain vacant, including that of Communications Coordinator.

E. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Three, FY09

There are some significant events and activities that have been planned for the next quarter including the following:

- Math KKG 2, KKKS 2, and BPS 2
- Science STW, KKG 1, KKKS 1 and BPS 1
- Continued DALI Roll-Out: DALI roll-out with continue next quarter.
- Implementation of DBE 2 transition programs: many districts have proposed some activities for transition program, ranging from PAKEM approach to thematic syllabi. The activities will be supported by local Diknas and clusters, in terms of small budget, venues, and staff.
- DBE 2 district expansion follow-up: district expansion has been in the process of waiting for USAID approval. Many district Diknas and Depag have been wondering about the timeframe of this program.
- Procurement and distribution of Cohort 2 small grants.
- Skills Enhancement Workshop proposal development for training: Some clusters have initiated to develop proposals to be submitted in early of next quarter. This proposal will then be evaluated by a team, which consists of CRC, DBE 2 and Diknas staff.
- Publishing second edition of *Jak Meureuno* newsletter: the second edition of the newsletter will be published in the next quarter.

XIV. Aceh Component 2: Unsyiah FKIP Update

A. Overview

This quarter DBE 2 Aceh Component 2, Unsyiah FKIP (DBE 2 Unsyiah) has achieved significant progress in strengthening management, improving the quality of teacher training, and planning for infrastructure improvement at Unsyiah FKIP.

In strengthening management, DBE 2 Unsyiah assisted Unsyiah FKIP to develop and launch the FKIP Database and Web. DBE 2 Unsyiah also conducted training on Database and Website Maintenance for Unsyiah FKIP staff. As a follow up action of the previous workshop on Income Generation the previous quarter, this quarter DBE 2 Unsyiah assisted Unsyiah FKIP to develop an FKIP Income Generating Plan. DBE 2 Unsyiah also continued to develop Standard Operating Procedures (SOPs), including those for Human Resources, required for the new FKIP facility.

Towards improving the quality of teacher training, DBE 2 Unsyiah trained a number of staff from Unsyiah FKIP, IAIN Tarbiyah, UnMuha Tarbiyah, as well as Unsyiah Lab School teachers on how to write research articles for publication in academic journals. DBE 2 Unsyiah supported Unsyiah FKIP as it continued to roll-out Active Learning for Higher Education (ALFHE) to other staff at Unsyiah FKIP. DBE 2 FKIP continued to assist the two action research teams (in collaboration with Florida State University [FSU]) to conduct action research projects and data analysis. To stimulate research activity within the FKIP focal research areas selected last year, DBE 2 Unsyiah selected five proposals to participate in a research fellowship program. The research will focus be on curriculum development at Unsyiah FKIP and linking curriculum with alumni (teacher) competency and school need.

On January 12, a construction permit from the Local Government for the new FKIP facility was issued by the Local Government (No. 640/06/SIMB/2009). The contractor for the new FKIP facility is **JO Tokyu Construction Co. Ltd / PT Duta Graha Indah**. The contract between the USAID and the Contractor was signed on January 12, 2009. The notice to proceed for JO Tokyu Construction Co. Ltd / PT Duta Graha Indah to start constructing the new FKIP facility was issued by USAID on February 2, 2009. DBE 2 Unsyiah continued to prepare specifications for equipment and furniture including bidding documents for the new FKIP facility. Items/goods to be purchased are divided into several packages. Now that the building contractor has authorization to proceed with construction, it is expected that DBE 2 will begin the procurement process next quarter.

B. Progress/Accomplishments this Quarter

a. Launching Unsyiah FKIP Database and Website

During the quarter, DBE 2 Unsyiah continued to assist Unsyiah FKIP to develop the FKIP Database and Web. DBE 2 Unsyiah has collected most FKIP data, designed the content

of the database and Web, and supported Unsyiah's development of these facilities. On January 29, DBE 2 Unsyiah assisted FKIP to launch the FKIP Database and Website. This event was attended by the FKIP community including the Dean and Vice Deans, Head of Departments, Head of Administration, and Head of Computer Laboratory. During the launching ceremony, the FKIP Dean remarked that the existence of the FKIP web and database is the first step to reach success for FKIP in the future. The main menus of the website are Home, News, Information, Contact and Address, Alumni, Collaboration, and Scholarship. Besides the main menu, the website also has the list of FKIP Departments including the detailed information, and the Menu Profile which contains the information about the history of FKIP, the vision and the mission, the education program, the profile of staff, students, alumni, facilities, research and community service, and the database login. The database system contains the database of academic and non academic staff, student, alumni, and analysis. The address of Unsyiah FKIP Database and Website is at <http://www.unsyiah-fkip.org/>.

b. Training on Database and Web Maintenance

Following the launching the FKIP Database and Web, this quarter, DBE 2 Unsyiah conducted Training on Database and Website Maintenance for Unsyiah FKIP staff. The contents of the training included: (i) Introduction to Database and Web including all menus, (ii) Log-in and password, (iii) How to update data for Database, and (iv) How to update the Web. The participants of the training included 19 FKIP administration staff that will be responsible for updating the database and website. The training took place at the DBE 2 FKIP office over February 25-27 and March 4-6.

c. Assist Unsyiah FKIP to Develop Income Generating Plan

In the previous quarter, DBE 2 Unsyiah conducted a workshop on Developing an Income Generating Plan. As a follow up action of this workshop, this quarter, DBE 2 Unsyiah assisted Unsyiah FKIP to develop an FKIP Income Generating Plan. Five FKIP staff members were appointed to be a task force team for this activity to assist all FKIP Departments and work units to develop their income generating programs and compile them to be the FKIP Income Generating Plan. The plan included the list of potential assets or resources, and the estimated income from the programs. The sources for income generation are two main activities that are related to tridarma (education, research and community development) and auxiliary venture. While the commercial venture activities have not been planned yet, they will be considered in the long term planning. The income per year from education (tuition fee from FKIP students) after deducting the university administration fee is IDR 3,863,602,750, based on the tuition fee. The estimate net income per year from research and community services is IDR 585,627,250. The estimate net income per year from auxiliary venture activities (laboratory activities, human resource empowerments, and rented facilities) is IDR 1,146,308,000. The FKIP income generating plan is very important for the sustainability DBE 2-led initiatives and operational costs for the new FKIP facility. In the next quarter, DBE 2 Unsyiah will assist Unsyiah FKIP to estimate the total FKIP operational cost, including the operational cost for the new FKIP facilities.

d. Developing SOPs for New FKIP Facility

During this quarter, DBE 2 Unsyiah developed 25 Standard Operational Procedures (SOPs)

for the new FKIP facility. The SOPs are for Classroom, Laboratory, Library, Auditorium, Teachers' Room, Students' Room, Career Center/Alumni Room, Laptop Storage, Dissemination Room, Evaluation and Testing Measurement Room, Private Space Room, Professor Room, Teleconference Room, Prayer Room, Gallery Space, General Storage Room, Administration Room, Public Rest Room, Outdoor Canteen, Cleaning Service and Landscape, Electricity Facility, Water Facility, Internet Facility, Telephone Facility, and Facility Maintenance. Most draft SOPs are already in place. Next quarter DBE 2 will discuss these drafts with Unsyiah FKIP.

e. Developing FKIP Human Resources Plan

Staff Required for new FKIP Facility

No	Title/Position	Number of Persons
1	Operational Officer	7
2	Technician	7
3	Lab. staff	7
4	Admin staff	7
5	Secretary	3
6	Operator	1
7	Mail Service	2
8	Cleaning Service	11
9	Security	6
	Total	51

Unsyiah FKIP does not have a human resources plan. Such a plan is crucial for FKIP to effectively utilize and maintain the new infrastructure to be provided by USAID. To address this need, this quarter DBE 2 Unsyiah started to develop a human resources plan with FKIP. The HR Plan is divided into two parts: HR for administration staff and HR for academic staff. On January 28, DBE 2 Unsyiah conducted a preliminary discussion on the Human Resources Plan for new FKIP facility with the FKIP Dean and Vice Deans. It was concluded that FKIP will consider empowering the current staff to manage the new FKIP facility. On March 27, DBE 2 Unsyiah conducted a focus group discussion on the FKIP HR Plan at FKIP Auditorium for 28 staff (FKIP Dean and Vice Deans, the Head of Departments and work units, the Head of Administration Office, and FKIP Planning and Development Team). Based on the discussion, a total of 51 staff will be needed to manage and operate the new FKIP facility as shown in Table 1.

DBE 2 Unsyiah also discussed the current ratio of teaching staff to total students for each Department, as described in Table 2.

Table 2: Current Ratio Academic Staff to Student at Unsyiah FKIP

No.	Department	Number of Academic Staff	Number of Student	Ratio Academic Staff/Student
1	Chemistry	18	308	1 : 17
2	Biology	19	563	1 : 30
3	Physic	23	420	1 : 18
4	Mathematics	25	542	1 : 22

No.	Department	Number of Academic Staff	Number of Student	Ratio Academic Staff/Student
5	History	15	191	1 : 13
6	Economics	22	417	1 : 19
7	Civic	12	153	1 : 13
8	English Language	29	649	1 : 22
9	Indonesian Language	21	415	1 : 20
10	Art and Music	12	168	1 : 14
11	Counseling	15	201	1 : 13
12	Sport and Recreation	20	440	1 : 22
13	Home Industry	28	156	1 : 6
14	Pedagogy	23	0	0
15	Primary Education (PGSD)	30	1175	1 : 39
16	Geography	6	98	1 : 16
	Total	318	5896	

According to Directorate General Higher Education (DIKTI), the ideal ratio (total teaching staff: total students) is 1:15. DBE 2 Unsyiah emphasized that PGSD has a serious challenge to address since currently one lecturer serves 39 students which is so far from the ideal ratio as suggested by DIKTI. Furthermore, most of PGSD's academic staff will be retire within close proximity, beginning in 2016. Next quarter, DBE 2 Unsyiah will continue to work with FKIP to develop detailed Human Resources Plan.

f. Developing SOPs for FKIP Human Resources Management

During this quarter, DBE 2 Unsyiah developed the Standard Operational Procedures for FKIP Human Resources Management. Structural function SOP were drafted including the SOP of the dean and the four of vice deans (vice dean for academic affairs, HR and finance, student, and collaboration), department, administrative, education division, HR and finance division, student division, administration and warehouse heads and department secretaries. The SOP includes the title of the occupation, location, name of employee, title of supervisor, name of supervisor, title of subordinates, job description, qualifications, output, job guidelines and tool, responsibilities, and job coordination information (title of occupation, work unit, and subject of coordination).

g. Relationship Building

DBE 2 Unsyiah continued to build the relationship between Unsyiah FKIP and IAIN Tarbiyah and UnMuha Tarbiyah by involving teaching staff from IAIN and UnMuha in many of the activities described throughout this report. DBE 2 Unsyiah also shares FKIP program updates and activities with all Unsyiah faculties, IAIN, and UnMuha throughout Unsyiah FKIP Website at <http://www.unsyiah-fkip.org/>.

h. Workshop on Active Learning in Higher Education (Roll-Out)

After successfully implemented Active Learning for Higher Education (ALFHE) package training last year, this year DBE 2 Unsyiah is encouraging sustainability of the program by facilitating the expanded roll-out of the package sponsored by Unsyiah from the Local Government budget. The roll-out of Active Learning in Higher Education (ALIHE) module was conducted on February 9-12 at the LRC (Learning Research Center) Lab School Unsyiah. The participants included 35 lectures representing 13 departments in Unsyiah FKIP. The eight facilitators were from Unsyiah FKIP, IAIN, and UnMuha; all were trained by DBE 2 in 2008. Before the workshop, the participants conducted school visits to observe the teaching process in the schools (SD, SMP, and SMA). The results of school visit was reported and discussed in the workshop. Participants developed drafts of syllabi and lesson plans for four sessions of a course they are teaching this semester using an active learning approach.



Active Learning in Higher Education workshop participants

i. Research Fellowship Program

In the previous quarter, DBE 2 Unsyiah trained staff from Unsyiah FKIP, IAIN Tarbiyah, and UnMuha Tarbiyah on action research. Several teachers from schools were also trained. This quarter, DBE 2 Unsyiah provided a number of research fellowships opportunities to staff/teachers. After a competitive review process, five proposals have been nominated. The research will be on the curriculum development of Unsyiah FKIP to link and match with the alumni (teacher) competency and school needs. The titles of the research projects are: (i) The Relevance between Curriculum of Mathematics Department, Unsyiah FKIP with In-service Teacher Competency in Schools; (ii) The Relevance between Curriculum of Primary School Department, Unsyiah FKIP with In-service Teacher Competency in Schools; (iii) The Relevance between Curriculum of Home Industry Department, Unsyiah FKIP with In-service Teacher Competency in Vocational School; (iv) The Relevance between Curriculum of Chemistry Department, Unsyiah FKIP with In-service Teacher Competency in Schools; and (v) The Relevance between Curriculum of the Physics Department, Unsyiah FKIP with In-Service Teacher in Schools. It is expected that research activities will commence in April and finished by September 2009.

j. Research Publication at FKIP

During this quarter, DBE 2 Unsyiah conducted an assessment of research publications at Unsyiah FKIP. The assessment was conducted in coordination with the Unsyiah Research Center to determine the number of teaching staff awarded research grants/funds from either the Local Government and/or DIKTI. The results of the assessment showed that only 25% of research reports at Unsyiah FKIP were published in academic journals while 75% remain unpublished. Based on the assessment results, the main problem faced by staff at Unsyiah FKIP are: (i) lack of skills in academic writing for publications, (ii) lack of accessible references, and (iii) lack of information about academic journals (national and international).

As the follow up action of the assessment on FKIP Research Publication, DBE 2 Unsyiah conducted a workshop on “Writing Research Articles for Publication.” The objectives of this workshop were: (i) to develop the participant skills on identifying the ideas or message that must be included in the research articles; (ii) to give experience for participants to review and edit their own research article following the format of accredited academic journals; (iii) to encourage the participants to send their final drafts of articles to be published in accredited academic journals.

The workshop was carried out on March 18 – 20 at the LRC, SMA Lab School and facilitated by the DBE 2 Unsyiah team. A total of 37 participants attended, including 26 from Unsyiah FKIP, 5 from IAIN Tarbiyah, 4 from UnMuha Tarbiyah, and 2 from SMA Lab School Unsyiah. All participants were required to bring a draft article or research report that they had written to the workshop.

The workshop was carried out using a case study approach. Participants were guided to review a sample of published articles following the given worksheet. The participants were able to identify the idea that must be written in each section of the articles. They also read the reading materials to give more comprehensive understanding of the research article structure. Before they set to revising their own articles, the participants had given a list of national accredited academic journals where they could send their articles for publication and samples of journal articles.



Participants of Workshop on Writing Research Articles for Publication

At the end of the workshop, questionnaires were distributed to the participants for reflection. All participants stated that this workshop was very relevant and helpful. The participants have submitted their revised articles to DBE 2 Unsyiah for review and feedback. Participants will be encouraged to send their revised research articles to journals for publication.

k. Supporting the Implementation of Action Research

In June 2007, DBE 2 Unsyiah commenced an action research training program in collaboration with FSU. The output of this program is an action research activity being conducted intensively by two teams of university faculty, one team focusing on research in SD and the other madrasah. On March 10 - 11, DBE 2 Unsyiah and FSU facilitated discussions with the research teams on progress and data analysis. Dr. Jeff Milligan from FSU led the discussions. The madrasah team demonstrated excellent progress and has collected much data by visiting the schools many times, conducting interviews and focus groups with teachers and principals, and conducting class observations. The collected data has been transcribed for analysis. The progress of the SD



FSU leads a discussion with research team members

team has not been as rapid, but they are well on their way to gathering sufficient data for analysis.

i. Socializing the Saman Earthquake Readiness Instructional Video

In coordination with DBE 2 Jakarta, DBE 2 Unsyiah developed an instructional video on *Saman Siaga Gempa* (Earthquake Readiness Traditional Dance). The instructional video explains the lyrics and movements of the dance through the actual dance performance. The objective of this video is to teach students a dance and accompanying lyrics which contain earthquake readiness messages. On February 7, DBE 2 introduced the video to DBE 2 schools (SDN 16, SDN 57, SDN 55, SDN 69, SDN 83, SDN 68, SDN 106, and MIN Rukoh) in the Syiah Kuala Cluster. The activity took place at the CRC Beudoh Beusare, SDN 16 Banda Aceh. A total of 53 participants attended, including 8 school principals, 9 art teachers, 23 students, 2 Creative Center members, 2 MTTs, and 9 other DBE 2 staff. During the activity, participants (students and art teachers) practiced the Saman Dance while watching the video.



Students and art teachers practiced Saman Dance while watching instructional video

m. ICT Training and Continued Support for the LRC Unsyiah Lab. School

DBE 2 Unsyiah continued to support the LRC located at Unsyiah Lab School – USINDO. The DBE 2 LRC program is focused on Teaching and Learning Media using ICT. Previously, DBE 2 Unsyiah provided ICT equipment to the LRC including computers, photo and video cameras to support this program. This equipment has been used to support the implementation of many workshops including the workshop on Developing Media for Active Learning Using ICTs in Higher Education which was conducted last quarter. This quarter, as an attempt to sustain the impact of this workshop, DBE 2 Unsyiah facilitated biweekly meetings for the participants of the previous workshop to establish a study club and discussion forum on the use of ICT for teaching and learning. All teachers from the Lab School and teaching staff from Unsyiah FKIP, IAIN Tarbiyah, UnMuha Tarbiyah interested in ICT may join the club. The topics discussed this quarter were: (i) to practice to operate video camera (on-off, zoom in-zoom out, record-stand by, display record); (ii) to convert video data to computer; (iii) to edit video data; (iv) to insert (dubbing) sound and text; and (v) to save data in video format.

n. Infrastructure Improvements

i. FKIP Building Design and Construction Support

In coordination with the USAID Construction Management Consultant, DBE 2 Unsyiah assisted Unsyiah FKIP to obtain a construction permit from the Local Government for the new FKIP facility. The construction permit for this facility had been issued by the Local Government on January 12 (No. 640/06/SIMB/2009). DBE 2 Unsyiah also assisted Unsyiah FKIP with providing a land release letter for the new FKIP facility to USAID. The land release had been issued by Unsyiah on January 21 (No. 0193/H11/TU/2009). The notice to proceed for JO Tokyu Construction Co. Ltd / PT Duta Graha Indah to start constructing new

FKIP facility had been issued by USAID on February 2, 2009. The schedule for completion of the new FKIP facility including the rehabilitation of existing buildings will be 450 days, starting from the date of the notice to proceed. On February 26, DBE 2 Unsyiah (Program Coordinator) participated in the socialization of the new FKIP Facility Construction held at the Unsyiah FKIP Auditorium.

ii. Support Furniture and Equipment

During this quarter, DBE 2 Unsyiah continued to prepare detailed specifications of equipment and furniture including bidding documents for the new FKIP facility. Items/goods to be purchased are divided into several packages as shown in the table below. DBE 2 plans to use Direct Purchase Method to procure goods having value \leq US\$ 100,000 and Public Tender Method to procure goods having value $>$ US\$ 100,000.

