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INTRODUCTION

Dear partners,
Warm greetings from DBE Team!

It has been a while since the last time we met and during the time many things happened. DBE continues with its activities and during the routine stuff we held a road show to five provinces. In this edition you will find a teacher's testimony on how she improved teaching-learning activities in her classrooms. Also you will find some information on earthquake preparedness through traditional dance and how school database system can support the implementation of

National Education Minister Decree (Permendiknas) regarding Education Management Standard.

In more details this edition covers:

DBE1 Rebuilding Of 35 Education Response Alliance (Era) Schools Completed

DBE2 DBE2 Develops Training Package Targeting Active Learning for Higher Education

DBE3 Synergizing Lesson Study and DBE3 Life Skills An Effort to Develop A More Fun Way of Learning

Happy reading!

Best regards,
DBE Team

You can read more about DBE activities on the DBE3 website at <http://www.dbe-usaid.org>



ROAD SHOW TO FIVE PROVINCES



Dr.Yasin Siswanto from the Office of Ministry of People's Welfare talking to some of students during his visit to Binjai, North Sumatra

Following the mid term evaluation which started in December 2007, the USAID team held a series of road show to the provinces where the DBE program is being implemented. The road show which involved officials from GOI (MoNE, MoRA and the Coordinating Ministry of People Welfare – Kantor Menko Kesra), staffs of USAID and DBE 123, was intended to address the mid-term evaluation of the DBE program, to support the new direction of the USAID DBE program after the evaluation, and to seek support from the local government for the revised direction of the DBE program.

The road show started simultaneously in Surabaya-Sidoarjo (East Java) and Semarang-Solo (Central Java) on October 23-24, 2008. The central government official to visit Surabaya-Sidoarjo was Dr.Yasin Siswanto from the Office of Ministry of People's Welfare, while representatives from central government to visit Semarang-Solo were Bpk. Imam Gunadi from the Office of Ministry of People's Welfare and Ibu Dewi Utami Faizah from MoNE.

Following the visits in East Java and Central Java, USAID-DBE3 team continued with the visits in Medan-Binjai (North Sumatra) and Bandung-Karawang (Central Java) on October 30-31, 2008. The road show ended with the visit in Makassar-Pangkep (South Sulawesi) on November 3, 2008.

Main Agenda

The two main agendas in road show were meetings with five provincial governments and field visits to DBE target schools. The

meetings with government were meant to present the latest information on DBE programs and activities, and to discuss further activities which would be done together. Each meeting was preceded with a presentation from USAID-DBE team and followed by a discussion.

A number of points made by provincial government and USAID-DBE team are worth emphasizing. During the meeting in Surabaya, USAID-DBE team stated that the DBE project would continue to the end despite the current global financial and economic crisis. In Makassar, the provincial government stated their support for DBE programs as part of their program to improve the quality of education. In Medan, the provincial government said that they would allocate more funds to education sector.

Field Visits

Field visits to target schools and Pusat Studi Belajar Gugus (PSBG – Cluster Resource Centers) were the next activities in the road shows, after the meetings with provincial government. During these visits, the delegates from central government had opportunities to observe lessons and have discussions with principals, teachers, and students. During the visits to PSBG, the team also spent time talking with PSBG members.

The visit to Central Java resulted in an agreement between DBE team and the provincial office of MoRA. Both parties agreed to improve coordination at provincial and district levels, especially on technical matters.



Ibu Elizabeth Sunindyo of USAID observing students of Madrasah Ibtidaiyah in Karanganyar doing group work

SCHOOL UNIT COST ANALYSIS RECOMENDATIONS APPROVED BY DISTRICT GOVERMENT OF PINRANG, SOUTH SULAWESI

Since decentralization, districts have responsibility for managing education up to senior high school level as well as non-formal/equivalency education. However, the majority of districts have difficulty in carrying out these responsibilities that were previously carried out through the central government structure. As a result, the limited funds available are not well used; policies are ineffective or counterproductive; teachers are not efficiently deployed resulting in surpluses in some schools and shortages in others; and communities and civil society are not involved in education decision making, resulting in lack of transparency and accountability and their aspirations go unheeded. All these challenges inhibit improvement in the quality of education.