FKIP Procurement Packages

Code of Package	Name of Package	Method
F 01	Furniture for Classrooms	Direct Purchase
		• Invite at least 3 pre qualified vendors
		• RFP process
F 02	General Furniture for Laboratories	Direct Purchase
		• Invite at least 3 pre qualified vendors
		• RFP process
F 03	Specific Furniture for Laboratories	Direct Purchase
		• Invite at least 3 pre qualified vendors
		• RFP process
F 04	Library Furniture	Direct Purchase
		• Invite at least 3 pre qualified vendors
		• RFP process
F 05	Other rooms Furniture	Public Tender
		• Announcement at National Newspaper
		• Pre qualified vendors process
EQ 01	ICT Equipment	Public Tender
		• Announcement at National Newspaper
		• Pre qualified vendors process
EQ 02	EQ2. Laboratory Equipment	Public Tender
		• Announcement at National Newspaper
		• Pre qualified vendors process
EQ 03	Kits, Book and Software	Direct Purchase
		• Invite at least 3 pre qualified vendors
		• RFP process
EQ 04	Safety Equipment	Direct Purchase
		• Invite at least 3 pre qualified vendors
		• RFP process

The procurement method and procedures will be approved by EDC Home-office/USAID. It is expected that the procurement process will commence next quarter.

o. Conducted Quarterly Meeting with Unsyiah, IAIN, and UnMuha

DBE 2 Unsyiah conducted a quarterly meeting with Unsyiah, IAIN, and UnMuha. The meeting was held on February 6 at the Unsyiah Rector's Office attended by the Unsyiah

Rector and the university contact persons of Unsyiah, IAIN and UnMuha. In the meeting, DBE 2 Unsyiah presented the progress of DBE 2 Unsyiah in the Quarter One FY09 and on going activities.

C. Challenges

The delayed construction of the FKIP facility (TAPSU) has long presented a challenge for DBE 2 Unsyiah. Even though steps towards construction made great progress this quarter, DBE 2 Unsyiah is still concerned about when exactly the construction will be finished since all furniture and equipment for this facility cannot be installed or supplied until the building is completely finished. To manage this challenge, DBE 2 Unsyiah will conduct a regular meeting with the USAID Construction Management Consultant.

Another challenge facing by DBE 2 Unsyiah is to roll-out Workshop on Active Learning for Higher Education (ALFHE). The roll-out of ALFHE has not been conducted yet at IAIN Tarbiyah and UnMuha Tarbiyah in this quarter due to the available budget from these institutions. DBE 2 Unsyiah will have a meeting with IAIN and UnMuha Rectors to discuss this matter.

D. Ongoing Activities and Upcoming Activities and Plans for Quarter Three, FY09

DBE 2 Unsyiah has planned and scheduled a number of activities for quarter three FY09 that can be described as follows:

- Continue to develop SOPs for new FKIP facility
- Conduct workshop on improving FKIP Human Resources Management
- Develop the estimate cost for Operational and Maintenance FKIP facilities
- Conduct workshop on Facilities Maintenance and Operation
- Continue to support FKIP student career center
- Continue to assist Unsyiah FKIP to build relationships with other educational institutions and other Unsyiah faculties;
- Continue to strengthen FKIP research capacity and quality
- Facilitate participants of ALFHE and Integrated Counseling Training to develop and compose teaching modules
- Continue to support the LRC (Collaboration with SMA Lab School Unsyiah)
- Continue to socialize "Saman" earthquake preparedness song and dance to DBE 2 schools
- Finalize detailed specification and bidding documents to procure furniture and equipment for new FKIP facility
- Conduct procurement of furniture and equipment for the new FKIP facility

Central Java Update

XV. Central Java Update

A. Overview

The Central Java Team has been very busy this quarter. The Cohort 1 clusters have focused their attention on both the Intel Teach and DALI programs. This involved the completion of the Intel Teach *Getting Started* training, the first and second roll-out programs for DALI and the DALI One Day Workshops. The Third Tier Grant applications for the CRCs were also prepared by the CRC Committees with a special emphasis on four clusters where pilot hotspots are planned. Kindergarten classes are now implementing the fourth and final unit of the IAI program.

Cohort 2 clusters also received a full program of activity. UNNES and IAIN Walisoingo implemented the Science training package across the Cohort 2 clusters. The CRC committees developed the Second Tier Grant applications in preparation for Intel Teach and DALI roll-out and kindergarten teachers also began implementing the fourth unit of the IAI program.

Transition and dissemination efforts have been very successful with partner universities establishing agreements with four DBE districts to introduce the Foundation Package to 20 new clusters. DBE 2 has invited six private universities to workshadow training package implementation in Cohort 2 clusters and has initiated discussions for supporting future training package delivery to other new clusters as districts buy-in to the training.

University partners taking up the responsibility of implementing training packages in new clusters is a significant step not only for the project, but also for Indonesia as this is the first time that universities have made agreements with districts to provide local high capacity teacher in-service training. Additionally, following the DBE 2 Intel model, LPMP will be implementing the Intel Teach training for teachers throughout Central Java. DBE 2 plans to coordinate activities with them and when possible project staff will assist LPMP in training outside of DBE clusters. DBE 2 will continue to explore the possibility for the new university partners to adopt the training packages for their Primary Teacher Education Programs and the adoption of ALFHE. Current discussions with UNICEF Central Java include the possibility of UNICEF learning resources and training being provided at the CRCs. An initial discuss with the Teacher's Association of the Republic of Indonesia shows promise for collaboration on supporting in-service teacher education.

B. Progress/Accomplishments this Quarter

a. Training Package Development and Implementation

The final training package for the Cohort 2 districts was the adaptation of Introduction to Science. Except for the BPS 2 most activities were conducted during this quarter.

The training will be completed in early April in all the districts. The training was received enthusiastically by the teachers. The table below provides a summary of the participants attending the activities. A total of 609 teachers participated in the training. The data in the table covers only the STW, KKKS 1, KKG 1 and BPS 1. So far 3302 person/training/days have been provided by DBE 2 staff and the university lecturers for this training. The data for the remaining activities, KKKS 2, KKG 2 and BPS 2 are being summarized or in the case of the BPS 2 completed in the next quarter.

Table of Participants Attending the Science Adaptation Trainig Package for Cohort 2 Districts

District	Cluster	Activity	Participants											Total per/ training/day
			Teachers		Principals		School Com		Supv.		Others		No. Of Days	
			M	F	M	F	M	F	M	F	M	F		
Demak	Demak	STW	15	25	7	3	5	1	3	-	2	-	3	183
		KKKS 1	-	-	7	3	-	-	1	0	1	-	1	12
		KKG 1	18	46	-	-	-	-	1	-	-	-	1	65
		BPS 1	18	46	7	3	-	-	-	-	-	-	1	74
	Wonosalam	STW	11	25	5	2	10	-	3	-	2	-	3	174
		KKKS 1	-	-	5	2	-	-	1	-	-	-	1	8
		KKG 1	19	43	-	-	-	-	1	-	-	-	1	63
		BPS 1	19	43	5	2	-	-	-	-	-	-	1	69
Grobogan	Grobogan	STW	21	29	3	3	10	1	2	1	4	1	3	225
		KKKS 1	-	-	1	3	-	-	2	-	2	1	1	9
		KKG 1	27	43	-	-	-	-	2	-	2	-	1	74
		BPS 1	27	43	1	3	-	-	-	-	-	-	1	74
	Tawangharjo	STW	12	21	4	3	10	1	1	-	1	-	3	159
		KKKS 1	-	-	4	3	-	-	5	-	2	-	1	14
		KKG 1	19	39	-	-	-	-	-	-	2	-	1	60
		BPS 1	19	39	4	3	-	-	-	-	-	-	1	65
Blora	Blora	STW	8	32	2	7	5	2	5	-	6	-	3	201
		KKKS 1	-	-	2	8	-	-	5	-	1	-	1	16
		KKG 1	14	52	2	8	-	-	5	-	-	-	1	81
		BPS 1	14	52	2	8	-	-	-	-	-	-	1	76
	Banjarejo	STW	10	22	6	2	2	1	2	-	5	-	3	150
		KKKS 1	-	-	6	2	-	-	2	-	1	-	1	11
		KKG 1	17	36	-	-	-	-	2	-	1	-	1	56
		BPS 1	17	36	6	2	-	-	-	-	-	-	1	61
Klaten	Ceper	STW	14	25	3	6	6	-	2	-	4	-	3	180
		KKKS 1	-	-	2	3	-	-	3	-	1	-	1	9
		KKG 1	14	46	-	-	-	-	2	-	1	-	1	63
		BPS 1	14	46	3	6	-	-	-	-	-	-	1	69
	Karanganom	STW	4	39	3	5	6	-	2	1	2	1	3	189
		KKKS 1	-	-	2	6	-	-	2	1	-	-	1	11
		KKG 1	12	43	-	-	-	-	2	1	-	-	1	58
		KKKS1	12	43	3	6	-	-	-	-	-	-	1	64
Purworejo	Bener	STW	9	27	8	1	9	-	4	-	1	1	3	180
		KKKS 1	-	-	7	1	-	-	3	-	-	-	1	11
		KKG 1	15	51	-	-	-	-	5	-	1	-	1	72
		BPS 1	15	51	8	1	-	-	-	-	-	-	1	75
	Gebang	STW	20	19	4	4	10	-	5	-	3	1	3	198

District	Cluster	Activity	Participants											
			Teachers		Principals		School Com		Supv.		Others		No. Of Days	Total per/ training/day
			M	F	M	F	M	F	M	F	M	F		
		KKKS 1	-	-	4	4	-	-	5	-	-	-	1	13
		KKG 1	26	32	-	-	-	-	5	-	1	-	1	64
		BPS 1	26	32	4	4	-	-	-	-	-	-	1	66
Total			486	1126	130	117	73	6	83	4	46	5		3302

During the implementation of the Science Training Package six private universities were invited to workshadow the training activities to better understand DBE 2's approach to training teachers. The six universities are Tidar University of Magelang (UTM), Muhammadiyah University of Purworejo (UMP), Muhammadiyah University of Solo (UMS), Widyah Dharma University in Klaten (UNWIDHA), Satya Wacana Christen University in Salatiga (UKSW) and the Teacher Association of the Republic of Indonesia's Faculty of Teacher Education (FKIP PGRI) in Semarang. The universities are located either in existing DBE districts or in strategic locations for outreach to non-DBE districts. Since most at the moment offer only a two year diploma they would need to collaborate with the DBE 2 partner universities in implementing the DBE 2 training packages.

b. Cluster Resource Centers Prepare Grant Applications

i. Cohort 1

MTTs assisted the CRC Committees in the preparation of the Tier 3 grant applications this quarter. These have been submitted for approval. A special pilot program for introducing hotspots to CRCs was planned for four of the ten clusters as part of the Tier 3 Grant application. Those selected were:

- Ki Hajar Dewandara Cluster, Kaliwungu Sub-District of Kudus District
- Gatotkoca Cluster, Jogonalan Sub-District of Klaten District
- Pratiwi Sudarmono Cluster, Tahunan Sub-District of Jepara District
- Diponegoro Cluster, Cepogo Sb-District of Boyolali District

This initiative will help provide the necessary access to the Internet to support the plans for a distance learning pilot with one of the partner universities. There is high interest in this initiative. DBE 2 plans to contract a Distance Education Consultant who will assist with the preliminary set-up of the pilot distance learning activity.

ii. Cohort 2

The remaining Initial Workshops and Management Workshops were completed in January. These were conducted in both the Blora and Klaten Districts as noted in the table below. The trainings were completed in tandem with the Initial Roll-out Workshop and then the Management Workshop Roll-Out following it. In the Initial Roll-out Workshop 31 supervisors joined the training. This is very crucial to help establish the CRCs and to provide continual support once they are operational.

CRC Management Workshops for Cohort 2

NO	ACTIVITIES	DATES	DISTRICT	PARTICIPANTS							
				Principal		Teachers		Supervisors		GOI	
				M	F	M	F	M	F	M	F
1	Provincial CRC Management Workshop	Oct. 4 16	Purworejo	18	8	18	8	1		2	1
2	Initial Roll Out Workshop	Nov 10 12	Purworejo	16	4	19	27	8		2	
		Nov 24 26	Grobogan	9	1	31	15	3	1	1	
		Aug 5 9	Demak	16	5	14	7	2	1	1	
		Dec.1 3	Demak			29	23	3		1	
		Aug 26 30	Klaten	7	12	18	49	4	1	2	
		Jan 19 21	Blora	9	9	23	41	8		2	
	Subtotal			57	31	134	162	28	3	9	
	Total			88		296		31		9	
3	Management Workshop Roll Out	Nov 13 14	Purworejo	16	4	13	14	1		2	
		Nov 27 28	Grobogan	6	5	9	9	2	1	1	
		Dec. 4 5	Demak	16	5	10	15	3		1	
		Jan 22 23	Blora	9	9	13	12	4		2	
		Jan 26 29	Klaten	7	12	9	20	2		2	
	Sub total			54	35	54	70	12	1	8	
	Total			89		124		13		8	

In preparation for the upcoming Intel Teach and DALI programs MTTs assisted the CRC Committees in the preparation of the Tier 2 grants. These focused on requests for computers, digital cameras and handycams.

c. ICT Programs Move Forward with Implementation*i. Intel Teach Program*

Roll-out of Intel Teach Getting Started was continued from the last quarter and completed with the training in Kudus clusters from Jan 21-25. Master Trainers are now in a planning phase to implement the training for the Participant Teachers. Some clusters have initiated this training while others are still planning. Those clusters that have introduced training for the Participant Teachers are Ki Hajar Dewantoro Cluster in Sub-district Kaliwungu and Sukun Cluster in Sub-District Sukun both in the Kudus District. The table below provides a summary of those who attended the Getting Started Workshop.

Intel Teach Getting Started (Master Trainer - Level)

No	District	Sub-district	CRC Name	Date	Venue	Participants								TOTAL
						Teacher		Principal		Head Educ.		Supervisor		
						M	F	M	F	M	F	M	F	
1	Kudus	Gebog	Sukun	21-25 Jan 2008	SDN Gondosari 07	4	8	8	4	0	0	0	0	24
2	Kudus	Kaliwungu	Ki Hajar Dewantara	21-25 Jan 2008	SDN Gondosari 07	9	3	8	4	0	0	0	0	24
3	Jepara	Nalumsari	Gajah Mada	3-6 Nov 08	SDN Dorang 01	9	8	1	0	0	0	0	2	20
4	Jepara	Tahunan	Pratiwi Sudarmono	3-6 Nov 08	SDN Sukodono 03	8	10	0	0	1	0	1	0	20
5	Karanganyar	Karanganyar	Raden Mas Said	17-20 Nov 08	MI Muh. Karanganyar	8	7	0	0	0	0	1	0	16
6	Karanganyar	Jatipuro	Kartini	17-20 Nov 08	SDN Jatipuro 01	9	12	0	0	1	0	2	0	24
7	Klaten	Klaten Utara	Nusa Indah	24-27 Nov 08	SDN Karanganyar 01	5	15	0	0	1	0	1	1	23

No	District	Sub-district	CRC Name	Date	Venue	Participants								TOTAL
						Teacher		Principal		Head Educ.		Supervisor		
						M	F	M	F	M	F	M	F	
8	Klaten	Jogonalan	Gatotkaca	24-27 Nov 08	SDN Tangkisanpos	9	11	1	0	1	0	1	1	24
9	Boyolali	Ngemplak	Dwijo Utomo	10-13 Nov 08	SDN Sawahan 01	11	11	0	0	1	0	4	2	29
10	Boyolali	Cepogo	Diponegoro	10-13 Nov 08	SDN Cepogo 01	11	18	1	0	0	1	3	1	35
TOTAL						99	111	3	0	5	1	13	7	239

ii. DALI and the One Computer Classroom Pilot

The implementation of DALI training has been long desired by teachers so there was much enthusiasm when the training began last quarter. The interest is still high and the ICT Coordinator and Assistants proceeded to roll-out the program during this quarter. The first round of workshops was completed in early January (see first table below). The second round started in mid-February in the Karanganyar District clusters. This was followed by clusters in Boyolali and Klaten Districts. Both Kudus and Jepara Districts need to plan the training schedule (see second table below) for implementation in this coming quarter.

Developing Active Learning with ICTs (DALI) Workshop (First Roll-out)

No.	District	Sub-district	CRC Name	Date	Venue	Participants								TOTAL
						Teacher		Principal		Head Educ.		Supervisor		
						M	F	M	F	M	F	M	F	
1	Kudus	Gebog	Sukun	27 29 Okt 08	SDN Gondosari 01	12	14	9	3	1	0	4	1	44
2	Kudus	Kaliwungu	Ki Hajar Dewantara	15 17 Des 08	SDN Blimbing 01	18	8	7	4	1	0	4	1	43
3	Jepara	Nalumsari	Gajah Mada	26 28 Jan 09	SDN Dorang 01	6	11	2	0	1	0	0	2	22
4	Jepara	Tahunan	Pratiwi Sudarmono	26 28 Jan 09	SDN Sukodono 03	9	10	0	0	1	0	1	0	21
5	Karanganyar	Karanganyar	Raden Mas Said	1 3 Des 08	MI Muh. Karanganyar	6	4	0	0	0	0	1	0	11
6	Karanganyar	Jatipuro	Kartini	1 3 Des 08	SDN Jatipuro 01	9	12	0	0	1	0	0	0	22
7	Klaten	Klaten Utara	Nusa Indah	20 22 Jan 09	SDN Karanganom 01	4	16	0	2	1	0	1	1	25
8	Klaten	Jogonalan	Gatotkaca	20 22 Jan 09	SDN Tangkisanpos	8	13	0	0	1	0	3	1	26
9	Boyolali	Ngemplak	Dwijo Utomo	5 7 Jan 09	KPRI Rukun Bahagia	11	11	2	1	1	0	4	2	32
10	Boyolali	Cepogo	Diponegoro	5 7 Jan 09	SDN Cepogo 01	14	15	2	1	1	0	3	0	36
TOTAL						97	114	22	11	9	0	21	8	282

Developing Active Learning with ICTs (DALI) Workshop (Second Roll-out)

No.	District	Sub-district	CRC Name	Date	Venue	Participants								TOTAL
						Teacher		Principal		Head Educ.		Supervisor		
						M	F	M	F	M	F	M	F	
1	Karanganyar	Karanganyar	Raden Mas Said	18 20 Feb 09	MI Muh. Karanganyar	7	7	0	0	0	1	0	0	15
2	Karanganyar	Jatipuro	Kartini	18 20 Feb 09	SDN Jatipuro 01	16	8	0	0	1	0	2	0	27

No.	District	Sub-district	CRC Name	Date	Venue	Participants								TOTAL
						Teacher		Principal		Head Educ.		Supervisor		
						M	F	M	F	M	F	M	F	
3	Klaten	Klaten Utara	Nusa Indah	3 5 Mar 09	SDN Karanganom 01	2	19	0	1	1	0	1	1	25
4	Klaten	Jogonalan	Gatotkaca	3 5 Mar 09	SDN Tangkisanpos	6	15	1	0	1	0	1	1	25
5	Boyolali	Ngemplak	Dwijo Utomo	25 27 Feb 09	KPRI Rukun Bahagia	8	15	1	2	0	0	3	2	31
6	Boyolali	Cepogo	Diponegoro	25 27 Feb 09	SDN Cepogo 01	9	20	0	1	1	0	2	0	33
7	Kudus	Gebog	Sukun	TBD										
8	Kudus	Kaliwungu	Ki Hajar Dewantara	TBD										
9	Jeppara	Nalumsari	Gajah Mada	TBD										
10	Jeppara	Tahunan	Pratiwi Sudarmono	TBD										
TOTAL						48	84	2	4	4	1	9	4	156

The ICT Coordinator and Assistants also conducted four pilot One Day Workshops titled Active Learning using the One Computer Classroom Model. Although challenging, the teachers were really focused on learning the approaches and developing lesson plans that incorporated one computer as a focus for learning. For most of the teachers, using a computer is still a learning experience so seeing them proceeding with the training and implementing the lesson plans was very encouraging. The table below identifies the clusters and number of participants. Three workshops have been conducted and the fourth is planned for the next quarter.