DBEI's district level program addresses these issues by developing the capacity of district officials and education stakeholders to:

- produce better informed education policies and plans
- use human resources and capital investment more efficiently and effectively
- increase transparency and accountability in use of public funds for education
- create more opportunities for voicing community aspirations.

These goals are reached through developing methodologies and software, and training district stakeholders in their use in the areas of:

- district education policy reform and development of new policies and regulations
- strategic planning and financial analysis
- human resources and asset management
- annual planning and budgeting
- annual education performance reporting

The Pinrang District government made a decision at the beginning of 2008 to provide free education for elementary and junior secondary levels (*SD/MI* and



Results of calculations and analysis were presented to stakeholders during a public consultation meeting in Pinrang District, South Sulawesi

SMP/MTs.) In 2009, Pinrang district government extended the program to also cover senior secondary level (*SMA* and *SMK*.) DBEI's program to calculate school unit costs (*Biaya Unit Satuan Pendidikan/BOSP*) was designed to assist districts in determining the budget required to provide free education. Through on-the-job facilitation and workshops, DBEI assisted the BOSP team which consisted of the Head of *Bappeda*, Head of *Bappeda* Finance Division, Head of the Education Office Administrative Division, and principals from *SD*, *SMP*, and *SMA*. The Head of Pinrang Education Council (*Dewan Pendidikan*) also took part. During the training and facilitation sessions, team members learned to analyze data and calculate related costs using standards from National Education Standards Board (*Badan Standar Nasional Pendidikan*.)

In a forward written for the final BOSP report, the Head of *Bappeda*, Bapak Drs. H. Syarifuddin Side, M.Si., stated that the results of BOSP will benefit all stakeholders:

1. District Government: As a base for district budget allocation for schools as well as for education-related policies, in particular funding of the education sector.

2. Schools: As a base for proposing school operational budgets to district government and members of community/school parents
3. Members of community/parents: To provide a clear picture about the situation related to funding for school operational costs. Parents and members of the community can then use this knowledge to determine their level of involvement to support the school.

After completing the calculation and analysis process, BOSP team members presented their work results to representatives of District Government (Secretary of District), Pinrang District Parliament, Education Office, Office of Religious Affairs, District Education Council. As part of the presentation, the BOSP team recommended that Pinrang district would need to spend Rp.900,000 per student per year from its Annual Budget to cover the cost to support students in higher secondary level (*SMA* and *SMK*, not including *MA* and private schools.)

On December 31, during a Pinrang District Parliament plenary meeting, the parliament adopted this recommendation as part of their 2009 District Annual Budget.

SCHOOL AND MADRASAH COMMITTEES CONTINUE TO BE INVOLVED



The principle of SDN Sedati Gede 2, Sidoarjo, having a conversation with School Committee

One of DBEI activities is to improve school's capacity to manage and govern itself. Through training and facilitation, principals, teachers, and committee members learned to thoroughly analyze their school/madrasah current condition, identify aspirations, and establish priorities to develop and implement the school/madrasah development plan as well as their annual work plan and budget.

To enable school/madrasah committee members to support this process, DBEI also provides capacity development training for school committee members. There are fourteen training modules which are organized in themes to enable schools and madrasahs to select the most appropriate topics.

Part 1: An introduction to the role and function of the school or madrasah committee

Part 2: Self Assessment and Organization Strengthening, including formation and representation of the committee, gender sensitivity, sensitivity to diversity and marginalized groups, and school committee organization

Part 3: Administration and Management, including organization of the school or madrasah committee, basic budgeting and work planning

Part 4: (select from the menu) Strengthening the role of the committee: including participation, transparency and accountability, assessing community aspiration, developing partnerships and alternative funding sources.

Part 5: (select from the menu) Strengthening the role of the committee:

including simple financial reporting, and identifying learning resources.

One of the positive impacts of these training sessions is that committee members apply their knowledge to improve the conditions or support activities of their school or madrasah. In MIS Reubeu in Pidie, Aceh, although the madrasah is located in a village and most of the students come from low income backgrounds, they are very eager to improve. After being trained by DBEI, committee members realized that they could use what they have to make their madrasah better. Although the madrasah did not have a lot of money, the committee made a simple sign board with the madrasah name on and painted the classrooms with a chalk-based paint. Although these activities might seem trivial for others, they are big achievements for this madrasah as it shows that, to improve, they do not have to rely on others.

In Tebing Tinggi, North Sumatra, committees of SD Negeri 164612, 163095, 163096, 163098, 163099 and 168234 decided to establish a School Committee Forum together. They decided to pave their school's yard because, during rainy season, the yard got extremely muddy and when the dry season comes, the place becomes dusty. As the first step, they were able to collect 1,5 million rupiah from parents and started the work immediately. Although the money was not enough, they continued to work with what they had. Their plea for more funding was recently answered by Tebing Tinggi Education Office. In January 2009, according to Head of Education

Office, the Office has allocated funds from its 2009 Budget so that these schools could have a new and improved school yard.

In the past parents only sent their children to SDN Sedati Gede 02, Sidoarjo, East Java when they did not have any other choice. With DBEI assistance, the school, its committee members and parents have become aware that to improve the condition of their school, they have to work together. When the principal mentioned to the school committee that the school was in need of a library, the committee members acted promptly. They drafted a proposal and approached a private company for financial support to build the library. When they had raised the funds under the supervision of the school committee, the library was built by the school. The committee also worked with the class-based parents' groups (*paguyuban kelas*) to support school and student activities, such as providing additional meals for students from low-income families.

These stories show that, when the school or madrasah work together with their committee and other members of its community, improvements can be achieved. It is not always about how much money can be collected, but the realization that they can work together to bring positive and sustainable changes.



The school committee in Tebing Tinggi giving contribution in paving the school yard

DBE2 LAUNCHES ONLINE MENTORING COURSE PILOT FOR MINISTRY OF NATIONAL EDUCATION OFFICIALS AND DBE2 FIELD STAFF

On March 23, 2009 DBE2 launched its Online Mentoring Course pilot for teacher trainers at the Novotel in Semarang. A total of 19 DBE2 staff and Ministry of National Education (MONE) officials attended the launch, participating in a two day orientation session designed to familiarize participants with course content and aspects of studying online. The pilot will allow DBE2 staff and MONE officials to provide feedback that DBE2 will use to finalize the course prior to handing it over to the MONE for roll-out to a broader audience of teacher trainers.

The Online Mentoring Course is a part of DBE2's Developing Active Learning with ICT (DALI) program, aimed at supporting the improvement of teaching and learning through the use of ICT. The online course is an introductory course designed to help DBE2 field staff (ICT assistants and Master Teacher Trainers), professional development providers, school leaders and administrators with the process of school-based follow-up. The course provides participants with conceptual knowledge about change, follow-up and adult learning; the skills to conduct classroom observations, to co-teach, and to facilitate teacher conversations; and the technology-based resources to help teachers alter their instructional practices and use technology to enhance communication, collaboration and resource sharing.

Two types of interfaces are used in delivering the course: face-to-face and

online. The online access consists of eight sessions and one introductory session. Each session has a two-week timeframe, includes discussion topics such as utilization of technology to support learning and school-based assistance, to facilitate communications with teachers, which includes co-teaching and observation and providing constructive feedback. Participants will be able to access all materials through the www.ptk-online.org website. The pilot will take place from March – June 2009. The 19 participants are expected to dedicate 4-6 hours weekly to effectively take part in the course. In order to participate in the Online Course, participants must have access to a computer with an Internet connection, a digital camera, headset, and video camera.