Teachers prepare lesson plans for “Backyard Design,” one of the activities in the One Day Workshop “Active Learning using the One Computer Classroom Model” at MI Muhammadiyah Karanganyar.

One Day Workshop - Active Learning with One Computer Classroom Model

No.	District	Sub-district	CRC Name	Date	Venue	Participants								TOTAL
						Teacher		Principal		Head Educ.		Supervisor		
						M	F	M	F	M	F	M	F	
1	Karanganyar	Karanganyar	Raden Mas Said	19 Feb 09	MI Muh. Karanganyar	8	12	0	0	0	1	0	0	21
2	Klaten	Klaten Utara	Nusa Indah	26 Feb 09	SDN Gergunung 02	0	5	0	0	1	0	0	0	6
3	Boyolali	Cepogo	Diponegoro	04 Mar 09	SDN Genting 02	3	3	1	0	1	0	2	0	10
4	Jeppara	Tahunan	Pratiwi Sudarmono	TBD										
TOTAL						11	20	1	0	2	1	2	0	37

A key component of the DALI Program is the mentoring and follow-up after training. Participants are required to implement in the classroom what they learned in the training. Mentoring and follow-up were key activities to the success of both the DALI and One Day Workshops. The teachers selected to be facilitators in each school assisted their colleagues as they implemented the activities from the training. This was extended to the One Day Workshops as well. The ICT team helped the facilitators prepare for the mentoring. The One Day workshops and mentoring have been completed in three schools: MI Muhammadiyah

Karanganyar sub-district, Karanganyar District, Gergunung #2 Primary Klaten Utara sub-district, Klaten District dan Genting # 2 Primary in Cepogo Sub-District, Boyolali District. So far a total of 31 teachers participated in the mentoring activities. They have implemented the first mentoring activity of six planned which involved the teachers in preparing a lesson plan for the one computer classroom activity. The mentoring was synchronized with the Online Course: Strategy and Techniques of School Based Mentoring.

d. Kindergarten Program Continues on Track for Cohort 1 and 2 Districts

For both Cohort 1 and 2 the Kindergarten programs successfully completed Unit 3 (Programs 52-76). They have now initiated Unit 4 and anticipate completing the sequence in June 2009.

e. University Partnerships are Evolving

This quarter and the next will see the conclusion of the implementation of training packages in Cohort 1 and 2. This was an exciting process and one that was appreciated by both university lecturers and teachers. It was a very unique experience as lecturers traveled to the clusters and schools, in many cases for the first time, to conduct training and mentoring for teachers. It was a mutual learning experience for both. DBE 2 looks forward to assisting the universities as they introduce the training packages to new clusters in collaboration with DBE and non-DBE districts.

To help meet the demand for training package delivery in new clusters, DBE 2 Central Java invited six private universities to workshadow the MAT Science Training. The universities divided their focus among the districts as follows: UMS in Blora; UKSW and UMP in Klaten; UNWIDAH in Purworejo; UTM in Grobogan and IKIP PGRI in Demak.

The Provincial Coordinator visited the six new universities during the last two weeks of March. Meetings were conducted with the Rector or the Dean of the Faculty of Education. The meetings served as a formal introduction to DBE 2. At all universities the lecturer involved with the workshadowing attended the meetings as well. It was very interesting to listen to the lecturers talk about their experiences with the training and the school visits. There was real excitement in their review of the activities and their observations of the classrooms. The discussions centered on three key areas. First was the possibility of working with the current university partners in implementing the training packages in new clusters sponsored by district Education Offices. The second was the handing over of the training packages for their use for pre-service teacher education and for in-service teacher training either on-campus or off-campus. The third concern was the ALFHE program. In general there is great interest in the training packages as a supplement to the training programs at the institutions. Also the ALFHE program impressed the university rectors and deans. There was cautious interest in assisting with training package implementation until this was further explored with the Faculties of Education. The new University Partner Consultant will follow-up with further discussions on all three topics.



Teachers prepare lesson plans for “Backyard Design,” one of the activities in the One Day Workshop “Active Learning using the One Computer Classroom Model” at MI Muhammadiyah Karanganyar.

f. Staff News

Dr. Sukarno stepped down as University Advisor to pursue his professorship at Tidar University in Magelang. His departure is a very sad moment for the team in Central Java since he has been working on the project since February 2006. During his tenure with DBE 2 he has made a tremendous contribution to the project and success of the team. Fortunately, Dr. Sukarno will continue with the project on a part-time basis as a Training Consultant.

DBE 2's University Contact for IAIN Walisongo, Mr. Muthohar received a USAID scholarship to pursue a Master's degree in the US. He is currently participating in language training in Jakarta in preparation for admission to a university in September. He is hoping that he will be able to go to the University of Pittsburgh, but the decision will be made based on his program of study.

Three former MTTs were tapped to be DLCs for their districts. Mrs. Siti Alfiah from Kudus District, Mrs. Sri Nuryani from Boyolali District and Mrs. B. Rita Astuti from Klaten District took over their respective districts and provided much needed support to the four DLCs already serving the project.

g. The Monitoring and Evaluation Team

The M&E team was delayed in conducting data collection due to new USAID mandated hiring policies, but the Coordinator and Assistant initiated the data collecting until the short-term assistants could be hired. Their goal was to conduct school assessments in 55 sample schools (28 schools in Cohort 1 – consisting of 21 DBE schools and 7 control schools and 27 schools in Cohort 2 – consisting of 20 DBE schools and 7 control schools). For Cohort 1 districts the assessment included: classroom observation, school assessment, school management, trainee satisfaction survey and attendance teachers and students. For Cohort 2 districts the assessment was the same as Cohort 1 with the addition of stakeholder survey for students, parents, teachers, principals, community members, supervisors from MONE and MORA and sub-district education officers. The activities started on February 16 and will finish on June 6 before the end of the school year. Despite the delay in hiring staff the team had worked out a plan to complete the work as scheduled.



Classroom Observation for Grade 6 at Kanisus Mlese primary school, Cepur, Klaten

Outdoor activity for Grade 3 students in Jurangjero #2 public school, Karanganyar, Klaten

h. Communication Coordinator Helps Spread DBE 2's Message

Mr. Wisnu the Communication Coordinator (CC) took the time to meet with the district stakeholders, visit training activities and visit monitoring activities. This was in preparation for the production of the second Edition of the Wiyata Newsletter (DBE 2's Central Java newsletter).

As part of the ConocoPhillips and USAID/DBE handover of rebuilt schools in Klaten District, DBE 1, 2 and 3 put on an exhibition showcasing DBE best practices. Mr. Wisnu coordinated the DBE 2 exhibit which included the training programs, sample of low-cost learning resources produced by teachers, and sample books purchased by schools under the ConocoPhillips PPA.

i. Plans for the Transition Phase of the Project

In Central Java DBE 2 has been able to collaborate with counterparts in a number of key areas. DBE 2 has accomplished very significant progress towards the sustainability of DBE 2 university-accredited training packages. Partner universities are meeting the challenge by assisting DBE districts in implementing the Foundation training package. There are a total of 18 new clusters currently receiving training that are funded by the district Education Offices. An additional two clusters will begin in April. To support the partner universities DBE 2 has also invited six private universities to learn the DBE 2 approach to training and to assist the partner universities with training in the future.

Other initiatives include:

- Merge the Intel Teach training with the LPMP Intel Teach provincial program.
- Develop a Cluster Leadership Program that includes a study of effective management of the DBE 2 interventions at the cluster level and creating a model for replication in other clusters. The model will unify the DBE 2 interventions from a teacher professional development perspective for clusters. This will draw on the implementing of training packages, the School Report Card program, CRC development, KKG teachers conducting mentoring in schools, the kindergarten program and the planned reading program. The KKG and KKKS will be viewed as vehicles to identify areas for teacher professional development and to support the necessary training/resources to address this.
- The provincial Education Office has developed block grants for districts to introduce *best practices*. They plan on having a provincial showcase so that district Education Offices can budget for replication of these as well as apply for the block grants. DBE 1, 2 and 3 will participate.
- Conduct a Distance Education Study to review the current infrastructure among the provincial stakeholders and pilot a distance learning activity using the CRCs as an Internet access point.
- Besides introducing the ALFHE program to the university partners, offer the program to the six private universities.
- Pursue discussions with the Teacher Association of the Republic of Indonesia on introducing DBE 2 *best practices* in Central Java.
- Conduct a handing-over ceremony where DBE 2 gives the partner universities copies of the nine training packages accredited by the Open University.

To support these initiatives new staff positions are being proposed for approval by the Jakarta Office and USAID. The following consultancies are considered for supporting transitioning/strengthening of DBE 2's programs:

- University Partner Consultant to support university collaboration with districts,
- University Capacity Building Consultant to implement the ALFHE program in partner and new universities,
- Cluster Leadership Consultant to assess the management of DBE 2 interventions at the cluster level and propose a model of effective leadership for teacher development,
- Teacher Distance Education Consultant to study the current capacity and future development of distance education in key institutions supporting teachers, and
- Training Consultant to assist with training by universities in new clusters and to support the ALFHE program.



During the implementation of the Science Training Package six private universities were invited to workshadow the training activities to better understand DBE 2's approach to training teachers. The six universities are Tidar University of Magelang (UTM), Muhammadiyah University of Purworejo (UMP), Muhammadiyah University of Solo (UMS), Widyah Dharma University in Klaten (UNWIDHA), Satya Wacana Christen University in Salatiga (UKSW) and the Teacher Association of the Republic of Indonesia's Faculty of Teacher Education (FKIP PGRI) in Semarang. The universities are located either in existing DBE districts or in strategic locations for outreach to non-DBE districts. Since most at the moment offer only a two year diploma they would need to collaborate with the DBE 2 partner universities in implementing the DBE 2 training packages.

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

In January 2009, DBE 2 implemented a series of principal meetings and master teacher training workshops in Klaten and Yogyakarta to prepare principals and teachers for the \$1,000 reading materials grant from Conoco Philips under the Education Response Alliance ERA program. This was a joint effort with DBE 1. The TOT focused on the evaluation of reading materials for use in schools and the selection of reading materials from the DBE 2 book list, how to implement active learning-based reading activities and the development of an action plan for implementing the book selection and training. A total of 35 primary, middle and high schools were involved in the effort. DBE 1 followed the DBE 2 training by developing book procurement lists for the ERA reading materials grants with participating schools.

On February 13, the Provincial Coordinator met with Mr. Made and Mr. Taruna from UNICEF, Central Java to compare programs and explore mutual efforts to support teacher education. Joining the meeting were representatives from the Education Office for Central Java, Mr. Jani the Head of the Primary and Kindergarten Section and Mrs. Susana from the Department of Planning and Development. There was interest in building synergy

with both programs and to explore with the Provincial Education Office ways to support replication of the programs.

DBE 1, 2 and 3 met with the Head of the Education Office for Central Java on February 14 to provide a brief update on each program and to explore possible replication activities. The outcome of the discussion was to have a provincial level meeting of all district education officials to review the best practices from the different development agencies in Central Java. Included in this meeting would be an exhibition of *best practices* by the development agencies. Currently DBE 2 is waiting for the approval from the Education Office, Department of Planning and Development to announce the dates for the meeting

It was a very exciting day on Feb 27 when Conoco Philips and USAID/DBE 1 announced the handover of the new schools that were built to replace the ones destroyed by the earthquake of May 2006. The Provincial Coordinator was on hand as well as the DBE 2 staff. As part of the program each DBE team provided an exhibition concerning training programs and activities.

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

DBE 2 activity	DBE district(s)/ cluster(s)	Contributing Institution	Contribution
MAT B	Blora	Education Office	Funding for all Pengawas to attend the STW
Foundation Package	Grobogan, 3 new schools added to RA Kartini Cluster	Education Office	Transportation costs for participants from the additional schools

Interest in the Foundation Package has been very positive. For the year 2009 four districts plan to implement the training in 20 new clusters with the DBE 2 partner universities.

Foundation Package Replication

DBE 2 activity	Non-DBE district(s)/ cluster(s)	Contributing Institution	Contribution
Foundation Package	Kudus District, 8 new clusters	Education Office	Costs for participants and conducting the training by UNNES
Foundation Package	Boyolali District, 6 new clusters	Education Office	Costs for participants and conducting the training by UNS/IAIN Walisongo
Foundation Package	Jepara District, 4 new clusters	Education Office	Costs for participants and conducting the training by UNNES/IAIN Walisongo
Foundation Package	Purworejo District, 2 new clusters	Education Office	Planning phase with MTTs and University for next quarter
Foundation Package	New clusters as noted above	UNS, UNNES, IAIN Walisongo	University lecturers to conduct the training and mentoring for participants
DALI modules	Wonosobo District	Education Office	Costs for 30 participants and conducting the training by DBE 2 staff

Transition Activities undertaken throughout the quarter are noted in the table below.

Transition/Dissemination Activities

DBE 2 activity	Non-DBE district(s)/ cluster(s)	Contributing Institution	Contribution
Foundation Package	Non DBE partner universities workshadow the MAT B implementation	FKIP PGRI, UTM, UMP, UNWIDHA, UMS, UKSW	Transportation for univeristy lecturers to attend MAT B Science activities
Discussion with new universities about DBE 2 training packages and ALFHE	FKIP PGRI, UTM, UMP, UNWIDHA, UMS, UKSW	FKIP PGRI, UTM, UMP, UNWIDHA, UMS, UKSW	Pending further discussions
Discussion with the Teachers Association for the Republic of Indonesia about DBE 2 training packages and ALFHE	PGRI	PGRI	Pending further discussions
Discussions about replication of DBE 2 interventions, joint program to be piloted in Klaten and UNICEF training and resources to be provided at CRCs	UNICEF and Provincial Education Office	UNICEF and Provincial Education Office	Pending further discussions
Joint DBE 1, 2 and 3 discussion with the Head of the Education Office concerning replication of best practices	Non DBE districts and cities	Promoting districts and cities to plan budgets for replication Support from a provincaill block grant for districts to fund replication	Pending further discussion

D. Challenges

There are still several DBE 2 initiatives on hold pending the approval of the modified budget by USAID. Activities impacted included Monitoring and Evaluation, ALFHE, the Reading Program, and the hiring of new staff. The M&E team made adjustments to their workload so that they could cover the activities that would have been conducted by the M&E assistants. All the other activities remained on hold until the budget was approved.

E. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Three, FY09

The plans for the next quarter are very challenging. Besides providing support for the Cohort 1 and 2 activities, the Central Java Team will be exploring new initiatives including the Cluster Leadership program described earlier in this report. Also DBE 2 will continue to pursue transition activities and support replication of DBE 2 programs. These efforts are noted in the table below.

Quarter Three Activities

Key Activities	Implementation	Building on Past Activities	Contributing to DBE 2 Goals
<i>Cohort 1</i>			
Intel Teach program for teachers	MT conduct training in schools for teachers on use of the computer	MTs participated in the provincial and district workshops	Development of the educator support system
Intel Teach Master Teacher Training	ICT team provides enhancement training for MTs	MTs initial professional development workshop	Development of the educator support system
DALI Staff Development in clusters	Conducting cluster level training in CRCs	ICT Prof. Development at Provincial and District Workshops	Development of the educator support system
Development of Tier 3 grant applications for CRCs	Submission and distribution of Tier 3 grants	Tier 2 grant distributed and ICT training completed	Development of the educator support system
Pilot four hotspots in selected CRCs	Preparation of selected CRCs to receive equipment for hotspots	CRC sites selected in second quarter	Development of the educator support system
Kindergarten Program	Conduct Program 4	Program 1 , 2 and 3 completed	Specific learning strategies and audience needs addressed
Reading Program	Initial training for DLC & MTT on school book selection and training schedule Distribution of books	Book lists previously prepared by Reading Specialist	School Learning Environment Better Resourced
<i>Cohort 2</i>			
Adapted Science Training Package Implementation	Completion of the implementation of the <i>Science</i> training package	STW, KKG 1 and 2, KKKS 1 and 2, BPS 1 completed	Support for a decentralized in service teacher education system
Tier 2 Grants for CRC sites	Approval of grants and distribution of resources	First Tier Grant distributed and CRC management training was conducted.	Development of the educator support system
Preparation for Intel Teach and DALI	Planning and scheduling of the programs	Distribution of the Tier 2 grants	Development of the educator support system
Kindergarten Program	Conduct Program 4	Program 1 , 2 and 3 completed	Specific learning strategies and audience needs addressed
<i>General</i>			
UNNES and IAIN Walisongo Semarang adaptation of Science Training package	Completion of the final draft of the <i>Science</i> training package	Implementation draft implemented in the roll out of the training	Support for a decentralized in service teacher education system
UNNES, UNS and IAIN Walisongo conduct training in non DBE clusters	DLCs and MTTs support initiatives of districts to provide training in Kudus, Boyolali, Jepara and Blora districts	District interest in replicating the training packages	Support for a decentralized in service teacher education system
Expanding the number of universities able to implement DBE 2 training packages	Follow up discussions with new universities	Six new partner univ. work shadow the <i>Science</i> training package implementation	Support for a decentralized in service teacher education system

Key Activities	Implementation	Building on Past Activities	Contributing to DBE 2 Goals
Development of a Pilot Program for Cluster Leadership	Hiring of a Cluster Leadership Consultant to assess current leadership capacity and propose a model for piloting	Cluster level interventions for training packages, ICT, CRC, Kindergarten	Support for a decentralized in service teacher education system
Intel Teach program sustainability	Discuss merging with LPMP program	Intel Teach Program conducted in Cohort 1	Development of the educator support system
DALI program sustainability	Discuss adoption with LPMP for non DBE districts	DALI program implemented in Cohort 1 clusters	Development of the educator support system
Distance Education Study	Hiring a Teacher Distance Educ. Consultant to review current capacity at HYLITE universities and institutions	Follows from the DBE 2 Distance Education Study	Support for a decentralized in service teacher education system

East Java Update

XVI. East Java Update

A. Overview

This quarter has been busy and productive for DBE 2 in East Java with a focus on implementation of the adapted science training package, road shows to districts, requests from districts under the transition program and subsequent implementation of requests.

The science training package which was developed by North Sumatra and South Sulawesi teams was adapted by the East Java team as the second adaptation package to be implemented in the field. The TOT for the package was held in January 2009 for East Java Cohort 2 MTTs who are rolling out the training in partnership with the State University of Malang (UM) and instructors and lecturers from the local unit of Open University (UPBJJ), State University of Surabaya (UNESA), LPMP, P4TK, as well as East Java's Provincial Education and Religious Sectors. So far (March 2009), the package has been implemented in all clusters through the in-school mentoring phase 1 (BPS 1) and some clusters are up to KKG/ KKKS phase 2.

“Road show” activities have been completed in the following nine (9) districts: Sidoarjo, Surabaya, Tuban, Bangkalan, Mojokerto (Cohort 1) and Bojonegoro, Nganjuk, Pasuruan, Sampang, and Tuban (Cohort 2). The road show activity presented DBE programs to key stakeholders in the districts with the intention of identifying activities to be replicated or disseminated with their own funding and DBE technical support during the transition period. In addition, M&E results were shared and CRC kits and ICT facilities were officially transferred to the head of district education sector.

As a result of the road show activities, four districts (Sidoarjo, Tuban, Mojokerto, and Bojonegoro) have allocated APBD budget to support the implementation of DBE 2 programs within all their sub districts starting from January 2009. Another district (Surabaya) has extended training in active learning strategies and school team workshops based on the DBE model to all clusters based on cluster-level budgets.