An important component of DBE2's overall sustainability strategy, the MONE's Directorate for Quality Improvement of Teachers and Education Personnel (PMPTK), plans to use the Online Mentoring Course as a tool to strengthen the skills of its cadre of teacher trainers (i.e. *Widya Iswara*) in providing school-based support. A total of seven officials from relevant MONE institutions (PMPTK, P4TK, and LPMP) are participating in the pilot in order to assist DBE2 with refining the course. Following the pilot, the course will be rolled out to MONE trainers throughout the country. In addition to being able to access the course through the MONE, school administrators and supervisors that are interested in taking

part in the online course will also be able to make use of the ICT facilities available at DBE2's 113 Cluster Resource Centers.

When asked about what she hopes to gain from the Online Mentoring Course pilot, Petra Bodrogini, the DBE2 ICT Training Officer commented, "It is essential that the Online Mentoring Course be developed in a way that helps teacher trainers to escalate teacher enthusiasm. We are eager to receive inputs from the Ministry of National Education and DBE2 field staff during the pilot phase that will help us create an online program that is meaningful and relevant for teacher trainers and teachers across Indonesia."



Petra Bodrogini, DBE2 ICT Training Coordinator is one of the key facilitator in the Online Mentoring Course.

PRIMARY SCHOOL STUDENTS AND TEACHERS IN ACEH LEARN ABOUT EARTHQUAKE PREPAREDNESS THROUGH TRADITIONAL DANCE

On February 7, 2009, DBE2 introduced its *Tarian Saman Siaga Gempa* (Earthquake Readiness Traditional Dance) instructional DVD to primary school students and teachers at the Beudoh Beusare, SD Negeri

16, Cluster Resource Center (CRC) in Banda Aceh. The activity involved art teachers and school principals from the Syiah Kuala region, DBE2 staff, and 20 grade 1 to 6 elementary school students

from SD Negeri 16.

In order to spread valuable earthquake preparedness messages to primary school students in Aceh, following the Bangkok Life

Skills Youth Forum sponsored by the Thai Ministry of Public Health, UNICEF and USAID in April 2007, DBE2 worked with a group of Acehese youth to develop song lyrics to accompany a traditional Acehese dance. The result of this effort is the *Tarian Saman Siaga Gempa* instructional DVD that teaches a song with lyrics about earthquake readiness and an accompanying dance.

The February 7 event marked the first time that the youth facilitators and DBE2 collaborated to teach students and teachers the song and dance, using the DVD as multi-media support for the workshop. "I cannot wait to learn the entire song and dance," said Raihan, a student of SDN 16, Banda Aceh, as he practiced the first steps of the dance. Art teachers attending the event also followed along



Students and Art Teachers from DBE2 schools, Syiah Kuala Cluster follows the first up to the fourth movement of the dance

while watching the DVD, "The instructional DVD is useful in raising students' awareness on earthquake readiness and is a useful media to preserve the traditional culture of the people of Aceh," said Sofiana, SPd., one of the teachers at the workshop from Islamic state elementary school MIN Rukoh.

The instructional DVD is divided into two parts: the first half is dedicated to teaching the song lyrics; and the second half is dedicated to teaching the dance movements together with the lyrics. The song lyrics are organized into three parts: readiness before, during, and after an earthquake. Animated characters – *Inong*

and *Agam* – animate the dance in the video.

DBE2 has already circulated the *Tarian Saman Siaga Gempa* instructional DVD to 143 DBE assisted schools in Aceh and will continue the training program started in February in all other DBE clusters. DBE2 Provincial Coordinator, Khatib Latief, expressed his high hopes for the workshop and DVD, "The *Tarian Saman Siaga Gempa* was designed to become part of each primary school's art program, so that students are not only provided with the knowledge on how to prepare in the event of an earthquake, but can also take part in preserving the indigenous culture of Aceh."



Inong and *Agam* – Two animated characters that were added in each part of the dance step to build up students' excitement and enthusiasm in learning the lyrics and movements in the Earthquake Preparedness Instructional DVD.

THE REFOCUSED DBE3 PROJECT

Entering the year four of its program, DBE3 had held consultations with USAID, project staff and project districts to reflect what has been achieved so far and to determine the future program. Up to present, DBE3 has worked in 44 districts in 6 provinces in Indonesia and has trained more than 7,000 teachers from 196 schools and 2,317 tutors from 190 Non Formal Education Providers. The number of students which have been benefited from the DBE programs is 112,423 and the number of youth which have obtained the training is 10,819.

In the remaining life of the project, DBE3 will focus its program more closely in order to achieve a greater impact in the area of formal junior secondary education and build on the work already done in this area,



The situation of the workshop on DBE3 planning program. The workshop agreed to refocus DBE3 activities on formal education activities in 25 extension districts.

especially in training teacher of English, Civics and Mathematics. The DBE3 team has reached agreement with USAID as follows:

- to phase out non-formal education activities
- to focus more on formal education, especially on teacher training activities
- to continue to work with 44 districts, but focusing more on 25 “extension” districts and increasing the number of target schools from 4 to 10 in each extension district
- to deliver a more extensive program 'whole school program' within these schools covering all the core subjects and improving school management and teacher professional development systems.

The program will be supported by:

- increasing the role of local government in the implementation of activities
- locating District Coordinators to be based in the extension districts to support these activities
- recruiting a team of consultants to provide technical support

In addition to the points mentioned above DBE3 will also expand the scope of the project – including working with teacher training universities, LPMPs (quality assurance institutes) and MONE Center for Technology's National Education Network (Jardiknas) to encourage them to adopt DBE3 models, lessons learned and best practices at national, provincial and district levels.

The Extension Districts

The 25 extension districts were selected based on their previous performance on DBE3 programs, the program replication which had taken place and the amount of funding they had allocated for replication. While focusing more on these 25 districts, DBE3 will still give assistance to other 19 districts which are not included as extension districts. The program and activities in those districts will be carried on as planned.

The 25 districts in which DBE3 will focus its program are Dairi, Tapanuli Selatan, Tanjung Balai, Tapanuli Utara, Binjai (North Sumatra); Karawang, Garut, Cilegon, Indramayu Kota Bogor (West Java-Banten); Karanganyar, Purworejo, Grobogan, Boyolali, Kudus (Central Java); Sidoarjo, Pasuruan, Nganjuk, Tuban, Bojonegoro (East Java); Soppeng, Paloppo, Pinrang, Sidendeng Rappang, and Makassar (South Sulawesi).

Next Activities

As the 25 extension districts have been decided and the team of consultants is on board, DBE3 is now moving to the next step. The districts are selecting district facilitators to be support the planned series of training activities. The district facilitators will be responsible for 5 core subjects namely *Bahasa Indonesia*, English, Mathematics, Science and Social Studies. Once they are selected, they will be trained at province level by a group of national trainers, who were recently training in use of the new training package in Solo.

When they “graduate” from the training the district facilitators will conduct whole school training in their districts. This training will involve teachers, principals and school supervisors. In the past there has sometimes by lack of support from principals and school supervisors due to their lack of information about the programs being implemented. With this whole school training it is expected that they will understand and support the program and will lead its implementation in their schools.

The teacher training will focus on making teaching more interesting and relevant and help students develop their life skills. Students will spend more time in activities such as discussion, experiment and problem solving and the work they produce will be the result of their own thinking.

When all training has been done, the district facilitators will make regular visits to schools to monitor how well teachers are implementing the results of the training and give them help and advice to improve their teaching.

DBE3 are optimistic that the refocused project will carry on well as most key stakeholders i.e. district government, DBE3 personnel, consultants, and district facilitators have shown high commitment in working on this project together. What can be done now is each stakeholder to work its part at their best. Hence, the project will carry on as expected and give positive impact to beneficiaries.