Students learn how to take pictures as part of an ICT-Professional Development activity at SDN Sedatigede 2

B. Progress/Accomplishments this Quarter

a. Kindergarten (TK)

Interactive Audio Instruction (IAI) TK Training of Trainers (TOT) was held in Batu on the January 15-16. This TOT was attended by 48 participants from Cohort 2 (10 MTT: M=7, F=3), 10 school principals (F=10), 20 teachers (F=10, M=10), 1 DLC (M=1), 1 district

education staff (F=1), and 6 lecturers from East Java UPBJJ (M=4,F=2). The training was facilitated by DBE 2 Jakarta and P4TK TK & PLB.

b. Cluster Resource Centers

CRC Management was rolled out in Bojonegoro for cluster Dander (January 28-29) with 35 participants and Baureno (January 30-31) with 38 participants. Participants identified opportunities to use the existing CRC to improve their teaching preparation, including the development of low cost teaching materials. Participants identified the need for a single designated CRC manager.



A teacher shares a poster that she made during IAI TK training.

c. ICT

i. DALI Roll out

From January to March 2009, the DALI program was introduced in Surabaya, Mojokerto, Sidoarjo, and Tuban to 254 female and 108 male participants. Participants enjoyed the 'real teaching' simulation in which active learning approaches were introduced through a computer. The simulation included the game "Jeopardy". This training ensured that the DALI training participant target has been reached.



Teachers learn how to use the Internet at a DALI workshop in Mojokerto

ii. National ICT Staff Training for Professional Development

On March 17-22 ICT teams from all DBE 2 districts attended the "DBE 2 National ICT Staff Training for Professional Development" at the CRC Ki Hajar Dewantara in Kudus, Central Java. Supervised by Mary Burn (ICT training advisor) and Petra Bodrogini (ICT national officer) and Gora (ICT national coordinator), the training reviewed ICT component performance and results and discussed future activities. The lesson plan created by the East Java team entitled 'My Friend' and the associated teaching module for use where there is only one computer in a classroom was highlighted as an example of good practice.

iii. ICT Online Course

From March 23-24, Aulia Dikmah and Sujoko (East Java ICT team members) participated in training in Semarang for the DBE 2 ICT Online Mentoring Course pilot. The ICT team members will participate in the course through next quarter.

d. M&E

Two M&E program activities were conducted this quarter: data collection and Post Test.

i. Data Collection

In February 2009, data was collected for classroom observation, school assessment, school management, training participant satisfaction surveys, student attendance, teacher

attendance, and CRC reports from 48 sample schools (36 DBE 2 and 12 non DBE 2 as control schools). The data collection team comprises of the M&E specialist, M&E assitant, and the three part time assistants.

ii. Post Test

From March 16-24, student assessment post test data was collected from 20 Cohort 1 sample and 5 control schools by independent consultants from the Psychology Department of Padjadjaran University in Bandung. The post test is expected to demonstrate improvements in student performance in Bahasa Indonesia and mathematics for Grade 3 and Grade 6; and in science for grade 6. An initial observation from the sampling was the mobility (high transfer and promotion rates)of school principals and teachers in the sample control and DBE 2 schools.



A DBE 2 ME Assistant (left) interviews a school committee member during data collection

e. Science Adaptation Package

i. Implentation Of Activities in the Field

Activities such as STW, KKG1/KKKS1, and BPS 1 for the science adaptation package (accredited by the UM team as accessors) were implemented in all Cohort 2 clusters during this quarter. Participants learned and practiced how to teach science with active learning methodologies while employing low cost teaching materials created by the provincial and district facilitator teams.

ii. Review of the Science Adaptation Package

The science adaptation package was reviewed by the Module Adaptation Team (MAT) which includes: six Module Implementation Team members (MIT) from UM; one instructor from P4TK; one from LPMP; and East Java DBE 2 program staff. One significant revision was to introduce non electric machine-based methods for science practice in the classroom.

f. Skill Enhancement Workshops at the Cluster Level

Cluster Gubeng in Surabaya conducted a SEW to disseminate to all clusters in the sub-district active learning strategies, CRC use and local material development. The workshop was attended by the head of Gubeng sub district education sector and other school supervisors.



Teachers practising a science lesson during a KKG 1 workshop at Tanjunganom, Nganjuk

g. DBE 2 Program and Activities Road Show

The East Java DBE 2 team led by the Provincial Coordinator and supported by its Senior Program and Training Officer, M&E Specialist, and its Communication Coordinator shared DBE 2 activities and successes with district education and religious office heads in nine districts. Presentations were as follows: Sidoarjo on January 5; Nganjuk January 13;

Tuban January 15; Bangkalan January 16; Mojokerto January 29; Surabaya February 5; Bojonegoro February 12; Pasuruan February 14; and Sampang on February 26. Four districts (Sidoarjo, Tuban, Mojokerto, and Bojonegoro) have allocated some of their state development budget (APBD 2008-2009) for disseminating the following initiatives to non DBE 2 clusters: active learning, making effective use of ICT in learning and of CRC kits and facilities, and the IAI approach of TK. Three other districts (Surabaya, Nganjuk, and Pasuruan) have planned to allocate their 2009-2010 APBD for similar dissemination of DBE 2's initiatives.



Mr. Sutrisno, Head of Dinas PPO, makes a speech during the DBE 2 East Java roadshow

h. Program Meeting

On March 24-29 East Java staff held a programming workshop for all program coordinators, specialists, and advisors, plus the finance manager and administrative coordinator. Scopes of work for May-August were developed with the objective of building DLC, MTT, and PBS capacity to facilitate and support teachers in the areas of thematic teaching, lesson plan development, writing syllabi, student evaluation, learning kits, teaching with ICT, and active learning strategies.

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

i. Socialization of DBE Program

The three DBE teams (DBE 1 DBE 2 and DBE 3) coordinated joint socialization visits this quarter to: Surabaya, Tuban, Pasuruan, Nganjuk, and Sampang. These visits not only strengthened the coordination between DBE and the district stakeholders, but also among the DBE teams themselves.

ii. DBE 2 Transition Program

District Sidoarjo has allocated their 2008-2009 APBD for training as many as possible of their primary teachers/principals/supervisors in active learning strategies, thematic teaching, and making use of low cost materials provided through CRCs. In addition, several teachers have asked to receive training using their own money. In February, Tulangan started the process with 188 participants followed by Sedati cluster with 83 participants. Both of the training events were attended by the local sub district education officers and facilitated by East Java's SPTO, Sidoarjo's DLC, and Sidoarjo's MTTs.

On March 12-14 in Malang, Surabaya cluster Gubeng initiated training in Malang on active learning strategies and thematic teaching with each participant paying IDR 300,000. There were 210 participants from public and four private primary schools within the subdistrict of Gubeng.

On March 31, Tuban district started their replication of KKKS level training in thematic learning and local low cost teaching materials. DBE 2 technical staff, DLCs and MTTs from Tuban facilitated the three day workshop, with participants paid for from Tuban's APBD budget.

iii. East Java DBE Luncheon with USAID Indonesia Mission Director and US Consulate General of Eastern Indonesia Areas

On February 24, the three East Java DBE provincial coordinators were invited to a non-host luncheon by USAID Indonesia at a local restaurant in Surabaya. The luncheon was also attended by the US Consulate General (Ms Caryn McLelland) as well as all USAID program heads in East Java for the purpose of providing progress on USAID programs in the province to the USAID Indonesia Mission Director (Mr Walter North).

D. Challenges

Despite a complete planning process that has a full schedule of activities every day, the biggest challenge will be to meet all activity deadlines before the end of the school year.

E. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Three, FY09

i. Ongoing activities

- Roll-out of the Science adaptation package such as KKG/KKKS 2 and BPS 2 levels at several districts in Cohort 2

ii. Upcoming activities

- Roll-out of the Science adaptation package such as KKG/KKKS 2 and BPS 2 levels at several districts in cohort 2
- Roll-out of DALI activities in cohort 2
- Skill Enhancement for DBE 2 program staff
- M&E data collection
- Skill Enhancement for cluster level
- Transition program in Tuban, Mojokerto, Sidoarjo, and Surabaya

XVII. North Sumatra Update

A. Overview

Between January and March 2009, the main areas of focus for DBE 2 activities in North Sumatra was the completion of the second adaptation training package (*Indonesian Language*) by the Module Adaptation Team (MAT) led by Universitas Negeri Medan (Unimed) and implementation in all Cohort 2 schools of the project's School Team Workshop (STW), Principals Working Group (KKKS 1) and Teachers Working Group (KKG 1) workshops. Members of the Unimed MAT worked collaboratively and effectively with the DBE 2 team, LPMP, and representatives from the Education and Religious Affairs Departments to modify the final draft of the training package in time for the TOT conducted in February 2009. The training activities (STW, KKKS 1, and KKG 1) were well-received by participants and district education officials. Another important event during this quarter was the visit by representatives from USAID to District Sibolga on March 16-19. The visitors met with DBE stakeholders and participants to get feedback on the impact of the activities being carried out in the district.

B. Progress/Accomplishments this Quarter

a. Indonesian Language Training Package

i. MAT meeting of Indonesian Language Package Training

The fourth MAT meeting for the Indonesian Language Training Package took place on January 5-7 at Unimed. During the meeting the final version of the training package was presented along with demonstrations of how the training sessions were to be conducted. Among the participants at the meeting were representatives from DBE 2 (six persons), Unimed (four persons), IAIN SU (one person), and LPMP (three persons).

ii. TOT on Indonesian Language Training Package

DBE 2 conducted the Training of Trainers (TOT) for the Indonesian Language Training Package from February 2 to 6 in Medan. The objective of the TOT was to demonstrate Indonesian Language module training sessions and to allow participants to carry out simulations of the training in front of master trainers. **Twenty-six trainees took part in the TOT**, including representatives from DBE 2 Jakarta (one person), DBE 2 North Sumatra (15 persons), Unimed (four persons), IAIN SU (one person), and LPMP (three persons). Also, the Education Department and Religious Affairs each sent a representative to the meeting.

iii. Roll-Out of the Indonesian Language Training Package

Upon completion of the TOT for the Indonesian Language Training Package, the package was presented to members of the School Team Workshop (STW), Principal Team Workshop (KKKS 1), and Teacher Team Workshop (KKG 1) for all districts in Cohort 2.

There were three objectives of the STW training: (1) to build solid, effective, and efficient school team that supported the process of Indonesian Language active learning at SD/MI schools, (2) to achieve the understanding of Indonesian Language learning at SD/MI schools, and (3) to identify the source and support in developing active learning of Indonesian Language at SD/MI schools.

The objectives of the training for KKKS 1 were (1) to boost the understanding and the capability of principals in teaching Indonesian Language on active learning based, and (2) to support Indonesian Language teacher's in teaching Indonesian Language at SD/MI in active learning based instruction.

Instructors and facilitators of the training were members of the Module Adaptation Team, MTTs and DLCs from Cohort 2.



Participants discussing Indonesian Language used in the advertisement

Students making simple and accurate sentences to be practiced by telephone.

Roll-out of Indonesian Language Training Package (STW, KKKS 1, and KKG 1)

District	Training Activity	Sub District or Cluster	Training Date	Training Location	Number of Participants
Tanjung Balai	STW	Tanjung Balai	Feb 12 14	SDN 132412	45
		Datuk Bandar	Feb 12 14	SDN 136541	53
	KKKS 1	Tanjung Balai and Datuk Bandar	March 5	SDN 132633	23
	KKG1	Tanjung Balai Selatan	March 6	SDN 132412	86
		Datuk Bandar	March 5	SDN 134633	96
Dairi	STW	Sidikalang	Feb 12 14	SDN 03477	46
		Sumbul	Feb 12 14	SDN 030332	42
	KKKS 1	Sidikalang and Sumbul	March 2	SDN 030334	18
	KKG1	Sidikalang	March 3	SDN Kalang Simbara	85
		Sumbul	March 2	SDN 030334	62

District	Training Activity	Sub District or Cluster	Training Date	Training Location	Number of Participants
Tapanuli Utara	STW	Pangaribuan	March 16 18	SDN 173194	52
		Sipaholon	March 16 18	SDN 173132	49
	KKKS 1	Pangaribuan and Sipaholon	March 5	SDN 173132	19
	KKG1	Pangaribuan	March 6	SDN 173194	91
		Sipaholon	March 5	SDN 173132	83
Tapanuli Selatan	STW	PSP Barat	Feb 16 18	SDN 103480	49
		Batang Angkola	Feb 16 18	SDN 100030	47
	KKKS 1	PSP Barat and Batang Angkola	March 3	SDN 103280	23
	KKG1	PSP Barat	March 3	SDN 103280	89
		Batang Angkola	March 2	SDN 100070	95

The KKKS 1 training accomplished three results: (1) school principals were able to evaluate and use instrument for teaching and learning Indonesian, (2) the principals could evaluate the process of learning Indonesian Language, and (3) the principals had the capacity to do mentoring for teachers in order to boost the quality of teaching and learning Indonesian at the level of SD/MI. The results of KKKS 1 training were improvements in the evaluation and monitoring skills of school principals. The school principals also had improved their abilities to mentor teachers in order to boost the quality of active learning-based Indonesian language teaching and learning at the SD/MI level.

The objectives of KKG 1 were to (1) enhance the teachers' knowledge of Indonesian language at SD/MI based on active learning theory and practice, (2) support instruments of learning, and (3) develop teaching material and media learning for use in the classrooms.

The KKG 1 training had four results: (1) teachers could plan and use active learning techniques effectively, (2) the teachers were able to employ media aids and the local environment as sources of learning, and (3) teachers had the capability to create dynamic classes that encouraged the students to engage more actively in learning. The training also helped teachers understand and developed basic strategies to manage active learning classrooms.

b. ICT

i. ICT One day Workshop

On February 4, DBE 2 North Sumatra held a one day ICT workshop entitled "Active Learning with One Computer in the Classroom." The training was held at CRC Taman Ilmu, SDN 023895 in Binjai Selatan and marked the beginning of the school mentoring program using ICT in active learning. The objective of the training was to provide useful ideas for using a computer to foster active learning in the classroom.

Attending the workshop were eight teachers from SDN 020263, eight teachers from MIS Al-Muqorrobin, nine teachers from SDN 023895, and six teachers from MIN Binjai. Facilitators

were the DBE 2 Jakarta education technology officer, the DBE 2 ICT Coordinator, three ICT assistants, MTT A Binjai Utara, MTT A Binjai Selatan, MTT B Binjai Utara, and MTT B Binjai Selatan.

The workshop yielded two outcomes: (1) the participants understood and gathered ideas on applying active learning models that made use of the classroom computer, and (2) the participants started their own lesson plans that they were able to take back to their own classes.

ii. Delivering ICT Equipment

On March 3, DBE 2 North Sumatra delivered ICT equipment for Intel Teach Grant to the Cluster Resources Center (CRC) *Saiyo Sakato* in Sibolga Kota. ICT equipment was installed in the CRC the deed of donation between the DBE 2 project and the CRC manager was signed.

iii. ICT Monitoring

A DBE 2 ICT team carried out ICT monitoring activities in the District of Sibolga, Tapanuli Utara, and Tebing Tinggi. The objectives of the activities were (1) visiting and monitoring DBE 2 schools that had participated in DALI training, (2) conducting classroom observations of active learning that implemented DALI learning models, (3) and updating information about DALI implementation. The ICT team consisted of the ICT coordinator and three ICT assistants worked together MTT B in each of those districts.

Sample Schools for ICT Monitoring Activities

District	Cluster	School Name
Tebing Tinggi	Padang Hilir	SDN 167645, SDN 164330
	Padang Hulu	SDN 163099
Sibolga	Sibolga Kota	SDN 081232
	Sibolga Selatan	SDN 081240
Tapanuli Utara	Tarutung	SDS Santa Maria
	Pahae Julu	SDN 173265

The results obtained from ICT monitoring were that (1) teachers expressed interest in implementing DALI in their classes; (2) teachers were able to practice the use of DALI in their classes, and (3) teachers were able to begin developing lesson plans making use of DALI techniques.

iv. National ICT Training in Kudus

From March 17 to 22, the ICT Coordinator and three ICT assistants were present at the DBE 2 national ICT training in Kudus. The objectives of the activities were (1) to learn more about the strategy of Developing Active Learning with ICT in the classroom with one computer, (2) to learn about self development and capability in mentoring method for professional development of the ICT team members, (3) to learn on how to make an effective assessment, and (4) to understand mentoring teachers for professional development in the one computer classroom.

At the end of the training, the participants acquired a strategy to roll-out DALI in each cluster in Cohort 2 in North Sumatra and a new strategy to organize the observation and mentoring of teachers for class management. Participants also learned problem solving techniques for conducting DALI and “Mentoring and Follow Up” activities in their classrooms.

v. North Sumatra-Intel Teach Getting Started Training

DBE 2 North Sumatra conducted Intel Teach Getting Started Training on March 31 at CRC Pelita Hati Binjai Utara. There were two objectives of the training (1) to introduce Intel Teach Program to the participants at the cluster level and (2) to provide the module, “*Intel Teach Getting Started*”, as a resource for teachers. This training was attended twenty three teachers including two MTTs and one DLC in Binjai Utara. The ICT Coordinator and three ICT assistants served as facilitators.

The training yielded three outcomes: (1) participants could understand the strategy of “*Intel Teach Getting Started*”, (2) the participants could apply computer base, word processing, multimedia, worksheet and internet technologies skills, and (3) The participants were able to improve teaching quality, especially active learning that is integrated with ICT.



ICT assistant teaching power point presentation in CRC ‘Pelita Hati’ in Binjai

c. Kindergarten

i. Kindergarten Teacher Training

On January 12 and 13, Cohort 2 Kindergarten Teacher Training was held in Medan. The purpose of the training was to (1) to review the experiences in using Interactive Audio Instruction (IAI), (2) to collect ideas and solutions upon challenges faced when using the IAI program in the class, (3) to exercise and to study how to animate the story segment of the program and (4), how to make simple and low-cost media to support the IAI program.

The DBE 2 Jakarta Kindergarten Coordinator, DBE 2 North Sumatra Kindergarten Contact Person, and Kindergarten Tutor from Universitas Terbuka acted as facilitators.



Participants at Kindergarten training practicing IAI programs

MTT Batang Angkola, MTT Padang Sidempuan Barat, MTT Sumbul, MTT Sidikalang, MTT Tanjungbalai Selatan, MTT Datuk Bandar, MTT Pangaribuan, and MTT Sipaholon together with four kindergarten teachers from Tanjung Balai, four teachers from Dairi, and four teachers from Tapanuli Selatan and three school principal attended the training. The training yielded a clearer understanding of teaching and using IAI.

d. Communication

Working closely with the DLC and MTTs, the DBE 2 Communications Coordinator conducted field visits to collect information, including success stories and best practices for use in outreach materials, including the DBE 2 newsletter for North Sumatra.

Respondents and Schools visited by Communication Coordinator

Date	District	Cluster	School/CRC	Respondent
January 19 24	Sibolga	Sibolga Kota/ Sibolga Selatan	TK Aisyah Bustanul Athfal, SDN 084086, SDN 163099 SD RK Santa Maria, SDN Tri Ratna, TK Kartika, SDN 081231 and SD 081240, MIS Nurul Falah, SDN 08644	teachers, student, and school principals, and Head of Education Regional District
March 15 21	Sibolga	Sibolga Selatan	SDN 086441, SDN 081232. CRC Saiyo Sakato	teachers, students, school committee, school principals
	Tapanuli Selatan	Padang Sidempuan Barat	TK Tursina Jaya, SDN 103250 Sitinjak, SDN 103250, and MIN Padang Sidempuan	teachers and students

e. Monitoring and Evaluation Activities

i. Monitoring and Evaluation Coordination Meeting

The DBE 2 Monitoring and Evaluation Officer in North Sumatra attended the M&E Coordination Meeting on January 27 to 29 in Semarang. The purposes of the meeting were to (1) review the Q1 M&E coordination meeting agreements and M&E report for academic year 2007/2008, (2) discuss problems faced among M&E officers that impede the accurate and timely collection of data, and (3) discuss other matters related to M&E tasks. M&E officers from North Sumatra, Aceh, West Java, Central Java, East Java, and South Sulawesi, as well as the M&E Advisor from Jakarta attended the meeting.