DBE3 AND PRE VOCATIONAL (Work Force) SKILLS

The objective of DBE3 is to increase the quality and relevance of Junior Secondary education so that it better prepares youth for life long learning, entrance into the work force and participation in community development.

Preparing youth for work is an essential part of fully preparing them for an adult life in which they can contribute to the country's economic well-being. Therefore, a key element of DBE3 is to focus on providing opportunities for youth to develop skills for the work force.

As DBE3 is not and was never intended to be a technical and vocational education training program, the project has focused on developing non technical work force skills (sometimes called soft skills) to prepare youth for entering the work force. In Indonesia these are referred to as Pre Vocational Skills.

As the Indonesian curriculum does not currently reserve a specific time or specified subject for students to develop pre vocational skills, DBE3 has adopted the strategy of training and supporting teachers in formal schools to implement a work

related learning approach.

Work related learning can be defined as teachers conducting a planned teaching and learning activity through any curricular subjects that specifically uses the context of work, which gives students opportunities to learn about the world of work and for the work of work by developing knowledge, skills, attitudes and understanding that will be useful in that world at the same time as developing academic competencies.

Examples of work related learning include:

- ICT: Students can create a database of local industries



With relevant skills it is hoped that youth can be more ready in entering work force. The picture was taken at sewing course in Tebing Tinggi, North Sumatra.

- Science: Students can investigate the impact of local industries on the environment
- English or Indonesian: Students can take part in mock work interviews
- History: Students can investigate working practices in the past and compare them with those of today and find reasons for the differences
- Civics: Students investigate some basic reasons for the difference for economies between rich and poor countries or look at rights and responsibilities in the work place
- Geography: Students study the factors that have influenced the pattern of industry and employment in the region.
- Mathematics: Personnel from a local bank work with students to help them understand how pay slips are made up, and the basic operation of the income tax system.

To support teachers and schools to implement a work related learning approach, DBE3 has conducted some training programs and prepared materials for teachers, such as:

- The DBE3 Integrating Life Skills into Classroom Practice training module

trains teachers to integrate key pre vocational skills, such as communication, cooperation, organizing, managing time and information and problem solving.

- The Mathematics for Life, Learning and Work toolkit trains teachers learn to organize and implement service learning activities where youth develop valuable work force skills in addition to academic skills and are able to see the link between classroom learning and real world work
- Through the ICT for Life, Learning and Work toolkit and Opportunities for Life, Learning and Work toolkit, students have the opportunity to research and interrogate labor-market information in order to understand the extent and diversity of local employment opportunities.

With this work related learning approach, DBE3 believes that students will be more prepared to enter the world of work. They also will be more motivated in learning and planning for their future career.



The simulation of justice system played by students. This is one of the activities in the subject of Civics.

BERITA DBEI

REBUILDING OF 35 EDUCATION RESPONSE ALLIANCE (ERA) SCHOOLS COMPLETED

On February 27, 2009, USAID/Indonesia Mission Director, Walter North, ConocoPhillips Indonesia President and General Manager, Jim W. Taylor, and BPMIGAS Chairman, R. Priyono, took part in hand-over ceremonies of 35 schools that

were held in Yogyakarta Provincial Education, Youth, and Sports Office and SDN 01 Babadan, Klaten. The rebuilding of these schools was part of Education Response Alliance (ERA) between USAID/Indonesia and ConocoPhillips

Indonesia to help reconstruction and rehabilitation of state, private, Islamic schools (madrasah) and Centers of Teaching Learning (*Pusat Kegiatan Belajar Masyarakat*) affected by 2006 May earthquake in Bantul, Sleman, Klaten



The condition of SDN 01 Babadan, Klaten, before and after the reconstruction

districts, and Yogyakarta municipality.