Important agreements resulting from the meeting were that DBE 2 must adopt an effective reminder system that sends out clear message on the kind of data to be collected and updated, as well as important deadlines for the submission of data. It was agreed that some of the data must be updated on a routine basis, such as trainee profiles, school profiles, and MTT profiles. A special follow-up M&E Coordination meeting was scheduled for Bandung from March 10-12.

ii. School Score Report

On January 19-28 the M&E team conducted School Score Reports in Deli Serdang, Tanjung Balai, and Dairi. On February 10 to 12, the M&E Officer, assistant, and MTTs carried out a School Score Report visit in Lubuk Pakam and Datuk Bandar. The purpose of these activities was to inform the school officials of the result of the score report pre test and post-test from 2007/2008 in Cohorts 1 and 2.

The teams met and reported the result of the examination to school principals, teacher's class of the third and sixth class whose students took pre-tests and post-tests last year. As the result of the activities, all school principals and teachers have been notified about the result of pre and posttest.

iii. School Assessment

From February 25-March 5, the Monitoring and Evaluation team conducted school assessment visits in Pangaribuan, Sipoholon, Sibolga Kota, Sibolga Selatan, Tarutung, and Padang Hulu. The M&E officer led a small team of M&E assistants, as well as MTTs and DLCs from each of the districts to conduct classroom observations of third and sixth grade classes. The team carried out school assessments in the classrooms, performed school management assessment for the principals, and collected the list of participants in sample schools.

f. Transition Activities

i. Non DBE Schools Visited DBE 2 Schools in Deli Serdang

On January 16, 26 teachers, 26 school principals, five supervisors, and a sub-head of the Education District Department from Beringin Cluster (a non-DBE cluster) visited SDN 104242, one of DBE schools in Lubuk Pakam Cluster. The purpose of the visit was to make a study tour to DBE schools in Deli Serdang that had demonstrated improvements after three years of participation in DBE.

The group of educators from Beringin Cluster visited grades one through six and the Cluster Resources Center (CRC), 'Wahana Ilmu.' They admired simple and low-cost teaching aids, teaching displays, and portfolios and computers in the CRC.



Teachers, school principals, supervisors from Beringin Cluster visited SDN 104242

DBE 2 North Sumatra Training Program Coordinator, Communication Coordinator, MTT Lubuk Pakam, MTT CRC, and school principal of SDN 104242 explained and guided the visitors. At the end of the visit, the educators from Beringin Cluster stated their hope to be one of DBE 2 schools in the future. They promised to follow up with District Education of Department in Deli Serdang to replicate DBE 2 programs in their cluster.

ii. DBE 2 North Sumatra attended Musrembang

The DBE 2 North Sumatra Provincial Coordinator and Communications Coordinator attended *Musrembang* (the Regional Development Planning Meeting) of North Sumatra Province from March 31-April 4 in Medan. The purpose of DBE 2's involvement in the meeting was to give input for stakeholders on education programs in connection with DBE 2's transition program, as well as to socialize the positive effects of the programs for stakeholders in North Sumatra.

The Minister of Perencanaan Nasional, Mr. Paskah Suzetta, opened the meeting. All government officials from 30 regencies and towns in North Sumatra took part in the meeting. Head Regional Department Education of DBE 2 districts (Binjai, Deli Serdang, Tebing Tinggi, Tapanuli Utara, Sibolga, Dairi, and Tapanuli Selatan) also were present at the meeting. The DBE 2 Provincial Coordinator led a discussion on education planning for 2010. As the result of the meeting, stakeholders and the head of North Sumatra's Education Department promised to support DBE 2 program in terms of transition and replication of activities.

g. Visits to North Sumatra

i. KOKESRA Visit

On March 10 three representatives from KOKESRA (Coordinating Ministry for People's Welfare), Bapak Sugiharto, Kabid Pendidikan Dasar dan Menengah, and Iman Gunadi, visited DBE 2 in North Sumatra. The objectives of the visit were (1) to gather information of DBE 2 programs, (2) to observe DBE 2 schools, and (3) to interview DBE 2 teachers and students. The team met with Rosmawaty Nadeak, MPd (Head of Planning Division of Education Department of North Sumatra). The team also visited a DBE School at SDN 023901 Binjai Utara and met with the school's principal, Ibu Nurlina, school committee members, the Branch Head of the Regional Education Department of Binjai Utara, the school supervisor from Binjai Utara, teachers, and students.



Bapak Sugiharto, Kabid Pendidikan Dasar dan Menengah KOKESRA visited SDN 023901 Binjai Utara

ii. USAID Team Visit to Sibolga

From March 16 to 19, a USAID team led by Arturo Acosta, Director of USAID Indonesia's Education Office visited Sibolga district. The team consisted of USAID representatives Arturo Acosta, Tarmi Pudjiastuti, Ester Manurung, Lisa Salim and Edith Rachmadhany.

On the first day they held meetings with Drs. Rustam Manalu (Head of the Regional Education Department of Sibolga), Dra. Masnot (the Head of Basic Education of MORA Sibolga) and other staff. Both MONE and MORA Sibolga presented the impact of DBE programs in Sibolga.



Dr. Arturo Acosta gave speech at an Internet Training held by Cluster Resources Center (CRC) Saiyo Sakato in collaboration with PT Telkom Sibolga

On the second day, the team divided into two. Team A consisted of Tarmi Pudjiastuti and Lisa Salim and visited SDN 081234 and SDN 081232. Team B that consisted of Arturo Acosta, Ester Manurung and Edith Rachmadhany visited SDS RK No.2, MTS Islamiyah, SMP 1, and SDS Islamiyah. In the afternoon, all teams held a focus group discussion with MTTs so that they could discuss DBE activities with Dr. Acosta. Later that day Dr. Acosta attended an Internet training held at the Cluster Resource Center (CRC) Saiyo Sakato in collaboration with PT Telkom Sibolga.

On the third day, the group visited TK Aisyah Sibolga Kota and observed IAI learning activities and continued monitoring at SDS Tri Ratna, and SDN 08644, with the exception of Ester Manurung who visited MIS Nurul Falah and SMP 5. In the afternoon, the team held a Focus Group Discussion with Cluster Resource Center managers of two clusters at CRC *Cemerlang*, Sibolga Selatan.

On the last day, Tarmi Pudjiastuti, Ester Manurung, Lisa Salim, and Edith Rachmadhany visited SDN 084094, SDN 084081, SDS Muhammadiyah and TK Aisyayah Bustanul Atfhal. While Arturo Acosta, on the way back to Medan, visited SDN 173132 and CRC *Sipaholon Lestari* at Sipaholon Cluster, North Tapanuli.

h. Florida State University Action Research Activity

On March 10, the university partner Action Research Team held a meeting with Jeff Milligan from Florida State University. The meeting was held at Unimed in Medan and was intended as an opportunity to (1) discuss Action Research in Education (ARE) activities conducted by UNIMED and the IAIN Team for the previous six months (September 2008 through February 2009), and (2) make an action plan in preparation for the 3rd ARE Workshop: “How to publish research reports”, scheduled for July 2009 in Medan. The meeting was attended by four representatives from UNIMED and six persons from the IAIN and DBE 2 teams. The meeting revealed that both UNIMED and IAIN Team have finished the first cycle of ARE and are preparing to conduct the next cycle later in 2009.

i. Staff Meetings and Capacity Building

i. MTT Meeting and Capacity Building

DBE 2 North Sumatra held its MTT meeting at the Royal Perintis Hotel on February 6. The meeting aimed at evaluating the previous three months of DBE 2 programs and preparing for the upcoming activities. The DBE 2 M&E Officer, Communications Coordinator, ICT Coordinator, and University Advisor made presentation of all components. The Training Program Coordinator explained the next quarter’s programs. All MTTs (A and B) attended the meeting as well as six DLCs.

On February 7, MTTs took part in a capacity-building activity at *Kampung Tuntungan*. The purpose of the training was to boost good communication and teamwork among MTTs. The meeting and capacity building had two accomplishments, including completion of planning for the next set of activities and improvements to communication and teamwork among MTTs, DLC and DBE 2 staff.

ii. DLC Meeting

On February 9 and 10, DBE 2 North Sumatra held its District Learning Coordinator (DLC) Meeting at the DBE 2 North Sumatra Office. The purposes of the meeting were to evaluate the previous programs, finish SEW proposals, and share strategies for the DBE 2 transition.

DLC Binjai, DLC Deli Serdang, DLC Sibolga Selatan and Tapanuli Selatan, DLC Tapanuli Utara and Dairi, DLC Sibolga Kota presented progress reports from each of their districts. The Contact Person TK and CRC also presented the report for 2009.

j. Staff Recruitment

Three new M&E temporary assistants were hired during this reporting period. These persons were selected among twenty applicants and interviewed three best candidates on February 6, 2009. The Medan office also welcomed Shankar Kumar Sunuwar as a new Provincial Contract Manager (PCM) starting February 9, 2009.

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

During this period the DBE 2 North Sumatra has been involved with university partners (Unimed and IAIN SU) in training package adaptation and roll-out. DBE 2 North Sumatra has collaborated with LPMP, Education Department and Religious Affairs in DBE 2 activities especially in training package adaptation and roll-out.

CRC “Saiyo Sakato” at Sibolga Selatan Cluster collaborated with Telkom Sibolga and held Internet Training for 82 DBE teachers.

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

DBE 2 activity	DBE district(s)/ cluster(s)	Contributing Institution	Contribution
Classroom Management Training	Tapanuli Utara/Pangaribuan	School (Dana BOS)	Rp. 1.400.000 per month
Internet Training	Sibolga/Sibolga Kota	Telkom Sibolga	Rp. 2.000.000

Transition program activities for DBE 2 North Sumatra during this quarter were as follows:

Transition/Dissemination Activities

DBE 2 activity	Non-DBE district(s)/ cluster(s)	Contributing Institution	Contribution
KKG	6 clusters (Tapanuli Selatan)	Depag	Rp. 60.000.000 per year
KKG	1 cluster (10 schools)	School (BOS)	Rp. 1.400.000 per month

D. Challenges

a. Transition Program

The success of transition program at the provincial and district levels depends on how well DBE 2 is able to share best practices with key stakeholders and implementers. Additional measures must be planned to improve coordination and communication with stakeholders.

b. Mentoring Activities

In order to increase program achievements at the school level, the frequency of mentoring activities and monitoring of quality must be improved. The limitation of field staff to do mentoring can be solved by empowering PBS (*Pemandu Bidang Studi*) along with supervisors from the Education and Religious Affairs Departments.

E. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Three, FY09

The following activities will be implemented in the next quarter:

- ICT
 - o Roll-out of Intel Teach Training for Cohort 1
 - o Monitoring ICT for Cohort 1
- M&E
 - o Stakeholder survey
 - o Training Satisfaction survey
 - o Data collection
 - o School assessment
 - o Kindergarten Post Test
 - o Data entry
 - o Attending Coordination meeting
- CRC
 - o Attending DLC meeting
 - o CRC Monitoring for Cohort 1
- Kindergarten
 - o Kindergarten Monitoring for Cohort 1
- Indonesian Language Training
 - o BPS 1, KKKS 2, KKG 2, and BPS 2.
- ALFHE
 - o Attending ALIS (Active Learning in School) Workshop
- Transition
 - o Audiences with Stakeholders
- University Activities
 - o Attending University Working Group and University Consortium Meeting
- Communication
 - o Attending Communication workshop
 - o Success story collecting
 - o Newsletter printing

XVIII. South Sulawesi Update

A. Overview

Program activities in all major area including training package rollout, Monitoring and Evaluation (M&E) and Information and Communication Technology (ICT) have been active in planning and implementation during this quarter. In addition to these core activities, significant consultation with partner organizations such as provincial government, university partners and LPMP have afforded opportunities to advance sustainability and the transition of DBE 2 interventions to other organizations so that the impact of DBE 2 best practices can reach an expanded number of clusters, schools and teachers who have not yet participated in the program directly.

MTT coordination has provided stronger local teams which are playing an enhanced role in coordination with district governments. These field staff have also provided the project with the first comprehensive picture of the extent to which local replication has expanded the impact of DBE 2 interventions to non-DBE schools. These two factors should help secure local support for transition activities in the future.

Further highlights as well as noteworthy challenges are listed below.

B. Progress/Accomplishments this Quarter

a. Mathematics Training Package Rollout

Rollout of the mathematics training package continued successfully during this reporting period. During this reporting period the first round of training for four different activities took place; these are the School Team Workshops, the first KKG training workshop, the first KKKS training workshop and the first round of in-school support (*pendampingan*), which were held in all four Cohort 2 districts (Makassar, Sidrap, Luwu and Pinrang).

The Module Implementation Team was selected and trained in January through a Training of Trainers (TOT) in Makassar on January 13-17. Rollout in the field began in February with the trial of the School Team Workshop in Sidrap and Luwu districts February 3-5. Immediately following the trial and before returning to Makassar, the implementation team met for a one day reflection workshop, after which the team revised the materials and the rollout plan for remaining districts.

The participation that DBE 2 South Sulawesi has received from its partner universities and DepAg personnel in the mathematics training package has been 100% to date. This is a notable achievement, particularly given the seniority of the participating university faculty. The mathematics training package rollout team includes the head and the secretary

of the mathematics faculty at Universitas Negeri Makassar (UNM), the secretary of the mathematics department at Universitas Muhammadiyah Makassar (Unismuh), the secretary of the physics department of Unismuh and other senior lecturers from the mathematics departments of both of our partner universities. Participation by members of LPMP has been around 70% thus far, which is better than previous teams but still not optimal.

This is the strongest module implementation team that DBE 2 has ever fielded and in spite of their seniority, their participation levels have exceeded those of any previous module implementation team. This is partly due to the successful management by UA Pak Subaer and DLC Pak Sabri. It is also a result of the enthusiastic support from the head of the mathematics faculty at Universitas Negeri Makassar, Pak Darwis. DBE 2 hopes to convert his commitment into strong support in pursuing the project's transition strategy in which UNM and Unismuh can be contracted by districts and the province to deliver training packages created under DBE 2.

i. Results and challenges in the field

The first round of pendampingan took place at the end of March in Sidrap and Luwu and affords a look at indicative results in changes to the teaching and learning of mathematics achieved thus far. On the positive side, many teachers show improved skill in teaching mathematics; teachers are also using a variety of resources including materials made available from the CRC. There is still much room for improvement however. Although some teachers have used the books made available in the CRC that provide strategies for teaching mathematics, there are many teachers who do not make effective use of these resources to employ the scenarios presented in the books. It is obvious that most teachers are not used to reading and this weak point will take some time to overcome.

In each school visited during the first round of the formal in-school support activity, teachers demonstrated an affinity for using instructional games that encourage active mathematics learning among students. This development was observed as a highly successful technique. Teachers and head teachers were very enthusiastic about the positive results they witnessed from these games and were particularly happy to see the energy and excitement about mathematics learning that this generated among students.

One remaining challenge observed during this period which was made evident during formal in-school support was that many teachers still find lesson planning difficult. Teachers who demonstrated effective skills in facilitating meaningful teaching and learning activities often lack skills in describing their approach in written lesson plans. While teachers produced written lesson plans, these documents were not well written or easy to understand. Prior to DBE 2, most teachers did not produce lesson plans on a day-to-day basis. Teachers in DBE 2 schools now produce lesson plans far more regularly; however, these lesson plans still have shortcomings. Although teachers demonstrated a good understanding of the teaching and learning process and demonstrated effective active learning strategies (the implementation of a jigsaw strategy for example), teachers are often not able to effectively describe their activity in writing.

The participation of subject area specialist teachers (*Guru Pemandu Bidang Studi* or PBS) has again been successful both during implementation and during follow up in between

training activities. PBS have assisted teachers in between training activities, helping teachers trial active learning techniques, create lesson plans and produce low-cost learning aids.



Students find math is fun during pendampingan in Luwu.

Training package rollout will continue during the coming quarter with three different activities: the second round of KKG training workshops, the second round of KKKS workshops and a second round of formal in-school support visits. In addition, one teacher in each cluster has been selected to perform a ‘real teaching’ demonstration; these demonstrations will be observed by all head teachers from DBE 2 schools, pengawas and UPTD. The aim of this activity is to show the observers how successful mathematics teaching and learning activities should take place using active learning strategies that are included in this mathematics training package.

ii. Linking Training Package activities to Cluster Resource Centers

The DBE 2 specialists will continue to work during the coming quarter to strengthen the link between the PSBG and the mathematics training package activities. Teachers will be given more insight into how materials from the PSBG can be used to support improved mathematics instruction. The remainder of rollout will also focus increased attention to helping teachers produce low-cost learning materials for mathematics.

b. Completion of Deliverables by Partner Universities

Several deliverables have been completed during this reporting period. The Learning Communities Training Package deliverables are complete except for the non-print materials. Deliverables for the Foundation Package are complete with the exception of the final report with the certificate from the university; there are several teachers’ portfolios that must be evaluated by Unismuh before this final report and certificate can be produced. Science package deliverables are now complete except for the final report and the teachers’ certificate from Unismuh.



DBE 2 staff, Pak Sabri, David and Pak Subaer meet at Universitas Muhammadiyah Makassar with the Rector Pak Irwan Akib and University Contact Pak Bahrn

c. Non-print Materials Production

DBE 2 South Sulawesi has identified several production houses which are capable of producing quality video resources to accompany selected training packages. These production houses have been contacted and are currently submitting proposals for the production of video programs. The final selection of production houses and the creation of video materials will continue during the coming quarter.

d. Training Program Coordination

Coordination and management of routine MTT support activities has been active during this period and has helped maintain existing improvements and strengthen weaknesses in the field. One addition to coordination with MTTs during this period is the collection of data on locally funded replication of DBE 2 activities which is detailed below.

i. Reports on Cluster Conditions

At the quarterly field-staff coordination meeting held in Parepare on February 10-11, DBE 2 continued to compile a picture of program achievement and ongoing challenges in each cluster and district. All MTTs reported on conditions in their clusters and districts and all but one of these reports were quantitative in nature. MTTs have become capable of successfully presenting conditions in their districts. This progress was assessed by each MTT using indicators on the areas of teacher achievement, principal achievement and school environment. MTTs continued to use achievement against indicators in these three areas to target routine in-school support toward weak-points.

During this period each MTT also formally reported results to their district level, this process of reporting to senior district level officials will continue on a regular basis.

MTTs are experimenting with various strategies to strengthen impact. One approach that was popular during this reporting period was the use of competitions, such as the ‘most PAKEM class,’ to inspire educators to improve teaching and learning approaches and school environments. This appears to be an effective means to inspire progress. Similar competitions for school environment have helped drive improvement against outcome indicators in several districts. Increased networking between MTTs across districts has encouraged the borrowing of ideas as MTTs gather success stories that can be replicated.

MTT teams in each district have now nominated an informal “lead MTT” who acts as the collection point of information for collective reports on district conditions and the lead spokesperson in meetings or when presenting status reports to district level officials. This has strengthened teamwork within each district where previously only cluster teams had been strong. This improved coordination and teamwork is valuable in the discussion and planning of Skills Enhancement Workshop (SEW). It has also helped DBE 2 promote a collective voice in each district.

ii. Data on Replication

Under the direction of the Training Program Coordinator and the provincial M&E coordinator, MTTs compiled data on the replication of DBE 2 activities that have been conducted in the past and those that have concrete plans for the near future. DBE 2 collected quantitative

data documenting the replication that has already taken place in project districts which are described in a table below. DBE 2 expects to see evidence of significant expansion to new schools and beneficiaries in the future.

DBE 2 Replication 2006-2009

Cohort	District	Number of participants trained	Number of participants targeted for planned training events
Cohort 1	Jeneponto	365	373
	Pangkep	260	45
	Soppeng	1044	N/A
	Enrekang	2101	375
	Palopo	273	150
Cohort 2	Makassar	331	174
	Pinrang	933	599
	Sidrap	N/A	567
	Luwu	360	245
Total Cohort 1 + 2		5667	2528

e. Skills Enhancement Workshops and Sustainability

During the field staff coordination meeting, MTTs reviewed an explanation of the Skills Enhancement Workshop (SEW) plans. An SEW Team has now been created in each cluster; however, a team in the cluster alone is not enough to create successful implementation in expanded districts. The teams must involve district personnel and DBE 2 must schedule discussions with local stakeholders on targeted expansion schools and clusters.

Coordination with field staff will intensify as DBE 2 advances efforts to promote sustainability, particularly regarding communication and coordination with district stakeholders. This will proceed in two streams: at the local level the project will continue to prepare teams of personnel who are capable of carrying out implementation at the cluster or ground level. At the same time DBE 2 will develop district level stakeholders so that they can provide policy support to the implementation of activities, authority to expand the reach of activities and the funding to support them.



Pak La Malihu talks with MTTs about the collection of data on locally funded replication of DBE 2 activities during the coordination meeting in Parepare

MTTs prepared presentations describing progress and challenges in their school clusters

f. Monitoring and Evaluation

New temporary M&E assistants were interviewed in January, then contracted and trained in February. These new personnel are joined by two veteran temporary M&E assistants who had been involved in previous data collection and were re-contracted to join the current round of M&E data collection activities. Despite the new HR requirements that all new hires be approved by USAID, which could have delayed the M&E field data collection process, DBE 2 was able to field a fully capable team during this quarter by starting early and using previously contracted assistants.

During this period, data collection was conducted for six areas including the following:

- classroom observations
- observations of teaching and learning
- school management
- teacher attendance
- student attendance
- stakeholder surveys (for students, teachers, head teachers, supervisors, education officials, parents and community members from Cohort 2 schools)

This data collection effort is ongoing and proceeding according to planned deadlines. Data collection is ongoing in both Cohort 1 and Cohort 2 districts and will continue through the end of April.

During the upcoming quarter DBE 2 South Sulawesi will also complete the post-test of SD students in Cohort 1 schools (in both project schools and control schools). This activity began in March 2009 in four districts (Jakarta M&E specialists determined that Soppeng was not to be included in the post-test sample this year). This data will contribute to the national M&E data base and assist in the collection of longitudinal data on student outcomes that are vital in assessing program impact.

Preparations for the post-test of TK students have taken place during March and data collection will take place in April of the upcoming quarter.



Students in Jeneponto take the DBE 2 post test very seriously.

i. Presentation of M&E test results

As previously reported, M&E staff reported the results of the student pre- and post-tests to the various schools involved in this data collection effort beginning during November and December. That process was continued during this quarter. Participant schools

were extremely receptive to this and offered much positive feedback. The reporting process offered schools feedback and garnered enthusiasm and greater support for future participation in testing of this kind.

Many schools said that they had been involved in studies like this before involving testing and evaluation but that DBE 2 was the first organization that had ever returned following data collection and told them the results. They also said the program was very honest because the testing was rigorous and conducted by a third party. The process strengthened the perception that DBE 2 is a highly professional program. Schools were impressed by the way they could see their school with reference to others in their district, the province and national level data. In some cases, attendees actually cried out of appreciation and pride at their school's development.

The positive perception generated by this reporting process has made scheduling of upcoming tests much easier. Schools are now very keen to schedule the next round of post-tests and the M&E team has had a much easier time coordinating field testing schedules. The post-tests conducted in March were very easy to administer because schools provided great support. The reporting process will continue in the coming quarter.

ii. M&E /Communications meeting in Semarang, January 27-29

All M&E personnel met together with communications coordinators from every province to discuss the findings from M&E data analysis report and decide how best to present them in the field. This is particularly relevant as the new M&E report has published new and interesting findings that stakeholders will be keen to review. M&E and communications personnel are working together more closely to disseminate data to provincial stakeholders. The meeting and coordination is also vital in preparing for the production of communications materials for the provincial workshops and other government outreach efforts scheduled for the coming quarter.

iii. Special M&E Coordination meeting in Bandung, March 9-11

DBE 2 M&E personnel met to plan and prepare for the collection of post-test data and to avoid problems encountered in the past that can negatively influence the collection of data. The meeting also included representatives from Universitas Padjadjaran (Unpad) which is administering the post-tests as an objective third party.

iv. Preparation for TK post-test

Preparation for the TK post-test took place in March; tests will be administered in May. DBE 2 selected experienced TK testers who were involved in last year's testing. This has reduced the effort required to train them, it will also make them more effective and reduce problems in the field.

v. Upcoming Plans and End of Year Exams

The administration of M&E activities (and all other activities) will be limited by the administration of the national and school-level final examinations which will be conducted in May. Preparation for and administration of these two exams will last for the entire month of May. M&E will be limited to collecting data for TK during this period as schools and districts have requested that DBE 2 not interfere with primary schools during this time.

This creates pressure to complete data collection for primary schools by the end of April. So far DBE 2 is on target to complete data collection within that deadline.

g. Communications

The communications coordinator had a very busy start of 2009, firstly with extensive outreach and meeting with provincial stakeholders and secondly with the arrival of a new son born on March 25th. Other products that have been produced and distributed this period include the newsletter, letters to the governor and district heads, factsheets and materials for the provincial workshop.

The next edition of the Newsletter *Kareba Wanuatta*, has been written, edited and is being printed. It will be distributed during the next reporting period. Quarterly letters were drafted to the Governor, Bupati and Walikota of various districts outlining progress, achievements and plans for the coming months. These continue to be a helpful tool for keeping key stakeholders at both province and district levels informed about activities.

h. Meeting with Governor and Provincial Stakeholders for Education for All Workshop

The PC and communications specialist attended the provincial Education for All (Pendidikan Untuk Semua) workshop at the request of the Governor and the head of Bappeda in February. This was a good opportunity to meet with important stakeholders from all levels to discuss the new governor's agenda for education and to describe how DBE can support ongoing government efforts to improve the quality of basic education broadly throughout the province. The event was held in Makassar and was attended by the Governor, Dirjen Diknas for non-formal education Hamid Mohammad, Jakarta representatives of ILO and Unicef and the provincial heads of Bappeda and Diknas. The rectors of DBE 2 partner universities UNM and Unismuh as well as the head of LPMP were there too. Bupati/Walikota (or those who represented them) and Kepala Dinas Pendidikan from every district also attended.

The governor spoke at some length about his support to the education sector and expressed a strong interest in working in coordination with donors to promote quality free education for the SD and SMP levels. He has interest in strengthening TK to promote students' readiness to enter school, and in expanding teachers' access to training packages delivered through distance means, both of these areas are clearly related to the work DBE 2 has undertaken. DBE 2 has used this meeting as a springboard to continue discussions with various government agencies to identify ways that best practices can be implemented by government.

A detailed report on this event was sent to both USAID as the governor had requested that USAID sign a joint agreement acknowledging collective support for the Education for All goals. USAID and DBE 2 were unable to sign the agreement but were able to avoid negative perceptions for not doing so.

The event offered an excellent opportunity to present the DBE program in an exhibition style to provincial and district heads, as well as heads of relevant partner agencies such as

partner university rectors and the head of LPMP. DBE 2 gathered a great deal of support to pursue sustainable ways to transition interventions to other service providers through ongoing negotiations with key provincial stakeholder agencies on a technical level. The governor has asked to meet with DBE 2 individually to discuss the program and consider synergy with his provincial initiatives. Similarly, the event allowed DBE 2 to reinvigorate the relationship with provincial offices of education and Bappeda. Discussions with the heads of these offices will take place in the coming weeks. Similarly, discussions with the Kepala Diknas of five of our districts, one Walikota, the head of LPMP and two rectors will require direct face to face follow-up in the near future.



A view of the DBE 2 stand at the provincial education exhibition.

Provincial Coordinator discusses the DBE 2 program with South Sulawesi Governor Syahrul Yasin Limpo (right) and Dirjen Diknas Hamid Mohammad (second from right).

i. ICT Training Program

ICT programs were very active during this reporting period with a wide range of activities including the Intel Teach training package, the Developing Active Learning with ICTs (DALI) training package, an online mentoring course, co-teaching and a national level professional development activity for provincial specialists. All ICT activities have been conducted in coordination with each of the Cohort 1 CRCs.

i. Intel Teach

The Intel Teach training package was delayed during this reporting period due to delays in the procurement and distribution of ICT equipment that is required for this activity. At the end of the quarter, ICT equipment required for the Intel Teach rollout has been procured and sent to all Cohort 1 CRCs with the exception of one cluster in Soppeng.

Despite this delay, the Intel Teach training program has progressed during this quarter and to date, a total of 147 master trainers and 224 Participant Teachers have been trained. The DBE 2 Intel Teach process first provides an intensive TOT for selected Master Trainers who then continue to roll out training for Participant Teachers within their school cluster using local funding. So far, three districts have begun to rollout training for additional Participant Teachers; these are Jeneponto, Enrekang and Pangkep.

Master Trainers and Participant Teachers Trained under Intel Teach to Date

District	Total Master Trainers Trained	Total Participant Teachers Trained
Jeneponto	32	32
Enrekang	42	60
Pangkep	28	132
Palopo	45	n/a
Soppeng	n/a	n/a
Total	147	224

The Master Trainers who have been trained through the DBE 2 Intel Teach TOT program are being registered with Intel Corporation and recognized as qualified facilitators who can be employed to train more educators beyond those trained through this DBE 2-led activity. Each Master Trainer will receive an international certificate from the Intel Corporation recognizing their achievements and skills.

Rollout of Intel Teach training for Participant Teachers in each cluster will continue through the coming quarter, however the planning for how best to fund and manage the rollout requires some time for most clusters to finalize. Before this rollout can take place considerable consultation and coordination between local stakeholders is required to plan, manage and fund the continued training activities. Funding for the rollout to participant teachers has been derived from a range of sources that include schools, *dana BOS*, the Bupati, the subdistrict and teachers themselves.

The rollout of Intel Teach also requires coordination between numerous other personnel including provincial ICT training specialists, procurement officers in Makassar and Jakarta, local MTTs, and CRC managers. All of these personnel have an important part to play in the success of this initiative. Thus far local stakeholders have provided strong support for the continued rollout of Intel Teach training to Participant Teachers. The process requires considerable time for intensive discussion and planning at the local level; however this is effort well-spent as it is essential for DBE 2 to build the planning and management capacity of the cluster for the continued rollout to succeed and to promote sustainability.



Teachers in Enrekang have pursued DALI training with gusto, and both teachers and head teachers have actively followed up the training at the CRCs.

DBE 2 ICT team member Pak Riska helps teachers become familiar with their laptops

Intel Teach rollout will continue during the coming quarter both the TOT for Master Trainers and the locally-funded rollout training for Participant Teachers in each Cluster Resource Center. By the end of the coming quarter, all TOT for Master Trainers will be completed.

ii. Developing Active Learning with ICTs (DALI)

The rollout of the DALI training package has continued in all five Cohort 1 districts during this reporting period. The DALI training package requires that all participants have adequate access to computers and other ICT equipment; therefore, the total number of teachers that can be trained at any one time is limited based on maximum participants per computer ratio. Given that the total number of teachers per school cluster varies across the province and districts, the ICT team is required to deliver DALI training during several different activities to different groups of participants in order to train to all teachers. As of March 31, a total of 444 teachers have participated in DALI training through a total of 15 different training activities. The rollout of DALI training will continue with another 15 DALI training workshops scheduled for the coming quarter.

There are many interesting observations that can be made from the DALI training package implementation. It is exciting to see teachers who have zero experience with ICT become capable of using PowerPoint or other software applications to deliver effective active learning lessons using only one computer in the classroom. One example, the use of PowerPoint to lead a Jeopardy game as an active learning activity for the classroom, is a big hit with teachers. Many teachers who have never before touched a laptop refuse to leave the training site during break and after the last session ends; they are filled with tremendous pride and motivation to learn more independently. CRC managers report that teacher visits and computer use increases following DALI training. In some cases the presence of ICT has enriched the frequency and meaning of regular KKG meetings that were previously focused only on subject area matter.

One challenge faced during the rollout of DALI is the involvement of principals in the training. Many principals are understandably interested in the training and request to be invited; however, their attendance does not always make a positive contribution as head teachers are more likely to be absent, to leave early or to arrive late. They frequently fail to follow the activity effectively and sometimes disturb participant teachers. This is not the case for all principals and several have made strong contributions to the training but in many cases they have unfortunately demonstrated a lower level of meaningful participation.

iii. Online Course

The online course orientation for designated DBE 2 and GOI staff took place in Semarang, Central Java on 22-24 and was facilitated by Jakarta and US based ICT specialists. Participants included two persons from the ICT team of each province plus selected representatives of LPMP, P4TK and PMPTK.

The goal of the online course is to build the capacity of participants to provide in-school support for selected target schools in each province. The aim is to build teachers' capacity in using ICT by helping them plan and implement teaching and learning activities using ICT and conduct co-teaching. Following this training, participants from the provincial ICT

team are expected to provide ongoing support and feedback in the use of ICT in schools. During the coming quarter, the ICT team members will conduct targeted in-school support to schools identified for follow-up.

ICT team members who lead this support effort will share online postings with other provinces as well as with Jakarta and international specialists. This will facilitate the sharing of experience among implementing specialists across provinces. The ongoing consultation process will employ various technologies to share information, photos, video, live communication via various programs such as Skype.

This activity is focused on building the capacity of the ICT team to provide mentoring and other ongoing support to schools and educators. It is also one way of supporting the DBE 2 transition strategy for the ICT program. Ongoing, scheduled mentoring is the follow-up that will be provided during the coming quarter.

iv. Co-Teaching

Co-teaching is one step in piloting of the one-computer-classroom model within which teachers implement pre-designed teaching and learning activities using limited ICT in a classroom. Teachers learn how to implement effective teaching and learning strategies using limited ICT in the classroom while observing trained teachers demonstrate active learning activities that use ICT. During this reporting period, the ICT team completed the preparation for the co-teaching process that will be implemented in several schools in Pangkep during the coming quarter.

v. Professional Development for ICT Team

The South Sulawesi ICT team joined other provincial ICT teams for an intensive professional development activity in Kudus, Central Java on March 17-21. The activity focused on building the capacity of ICT teams in supporting active learning activities using ICT in schools. The meeting also offered teams from various provinces to coordinate with national specialist staff and to share information about their experiences, successes, best practices as well as obstacles. The team enhanced their skills in several areas, an example of which is the use of authentic assessment and the application of this assessment approaches such as portfolios in the use of ICT in the classroom.

j. Cluster Resource Centers

Education Resource Specialist/District Learning Coordinator (ERS), Pak Djabier had a one month break from late January to late February, which slightly reduced provincial office-led activities.

i. Monitoring of Cohort 1 CRCs

In early March, DBE 2 conducted thorough monitoring visits to every Cohort 1 CRC. This involved the Education Resource Specialist/District Learning Coordinator as well as specialists from Jakarta Ibu Pudji and Ibu Lilis. Findings from that activity included:

- Clusters are implementing many regular activities at the CRC, including KKG and KKKS.
- There are significant shortcomings in the management skills within CRCs; much

more work is needed to improve the management capacity of the CRC management teams.

- Several basic areas need strengthening including: maintenance of inventory lists, record-keeping for visitors and borrowing of materials, etc. there are several software packages that would facilitate these processes.

ii. Tier 2 Grant Proposals for Cohort 2 CRCs

Proposals for second tier grants in Cohort 2 CRCs were completed during this reporting period. Of the eight proposals that have been submitted, three have been approved by the Chief of Party and the remaining five are currently being revised by the CRCs with support from the MTTs in each cluster. Procurement of material has begun for those CRCs which have been approved for tier two grants. The second tier for Cohort 2 CRCs will include ICT equipment. It is hoped that the all tier two grant materials will be sent to Cohort 2 CRCs by the end of the coming reporting period. This will facilitate the rollout of DBE 2 ICT training activities which are scheduled to start in July.

iii. Linking with LPMP

DBE 2 has continued consultation with LPMP during this period, in particular focusing on ways that the CRCs can support ongoing activities of LPMP. Details of this ongoing discussion between DBE 2 and LPMP are highlighted below. LPMP would like to see DBE 2 use the CRC as a “PKG ++” that can support their efforts in the field both with the CRC facilities and added human capacity.

Records of borrowing, visits and other CRC use has been recorded manually to date. The Educational Resources Specialist has identified free software that may offer some help and is trying to encourage CRCs to computerize this process to make tracking and analysis easier. This option will be further explored in the coming quarter. Similarly, the ERS has explored ways to track the use of computers in the CRC. This kind of infrastructure is essential if CRCs are going to become a sustainable resource that will outlast USAID funding for ongoing activities. Simple management techniques and infrastructure that are commonplace in WarNets and libraries can improve CRC management, help secure outside funding for ongoing operational costs and promote sustainability.

The lending of portable ICT equipment poses management challenges for CRCs. On the one hand laptops’ portability makes them easy to transport and use at schools; however, indefinite or prolonged long-term borrowing draws resources away from the CRC, reducing potential draw for visitors. What is more the people who borrow laptops and other IT equipment for long periods tend to be more senior personnel; lower ranking or non-veteran teachers are shy to ask for the equipment to be returned to the CRC for other teachers to use. SOP for borrowing and decisions about how many laptops and desktops a CRC owns should consider these issues.

The next great challenge for the CRC initiative is Internet connectivity which remains difficult and expensive, particularly for CRCs located in rural areas. The options for stable internet connection are limited even in district capitals and costs are high. DBE 2 research has found that the best unlimited package for Internet in the districts is via Telkom Speedy, which costs Rp.750,000/month for a 1 mbps connection. During the coming reporting

period, the education resource specialist will continue to explore options for Internet connectivity, along with related costs and infrastructure requirements. The target is that by the end of May all Cohort 1 CRCs will be ready to connect to internet.

k. Kindergartens

Although there have been no new formal training activities during this reporting period, there has been great demand for replication and several replication activities conducted without DBE 2 funding.

i. Replication of the Kindergarten (TK) training in Pinrang and Makassar

Pinrang District replicated the TK program in two clusters where they conducted a three-day training workshop for TK teachers using the DBE 2 approach and materials. In Matiro Bulu school cluster, an additional 34 teachers were trained, and in Wattan Sawito school cluster 30 teachers were trained. Training was facilitated by MTTs and TK teachers who are already experienced in the Interactive Audio Instructional approach and materials.

This activity was funded by the individual TK, which first heard about the approach through the regular Kindergarten teachers' activity group (KKGTK). DBE 2 TK teachers have presented their approach through the KKGTK, where other TK teachers have become increasingly interested in employing it in their schools. This kind of 'bottom-up' demand and funding for replication of DBE 2 approaches has proven to be a powerful force in broadening impact among TK and among primary schools.

Planning for a similar approach has begun in Makassar where kindergartens that have not yet been involved in the DBE 2 kindergarten program plan to replicate the DBE 2 TK training in May following national testing. As in Pinrang, the activity will be funded by individual TK, ten of which plan to participate in the training.

These two examples are the tip of an iceberg in terms of demand for replication of the TK program and DBE 2 is exploring how best to support broader replication to a much larger number of kindergartens.

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

This quarter has seen intense coordination with other DBE components, other donor funded programs and provincial level GOI agencies. These activities are highlighted in brief below.

a. Coordination with Dewan Pendidikan and LPMP

The DBE 2 PC and specialists met with the head of the provincial education board (Ketua Dewan Pendidikan), Prof. Halide and LPMP as a follow up to the provincial exhibition held by the governor to affirm commitments to achieving the Education for All targets. DBE 2 invited DBE 1 and DBE 3 specialists to attend this



DBE 2 PC meets with DBE 1 PC, representatives from JICA, AusAID, UNICEF and ILO at the World Bank funded Support Office for Eastern Indonesia

discussion. The meeting was focused on two items:

1. to review our program progress and results to date
2. to discuss planning for transition and sustainability

In addition to these topics, the Ketua Dewan Pendidikan is keen to promote donor harmonization with provincial initiatives, particularly in this period when the governor is promoting his new policy agenda for education. The group discussed reinstating the donor harmonization working group under the leadership of Prof. Halide as he has proven capable of ensuring the attention and attendance of relevant provincial government leaders.

LPMP proposed a provincial workshop (one day) for the basic education sector during which they would like all donors to present their programs and describe their achievements to date. They have asked the Governor to sanction this event. Communications products are being developed and coordination with other DBE components is being undertaken in tandem with this goal. As a result, DBE 2 will try to engage in all provincial efforts at donor coordination and development of best practice models, whenever they occur.

b. Provincial Education for All Seminar

DBE 2 attended a two day seminar in affirmation of the Education for All (EFA) agreement at the request of the governor. That event is previously described under the communications section of this report. During consultation in the lead-up to the EFA seminar, DBE and other donor organizations were asked by the governor to sign a joint declaration indicating support of free quality education in the province. DBE 2 was not able to sign the document, nor was JICA or AusAID, and this issue may come up again.

c. Coordination with other Donors—JICA Prima Pendidikan Program and UNICEF School-Based Management Program

In response to the provincial government's request that donors involved in the education sector improve coordination, field visits to donor education projects were scheduled in March following the provincial Education for All seminar (following the seminar, the head of Bappeda, Pak Tan Malaka, suggested that donors initiate activities that would provide more information to the province, highlighting activities and impact.) The first of these activities was a field visit to SMP 1 Rumbia in Jeneponto District, where JICA is implementing the Prima Pendidikan Program. The second activity was a field visit to the UNICEF School Based Management program in Bone District. DBE 2 represented the DBE program during the visit to JICA's program and DBE 1 specialists represented the program during the visit to Bone.

DBE participation in this activity offered valuable lessons in preparation for the project's provincial best practices workshop, scheduled for early June. For one, on the sidelines of this activity, Provincial Bappeda representatives offered to arrange a private meeting with the governor to discuss how DBE 2 can work with the provincial government to promote the sustainability of DBE 2 interventions. Secondly, although the JICA PRIMA Pendidikan program was good, DBE 2 primary schools and TK look far better in comparison to what we saw from other donors.

Another point noted was that while this donor project field visit was very valuable,

provincial government attendees were few and limited to lower-echelon technical staff of one agency (BAPPEDA). The noticeable absence of senior personnel and of other agencies such as Diknas and DepAg was disappointing but not surprising. In the likelihood that targeted senior personnel do not attend field visits, DBE 2 must prepare two things, more individualized meetings in more comfortable settings to provide information and promote dialogue on sustainability and transition that is targeted at specific proposals, and DBE 2 must consider video or other media that will allow the project to bring the classroom to those who can not be brought to the classroom. DBE 2 also needs to identify the right technical representatives from its partner institutions so that follow up dialogue with senior personnel will be productive.

d. Coordination with DBE 1 and 3: Task Force for Replication and Sustainability

DBE 2 South Sulawesi has worked closely with other DBE components in the area of coordinating efforts to promote sustainability of program impact and replication of best practices. To that end, the three PCs decided that the most effective way to encourage ongoing dialogue and planning would be to form a task force for sustainability and replication that contains members from each DBE component. The permanent representative of DBE 2 is Pak Yudha, the Training Program Coordinator.

The task force has met regularly since its inception and has conducted joint planning for the provincial workshops and associated district level meetings. It has been decided that the province will be divided into three regions and that coordination with each region will be divided among the three DBE task-force representatives.

D. Challenges

Challenges in the implementation of the program have been detailed above but in summary, the following points are worth highlighting:

- Planning activities to promote sustainability continues to be a challenge as the interests and needs of various stakeholders at district and province are varied. The effort can be greatly aided by coordination meetings in each district but this takes considerable time and resources.
- The volume of activity continues to roll at a high pace. It remains rare for all specialists to be in the Makassar office at any one time. This creates challenges in coordination and communication particularly regarding transition strategy development and implementation.
- The volume of ICT activities has taken CRCs in new directions; the enthusiasm that educators have for ICT is enormous but it presents numerous challenges to rollout broadly. For instance, the lending of equipment and the availability of affordable Internet access mentioned above, both represent significant obstacles that must be overcome for the CRC and ICT interventions to achieve their ultimate aims.
- USAID DBE needs a prepared response to requests for ceremonial agreements during transition or handover to other agencies. It is wise to anticipate local government desire to have some form of ceremonial activity to commemorate this collaboration. USAID may need to propose a solution on how to form agreements with local governments in promoting sustainability.
- Local ownership of self-funded and self-managed follow-on activities such as the

DALI and Intel Teach rollouts as well as the Skills Enhancement Workshops are not evenly understood or evenly orchestrated in all clusters and districts. Despite extensive work by DBE 1 to promote capacity development in management and planning, significant capacity development is still required in these areas and DBE 2 must lead efforts to promote the success of these activities.

E. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Three, FY09

In the coming quarter DBE 2 South Sulawesi will focus efforts on promoting transition activities that will expand program impacts to non-DBE schools and clusters. This will require defining operational means for DBE 2 to transition program best practices from the project teams to the relevant partner agencies who can continue DBE 2 activities under their own authority and with their own funding. This effort will suggest that activities be directly implemented by local teams at district and cluster level or through partnership between districts and service providers such as Universities and LPMP.

Communications will have a substantial number of products to disseminate in the coming quarter. This will include letters to Bupati/Walikota which describe results of the preceding quarter and scheduled activities for the coming three months. A new issue of the provincial newsletter *Kareba Wauwatta* will also be distributed throughout the province. The much anticipated results of monitoring and evaluation data and its analysis will also be used to produce a report illustrating results for the province. These materials will be particularly important in the provincial effort to garner support for transition activities aimed at supporting the implementation of DBE 2 interventions and best practices under the leadership and funding of local government agencies.

The module implementation team will continue to deliver the mathematics training package in all four Cohort 2 districts.

ICT activities will continue with all elements of this portfolio. CRC activities will center on defining ways to encourage better management and successfully identify ways to bridge the gap to providing online access. TK activities will continue to define ways to support expanded impact to non-DBE TK.

West Java/Banten Update

XIX. West Java and Banten Update

A. Overview

Quarter 2 FY09 was once again a busy period for DBE 2 in West Java and Banten. During the Quarter the roll-out of the Cohort 2 *Adaptation Training Package 2-Primary School Mathematics* commenced in February with the first training sequences being started in Subang, Bogor, Karawang, Indramayu, and Garut. This process will continue until late May 2009.

The ICT teacher training program Intel Teach continued to be rolled out in the field by the team of four ICT specialists, conducted in existing CRCs. The ICT program has rapidly become a centerpiece of the DBE 2 program and is well accepted. Additionally, Cohort 2 kindergarten teachers participated in the second round of IAI TK training.



Primary school children at a DBE 2 school in Kabupaten Sukabumi, West Java.

DBE 2 also finalized a practical strategy for West Java and Banten for the project's transition from service delivery to systemic reform, and commenced disseminating this plan to DBE 2 field staff and to counterparts and stakeholders at the provincial and district levels. In one district, Karawang in West Java, good progress has been made implementing this with full support from the local government. In another district, Indramayu, the transition process is gathering momentum.

An important highlight of the quarter was the release in January of the 2008 DBE 2 Monitoring and Evaluation report. By almost every measuring method used – student performance testing, classroom observations, stakeholder surveys, and control school comparisons – DBE 2 in West Java and Banten is shown to be effective, and is making good, steady progress in assisting project schools to improve their educational standards and programs. The following tables taken from that report are illustrative of this:

Learning Environment improved in DBE 2 Schools

Item Description	Cohort 1		Cohort 2	
	DBE 2 (%)	Control (%)	DBE 2 (%)	Control (%)
Learning aids are displayed	90.7	85.7	90,50	54,5
Learning aids are appropriate to the grade level	84.9	53.6	89,00	61,4
Teachers or students have made learning materials	95.3	57.1	88,0%	84,0
Learning material have been used with last two months	84.9	28.6	84	75

Student performance testing – Pre-Test to Post-Test Gain 2007/2008

Total percentage of questions correctly answered by students

CLASS	SUBJECT	DBE 2 schools	CONTROL schools
GRADE 3	Bahasa Indonesia	94,70%	88,00%
	Mathematic	34,70%	20,50%
GRADE 6	Bahasa Indonesia	81,70%	73,60%
	Mathematic	37,60%	22,30%
	Science	91,60%	89,80%

B. Progress/Accomplishments this Quarter

a. Training Package Adaptation

During the quarter the main teacher training activity was *Adaptation Training Package 2-Primary School Mathematics* for Cohort 2 districts, all located in West Java. In January the *Module Adaptation Team* completed its work and the work of the larger *Module Implementation Team* commenced with a training of trainers in Indramayu. From early February the roll-out commenced in Subang, Bogor, Karawang, Indramayu, and Garut, and will continue until late May 2009.

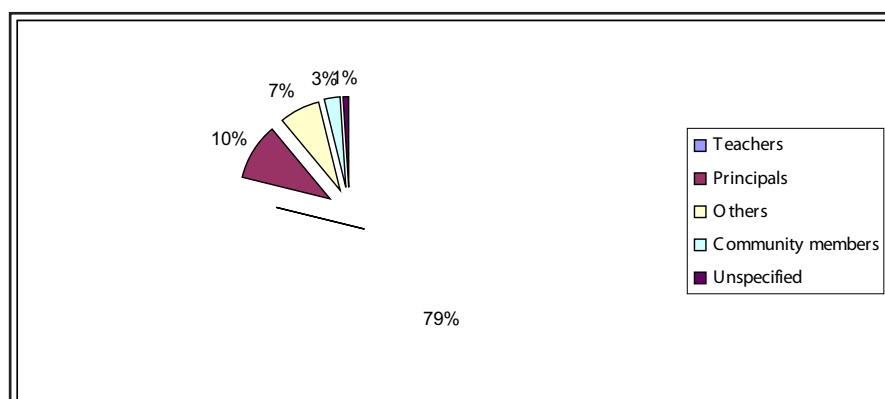
This training package is based on a mathematics package originally developed by DBE 2 in Central Java in 2006 then further adapted by DBE 2 in East Java in late 2007. The Module Adaptation Team which DBE 2 formed during Q4 FY08 includes mathematics lecturers from Universitas Pasundan in Bandung and math experts drawn from LPMP West Java and Dinas Pendidikan West Java.



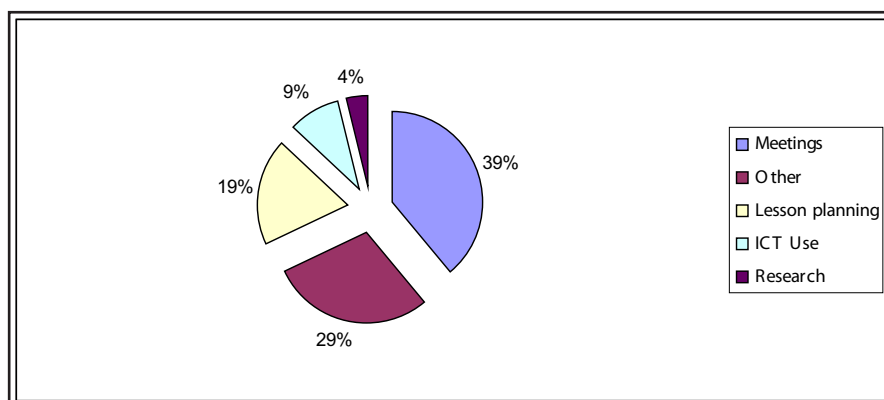
Observing random mathematical chance using a large dice, SD Tarogong, Garut, West Java.

b. Cluster Resource Centers

The DBE 2 2008 M&E report yielded interesting data about how partners and stakeholders in West Java and Banten utilize the twelve Cohort 1 CRCs and ten Cohort 2 CRCs established since 2006 in every DBE 2 school cluster. The chart below shows the kinds of users visiting Cohort 1 CRCs, and their proportionate usage:



The following chart shows the reported purposes of Cohort 1 CRC user visits:



During Q2 FY09 each of DBE 2's CRCs continued to conduct a variety of local teacher-support activities, and all site managers filed comprehensive CRC Monthly Reports detailing the activities sponsored. The project continues to integrate almost every component of the project into the CRC program, making them the locus and focus of considerable project activity. For example, all of the DBE 2 ICT training activities are conducted in existing CRCs.

c. District Learning Coordinator and Master Teacher Trainer Meetings and Activities

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

Following the alignment in December 2008 of the contracting period for Cohort 1 and Cohort 2 MTTs so that all contract anniversaries fall in the month of April, in April 2009 DBE 2 will simultaneously re-contract all existing MTTs who wish to continue with the project.

A small number of MTT vacancies were created during the quarter as a result of the transfer and promotion of existing MTTs. This turnover of MTTs from quarter to quarter is now a regular feature of the project, and seems to be a product of the long duration of DBE 2. However, as previously reported, one of the lasting influences of DBE 2 will have been to develop so many valuable and capable field staff, who now confidently lead project activities at the cluster level. As part of DBE 2's transition program, the skills of existing and ex-DBE 2 MTTs are being increasingly utilized by local Dinas Pendidikan offices to disseminate DBE 2 educational best practices to non-DBE 2 schools throughout sub-districts and districts.

d. Project Monitoring, Evaluation, and Testing

During the period January to March 2009 the DBE 2 West Java & Banten M&E Team completed the following assignments:

January 2009

- Shared lessons learned from data collection and M&E activities in 2008.
- Reviewed how to maintain and improve coordination and punctuality of data collection and delivery including problems faced and solutions.
- Prepared for School Assessment 2009 including preparation of the school assessment strategy, and recruiting/re-contracting 4 temporary M&E assistants.
- Constructed a provincial M&E workplan for January until December 2009
- Over 27-29 January a DBE 2 M&E national coordination meeting was held in Central Java to:
 - o Review DBE 2 M&E report and project data analysis of Academic Year.
 - o 2007/2008 outcomes at national and provincial levels.
 - o Assist DBE 2 communication staff on writing provincial level executive summary of 2008 M&E report.
 - o Review and discuss provincial status report of school assessment in 2009 including recruitment, training and deployment of temporary M&E assistants.
 - o Review and discuss provincial status report of C-1 student's post-test.
 - o Review and discuss new data entry format and steps to fully implement it for sending data from provinces to Jakarta



Children completing the DBE 2 M&E performance post test at SD Sleman 1, Kabupaten Indramayu.

February 2009

- Recruited and provided 3 days Training for 4 new temporary M&E Assistants (2 Male, 2 Female).
- Deployed 4 new temporary M&E Assistants to Kabupaten Sukabumi West Java, Cohort 1 areas.

March 2009

- Deployed new temporary M&E Assistants in all cohort-1 areas in West Java and Banten provinces.
- In collaboration with the University of Padjadjaran (UNPAD), Bandung, DBE 2 conducted post-tests on 1941 students (Male: 963/Female: 978) in 19 DBE 2 schools and 6-non DBE schools in all Cohort 1 areas.
- Over March 17-19 held a special national M&E Coordination meeting in Bandung, West Java to respond to the urgent need for coordination between the UNPAD team and the DBE 2 M&E team for discussing and solving administration issues in the student post-test and implementation problems.



DBE 2 national M&E Team Coordination Meeting in Bandung, March 2009

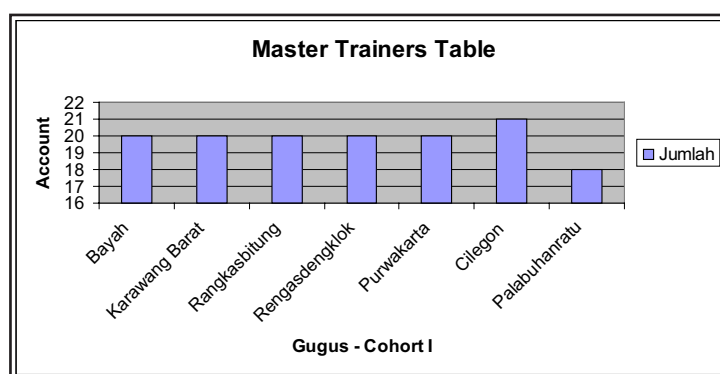
e. Information and Communications Technology (ICT) Activities

The quarter was also busy and productive for the ICT team. This component of DBE 2 continues to be of major importance, and continues to be well accepted by DBE 2 districts and schools throughout West Java and Banten. During the Quarter two types of ICT activities were conducted in West Java & Banten:

- **Intel Teach roll-out.** This was carried out in seven Cohort 1 clusters. The main result was the creation of 139 fully-trained Intel Teach Master Trainers, as shown in the following table:



Intel Teach Master Trainers in Karawang Barat practicing Module 2: Internet Basics



- **Second National ICT Professional Development Workshop.** During March the West Java & Banten ICT Team attended the second DBE 2 National Professional Development Workshop at Kudus, Central Java, for five days. The workshop introduced active learning models for student-based learning, including techniques for facilitating learner discussions.

f. Local University Partners

During the Quarter the most important development in the partnership with Universitas Tirtayasa (UNTIRTA) was the news from the Indonesian Open University that both of the teacher training packages jointly developed by UNTIRTA and DBE 2 since 2006 received full accreditation by the Indonesian Open University. The first of these packages, *Classroom and Personnel Management*, was developed and rolled out in West Java and Banten in 2006-2007. The second package, *Primary School Science Education*, was developed and rolled out during 2008.

There were also important developments during the quarter for the three-way partnership between UNTIRTA, DBE 2, and Florida State University (FSU). Firstly, a contract between UNTIRTA and FSU was signed to provide a framework and USAID funding for the “action research” project which the two parties have been jointly developing since 2007. This project, which is being conducted by a team of lecturers from UNTIRTA’s Faculty of Education, includes considerable data gathering, observation, data analysis, and school interventions in Banten, and reporting of results.

Secondly, an FSU PhD candidate, Mr. Michael Young, has been located at Serang since January 2009 for a period of approximately six months, to work with the UNTIRTA faculty and assist with the action research project as part of his PhD dissertation preparation. Finally, in early March one of the coordinators of the FSU-UNTIRTA partnership, Dr. Jeff Milligan, visited Serang for to discuss action research progress and updates with UNTIRTA. Dr. Milligan's assessment of UNTIRTA's progress as reported to DBE 2 Bandung was very positive and optimistic.

During the Quarter DBE 2 was also able to begin describing to senior staff at UNTIRTA the DBE 2 plan for transition to sustainability, and brainstorming ways to link UNTIRTA into that process.

In late 2008 DBE 2 reported that it has been seeking to identify a suitable partner university in West Java which possesses an accredited teacher training faculty (FKIP) that has accreditation for *Pendidikan Guru Sekolah Dasar* (PGSD). Because this university would also become involved with preparation of *Adaptation Package 2-Mathematics*, it needed to also have expertise in primary school mathematics. DBE 2 reported that Universitas Pasundan (UNPAS), a private university in Bandung, did fulfill these requirements, and that their FKIP had expressed a willingness to assist DBE 2 with developing the *Adaptation Package*. Accordingly, three lecturers from UNPAS became consultants on the Module Adaptation Team, contributed to modification of the package, and will continue to assist with the package roll-out until May 2009.

g. Planning for Transition

During the quarter preparations intensified in West Java and Banten for project transition during 2009-2010, and into the project completion phase. Following a number of internal DBE 2 planning meetings in February a written transition plan was prepared in Bahasa Indonesia. This document is entitled (in English) *Transition Period and Sustainability Plan of USAID DBE 2 in Districts and Municipalities of West Java and Banten Provinces*, and contains detailed information about transition timings, geographical areas, capacity building activities, staffing and facilitation, the local partners which will be involved, program content including best practices, strategies for sustainability, and the kinds of financial support DBE 2 will provide implementing partners. A corresponding PowerPoint presentation was also prepared to be used to communicate the information.

This plan was then disseminated internally amongst the DBE 2 West Java and Banten technical team and field staff. A series of meetings was then arranged with senior provincial-level officials in Bandung, West Java, and in Serang, Banten, to obtain their support and permission to proceed. Following that, DBE 2 commenced a series of meetings with LPMP and other partners, and counterparts in Cohorts 1 and 2 districts, to introduce and discuss the plan. That process will continue well into Q3 FY09.

Following the decision by the DBE program to conduct two-day provincial-level "best practices workshops" as part of the transition strategy, considerable energy was devoted to develop a draft plan and to anticipate what would need to be done. At this stage it is

proposed to conduct two of these workshops, one for West Java (probably in Bogor), and one for Banten (probably in Cilegon) with a late-May to late-June timing.

Good examples of DBE 2 transition activities are already occurring in some project districts. In Kabupaten Karawang DBE 2 is assisting the local education office to develop educational best practices in two recently-opened model schools in the district, and to develop six other types of existing schools as “national-standard” schools which comply with the minimum standards established by the Ministry of Education. Assisting with development of the eight model schools will provide DBE 2 with indirect access to all primary schools in the district.

In Kabupaten Indramayu a plan was developed jointly between DBE 2 and the district education office to increase educational quality for all schools using DBE 2 MTTs and PBS working with teams of school inspectors and teachers. These activities will be funded entirely by the district government, and supported by DBE 2.

h. Communications

Over January 27-29 the DBE 2 Communications Team conducted a coordination meeting in Semarang. During this meeting the Communications Team worked with the national M&E Team and Provincial Coordinators to prepare provincial M&E data reports for informing DBE 2 progress to stakeholders and partners. As a result of this meeting, DBE 2 West Java and Banten prepared Provincial M&E Data Reports for West Java and for Banten, pictured below:



In February 2009 DBE 2 also updated the DBE 2 Provincial Factsheet. This Factsheet contains general information related to progress, the program, and new data. For transition and replication activities, DBE 2 also prepared its first District Fact Sheet, for Kabupaten Karawang, which contains information about that district’s progress and achievements. These communications products have now been widely distributed to the DBE 2 communities in West Java and Banten.

By the end of March 2009, DBE 2 had also prepared and published a new edition of the provincial newsletter, *Bewara*, and DBE 2 also supported teachers or beneficiaries to write *Bewara* best practice stories or articles to demonstrate their achievement as a result of DBE 2 activities. A total of 1,200 newsletters were distributed to stakeholders and partners.

i. Production of Non-print Materials

The production cycle of the 20 minute science instructional video “*Gunung Meletus*” (Volcanoes) continued during the quarter with finalization of the first draft edited version. This was reviewed by senior DBE 2 staff in Jakarta, and various suggestions were made for improvements. It is anticipated that the final cut will be ready during Q3 FY09.

All major DBE 2 Q2 FY09 activities conducted in West Java and Banten between January and March 2009 are summarized in the matrix which follows:

COMPLETED DBE 2 ACTIVITIES, WEST JAVA & BANTEN, Q2 FY 2009

Activities	MONTH			Venue	Participants
	JAN	FEB	MAR		
M & E: Quarterly Data Update	2 9				
Internal Staff Meeting DBE 2 WJ & B	5				All Staff DBE 2 Bandung
Handing Over Laptop Intel for Indramayu and Sliyeg Cluster	7 8				
Handing Over Laptop Intel for Karawaci Cluster	7 8				
3rd MAT Meeting: Finalization Math Adaptation Package Cohort 2	7 9			Sabda Alam Garut	15 members of MAT
ICT: Rollout Intel Tech Gugus (Master Trainer) Bayah Cluster	12 16			CRC Mutiara Ilmu	
M & E: School Score Report in Tangerang	13 14				
M & E: School Observation Preparation	16 18				
PC Meeting	20 21			DBE 2 Jakarta Office	
TOT Math Adaptation Package (Cohort 2) for member of MIT (Module Implementation Team)	20 23			Wiwi Perkasa Hotel Indramayu	60 members of MIT
ICT: Rollout Intel Tech Gugus (Master Trainer) Karawang Barat Cluster	20 24			CRC Satria	
Distance Education Study Meeting	22 23			Jakarta	2 staff from DBE 2 WJ & B
Tryout DALI / Mentoring (Karawaci Cluster)	27				
M & E and PC Meeting	27 28			Semarang	2 staff from DBE 2 WJ & B
Communication Coordination Meeting	27 29			Semarang	1 staff from DBE 2 WJ & B
Workshop 1 day DALI (Indramayu Cluster)	29			CRC Udang	
ICT: Rollout Intel Tech Gugus (Master Trainer) Rangkasbitung Cluster		2 6		CRC Multatuli	4 ICT Team 20 Teachers Master Trainer 24
M & E: Assessment Administrator Recruitments		2 13		DBE 2 Bandung Office	
STW Math Adaptation Package Cohort 2 in Subang (combined training: Pagaden + Jalan Cagak Cluster)		3 5		Graha Sophia	11 members of MIT 1 + 22 principals + 66 teachers + 2 UPTD + 2 supervisors + 2 pendais + 2 school committees 107
STW Math Adaptation Package Cohort 2 in Bogor (combined training: Bogor Tengah + Tanah Sareal Cluster)		3 5		SMK N 1 Bogor	11 members of MIT 2 + 17 principals + 54 teachers + 2 UPTD + 2 supervisors + 2 pendais + 2 school committees 90

Activities	MONTH			Venue	Participants
	JAN	FEB	MAR		
Production: Video “Gunung Meletus” for Science Learning Active, grade 5		9 13		SD BPK Penabur in Indramayu and SDN Cibitung 2 in Subang	1 Principal, 4 teachers, 4 MIT, 1 DLC, 23 students (Indramayu) 1 Principal, 9 teachers, 2 MIT, 26 Students (Subang) and 3 staff DBE 2 Bandung 74
STW Math Adaptation Package Cohort 2 in Karawang (combined training: Kotabaru and Talagasari Cluster)		10 12		Alam Sari Restaurant	11 members of MIT 3 + 24 principals + 67 teachers + 1 UPTD + 1 supervisors + 1 pendais + 2 school committees 107
STW Math Adaptation Package Cohort 2 in Indramayu (combined training: Jatibarang and Balongan Cluster)		10 12		Koperasi Mekar Jaya Indramayu	11 members of MIT 4 + 18 principals + 53 teachers + 2 KCD + 2 supervisors + 2 pendais + 2 school committees 90
STW Math Adaptation Package Cohort 2 in Garut (combined training: Cikajang and Tarogong Cluster)		10 12		Augusta Hotel	11 members of MIT 5 + 18 principals + 54 teachers + 2 UPTD + 2 supervisors + 2 pendais + 2 school committees 91
Rollout Intel Teach Gugus (Master Trainer) Rengasdengklok Cluster		10 14		CRC Rengasdengklok	4 ICT Team 20 Teachers Master Trainer 24
Training for M & E Assessment Administrator		16 20		DBE 2 Bandung Office	
Rollout Intel Teach Gugus (Master Trainer) Purwakarta Cluster		16 20		CRC Cerdas	4 ICT Team 20 Teachers Master Trainer 24
KKKS 1 Math Adaptation Package Cohort 2 in Subang (combined training: Pagaden + Jalan Cagak Cluster)		17		Graha Sophia	11 member of MIT 1 + 22 principals + 6 PBS teachers + 2 supervisors + 2 pendais 43
KKKS 1 Math Adaptation Package Cohort 2 in Bogor (combined training: Bogor Tengah + Tanah Sareal Cluster)		17		SDN Sempur Kidul	11 member of MIT 2 + 17 principals + 4 PBS teachers + 2 supervisors + 2 pendais 36
KKG 1 Math Adaptation Package Cohort 2 in Subang (combined training: Pagaden + Jalan Cagak Cluster)		18 19		Graha Sophia	11 member of MIT 1 + 132 teachers 143 people
KKG 1 Math Adaptation Package Cohort 2 in Bogor (combined training: Bogor Tengah + Tanah Sareal Cluster)		18 19		SMK N 1 Bogor	11 member of MIT 2 + 110 teachers 121 people
ICT: Rollout Intel Tech Gugus (Master Trainer) Cilegon Cluster		23 27		CRC Ki Hajar Dewantara	4 ICT Team 21 Teachers Master Trainer 25
M&E School Observation C1: Data Collection & Entry in Palabuhanratu, Cisolok and Bayah		23 28			

Activities	MONTH			Venue	Participants
	JAN	FEB	MAR		
KKKS 1 Math Adaptation Package Cohort 2 in Karawang (combined training: Kotabaru and Talagasari Cluster)		24		SDN Sarimulya 2	11 member of MIT 3 + 25 principals + 4 PBS teachers + 2 supervisors + 2 44 people
KKKS 1 Math Adaptation Package Cohort 2 in Indramayu (combined training: Balongan and Jatibarang Cluster)		24		SDN Balongan 3	11 member of MIT 4 + 17 principals + 7 PBS teachers + 2 supervisors + 2 pendais 38 people
KKKS 1 Math Adaptation Package Cohort 2 in Garut (combined training: Cikajang and Tarogong Cluster)		24		SDN Tarogong 1	11 member of MIT 5 + 18 principals + 6 PBS teachers + 2 supervisors + 2 pendais 39 people
KKG 1 Math Adaptation Package Cohort 2 in Karawang (combined training: Kotabaru and Talagasari Cluster)		25 26		Alam Sari Restaurant	11 member of MIT 3 + 134 teachers 145 people
KKG 1 Math Adaptation Package Cohort 2 in Indramayu (combined training: Balongan and Jatibarang Cluster)		25 26		Koperasi Mekar Jaya	11 member of MIT 4 + 106 teachers 117 people
KKG 1 Math Adaptation Package Cohort 2 in Garut (combined training: Cikajang and Tarogong Cluster)		25 26		Augusta Hotel	11 member of MIT 5 + 108 teachers 119 people
School Observation C1 : Data Entry & Collection in Karawang Barat, Tangerang and Karawaci			2 6	Karawang Barat, Tangerang & Karawaci	M & E Team
ICT: National Professional Development Meeting			2 6		4 ICT Team
Pendampingan (BPS 1) Math Adaptation Package in Subang (Jalancagak and Pagaden cluster)			2 20		All schools
Pendampingan (BPS 1) Math Adaptation Package in Bogor (Bogor Tengah and Tanah Sareal)			2 20		All schools
Kindergarten IAI (2nd phase) Training for Cohort 2			3 4	Sabda Alam Hotel, Garut	9 teachers+ 20 teachers+ 10 MTT + 5 UPBJJ + 3 P4TK + 4 DLC + 2 Staff DBE 2 Bandung 53 people
Pendampingan (BPS 1) Math Adaptation Package in Karawang (Kotabaru and Talagasari)			9 27		All schools
Pendampingan (BPS 1) Math Adaptation Package in Indramayu (Balongan & Jatibarang)			9 27		All schools
Pendampingan (BPS 1) Math Adaptation Package in Garut (Cikajang & Tarogong)			9 27		All schools
DBE 2 National M & E Meeting			10 12	Apartment Setiabudi, Bandung	All M & E staff
School Observation C1: Data Collection & Entry in Rangkasbitung, Cilegon & Purwakarta clusters			10 1 4	3 Clusters mentioned	M & E assistants
ICT: Mentoring & Follow Up Co Teaching 1 (4 Pilot Project Schools)			11 12	PSBG Udang, Indramayu	ICT Team & 27 participants

Activities	MONTH			Venue	Participants
	JAN	FEB	MAR		
Feedback on Video Production : Gunung Meletus			15 16	DBE 2 Jakarta Office	Iman, Rose, Edih, Akong
M & E: Post Test in Sukabumi, Karawang & Lebak			16 21	3 Districts mentioned	M & E Assistants
ICT: National Professional Development Workshop II			17 21	Kudus Central Java	All ICT Team (nationally)
M & E: Data Entry			16 20	In the office	M & E Assistants
M & E: Post Test			17 27	All Districts Cohot 1	M & E Team
ICT: Rollout Intel Tech Gugus (Master Trainer)			18 21	Palabuhanratu, Sukabumi	4 ICT Team & 20 participants
School Observation C1: Data Collection & Entry			23 25	Sliyeg Cluster, Indramayu	M & E Team
ICT Online Course			23 24	Semarang, Central Java	2 ICT Team
ICT: Mentoring Data Collection (Master Trainer) Participants Teachers			24 25	Karawang Barat & Rengasdengklok	ICT Team
M & E: Post Test			24 28	Tangerang & Indramayu	M & E Team
KKKS 2: Math Adaptation Package in Bogor			31	SDN Sempur Kidul	11 MIT 2 + 15 participants from Tanah Sareal + 15 participants from Bogor Tengah
ICT: Rollout Intel Tech Gugus (Master Trainer)			31 March 4 April	Cisolok, Sukabumi	ICT Team & 20 participants

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

Much cooperation with provinces and districts in West Java and Banten this quarter related to proposed “transition” activities as described earlier in this report.

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

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

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

DBE 2 activity	DBE district(s)/ cluster(s)	Contributing Institution	Contribution
COHORT 2 – INDRAMAYU West Java All February 2009 Active Learning Workshop	24 non DBE 2 clusters	Budget: Swadana & Dinas Pendidikan, Kabupaten Indramayu	Facilitators: Pengurus PSBG & MTTs Indramayu, Cohort 2

Transition Activities

DBE 2 activity	Non-DBE district(s)/ cluster(s)	Contributing Institution	Contribution
COHORTS 1 & 2 KARAWANG West Java 12 15 January 2009 and 24 28 January 2009: Sekolah Standar Nasional	10 DBE 2 clusters and non DBE 2 clusters in Kabupaten Karawang.	Entire budget from Kabupaten Karawang	Facilitators: 8 DBE 2 MTT Cohorts 1 & 2 Kabupaten Karawang

D. Challenges

As was previously reported, a challenge which has arisen as the project transits from service delivery to systemic reform is dealing with the fact that transition activities are intended to be initiated, funded, organized and implemented by participating districts, with assistance for implementation provided by DBE 2 field staff whose time and costs will be funded by the project. All districts are not equally ready, willing, and able to assume full responsibility to fund, organize and implement DBE 2 activities, a year before the project concludes. Not all districts can at this point provide detailed plans showing how they intend to sustain DBE 2 activities into the future, or the numbers of teachers or names of the schools or clusters that will be affected. As well, according to locally perceived needs, each district is responding differently when planning transition activities, so there cannot be uniformity amongst them regarding individual intentions and programs.

As a consequence the project continues to work most intensively with Cohort 1 districts that are providing clear evidence of willingness to independently initiate, fund and implement DBE 2 best practices, and these are Karawang, Indramayu, and Sukabumi in West Java; and Tangerang and Cilegon in Banten.

E. Ongoing Activities and Upcoming Events, Activities and Plans for Quarter Three, FY09

Between April and June 2009 the main activities and events for DBE 2 in West Java and Banten will be:

- Continuation and completion of the roll-out of *Adaptation Training Package 2-Mathematics* for Cohort 2 districts, including final meetings and evaluations by the *Module Adaptation Team* and *Module Implementation Team* in June 2009.
- For the purposes of training package accreditation, observations and evaluations of the teacher professional mentoring component of *Adaptation Training Package 2* by academic staff from the Indonesian Open University during April-May 2009.

- Jointly with DBE 1 and DBE 3, arranging and conducting two major “best practices workshops”, one for West Java, the other for Banten.
- Continuation of Cohorts 1 & 2 Cluster Resource Center activities including supply of equipment, materials, and local trainings.
- Continuation of the TK IAI program, including an IAI workshop and TK monitoring visits in West Java during April 2009.
- Continuation of the M&E program, including new classroom observations and student testing in schools and kindergartens, and reporting data collected during 2006-2008.
- Continuation of the communications program, with publication of a third *Bewara* provincial newsletter, and updating reports to the two project websites.
- Continuing the expanded ICT Intel Teach and ICT DALI programs, including sub-district level training activities.
- Continuation of production and post production of educational video programs.
- Continuation of the Cohort 1 transition activities program with partner districts which are most ready to do this, including Karawang and Indramayu.

DBE 2 Contract Deliverables Tracker: Progress through FY09 Q2

XX. DBE 2 Contract Deliverables Tracker: Progress through FY09 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
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

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
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
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	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
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
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

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
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	<p>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.</p> <p>FY07 Q2: Content Development Workshop for first 50 master plans (programs) completed. Scripts 1 9 written.</p> <p>FY07 Q3: Scripts 1 25 written and produced. Teacher training underway.</p> <p>FY07 Q4: First round of teacher training complete. TK packages with Unit 1 materials delivered to 90% of Cohort 1 TK</p> <p>FY08 Q1: Unit 2 materials complete. Unit 3 and 4 master plans developed.</p> <p>FY08 Q2: Unit 2 materials distributed to 100% of Cohort 1 TK. Second round of TK teacher training completed.</p> <p>FY08 Q3: Cohort 2 TK selected. Production of Units 3 and 4 materials complete.</p> <p>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.</p>

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>

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>
14	Procurement plan for grants in kind for cluster resource centers for teachers, upgrading of university instructional materials, kindergarten pilots, books and reading materials, ICT applications, and other learning materials.	Prior to delivery of grant assistance	N/A	<p>FY06 Q4: Draft procurement plan for grants in kind submitted to USAID for approval</p> <p>FY07 Q1: Approved</p>

Deliverable	Description	Contract Due Date	Due: Fiscal Year & Quarter	Status
15	The multi grade/multi age teaching approach will have been applied in cluster schools, to be identified with input from the DBE Contractor implementing the governance activities. If multi grade teaching proves effective, the Contractor and collaborating universities will train teachers in expanded numbers to teach in a multi grade classroom setting.	Multi grade teaching will be applied, on sufficient scale during 2005 2007 for evaluation as a best practice at mid term in 2007.	N/A	Numbers of schools in Cohorts 1 and 2 with multi grade classrooms did not exceed 10% minimum required to move forward with deliverable
16	Agreement with the Program Objective 1 Contractor and the Program Objective 3 Grantee on a joint arrangement for exchange of information on best practices and implementation experience of mutual interest.	This arrangement for exchange of information on best practices, etc will be established and functioning in year two. Steps for its establishment and activation will be outlined in the Work Plan for year two.	FY07	FY09 Q2: DBE 1, 2 and 3 and USAID plan for joint provincial level DBE best practices workshops to take place in Q3.
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.

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.
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.
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
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 MTTs 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.
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.

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</p>

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