Decentralized Basic Education (DBE,) was responsible to oversee the implementation and progress of this endeavor. This process was designed to involve school and community members directly from the beginning until the end. The implementation of reconstruction/rehabilitation process exercised the principle of transparency and accountability where the school neighborhood communities could directly oversee the usage of grant funds. This was in line with the government's school and community empowerment policy which ultimately expected that communities have high sense of belonging and common responsibility for all the results.

DBEI started the process by facilitating establishment of school committee for rebuilding (*Panitia Pelaksana Pembangunan Sekolah*). The selection process was conducted transparently and focused on selecting those who had prior experience in managing or supervising rebuilding, regardless of their social status in the community. As a result, most of committees' were led by those who work in private sector; were teachers, and farmers. The rebuilding team members were then trained by DBEI on different roles and functions of all the components involved in the process, various procurement and administrative requirements, and reporting procedures.

Supported by DBEI, they planned and supervised the actual rebuilding process and budget spending. With this arrangement, out of 35 schools, 25 were able to complete the project earlier than scheduled and build additional school facilities within the planned budget.

Members of surrounding community in these 35 schools were very involved as well. Some volunteered to demolish the damaged school building, directly worked in the rebuilding process and were paid below market price. Others contributed building materials and food for committee members and laborers. Until December 2008, total value of community cash and in-kind contribution in the 35 schools was approximately 210 million rupiah.

To symbolize the rebuilding process completion, DBEI Chief of Party and districts representatives signed the final report of reconstruction/rehabilitation (*Berita Acara*). At SDN 01 Babadan, a School and Madrasah Reconstruction and Rehabilitation Manual was presented to the representative of Ministry of Religious Affairs and Klaten District Education Office. Participants were treated to a short drama by students of SMPN 2 Jogonalan, Klaten. This performance was part of DBE3 effort to prepare young people in the region for disaster and during recovery time. (The article NNN contains more information on DBE3 efforts.)

Afterwards, guests were given information on DBEI assistance throughout the rebuilding process as well as different types of contribution that the community provided. They also toured the school and saw the results directly. SDN 01 Babadan Principal, Bapak Andreas Ponimin mentioned that, with ERA assistance, the school was able to completely rebuild the teachers room, four class rooms, library, infirmary, bicycle parking space and partially rebuild two class rooms in six months period. He was particularly proud with the involvement of surrounding community members throughout the whole process. According to Bapak Andreas, members contributed not only financially, but also their time, input, and effort throughout the whole process. The Head of Karangdowo sub-district, Bapak H. Suwanto, mentioned that, the process could be completed in relatively short time because of the good team work between DBEI, the school, and its community members.

Guests also visited the school's new library and saw the granted books that have just arrived two days earlier. The colorful non-text books were displayed on the reading tables and in a book cabinet, with a booklist of around 250's titles from two main publishers. These books are expected to be able to support teachers in creating activities that can raise students' motivation to read.

Ery Rosita, sixth grader, mentioned that she was very scared when the earthquake happened and sad when she realized that the school was badly damaged. Now she is happy because the school is more comfortable and when it rains she does not have to worry that the school would leak or collapse. Another student, Ilham Ari Kurniawan, a ten year old boy who attends the 5th grade, said that since the library has new books, he enjoys reading much more.



SDN 01 Babadan Klaten is now equipped with a new library. Walter North of USAID is checking the books while President and General Manager of ConocoPhillips, Jim W. Taylor, is watching

EMPOWERING SCHOOLS THROUGH THE SCHOOL DATABASE SYSTEM (SDS)



The participants from Klaten seriously participating in SDS training.

There was a time when the biggest worry for a school principal was making sure the children attended class. Now, with school-based management, principals are responsible not only for managing the educational program, but also for maintaining the school buildings, setting school policy and making plans and budgets with school committees. In addition to all of this, principals need to routinely report to government. Monthly reports, school development plans, budgets requests, financial reports, examinations, accreditation submissions... The list goes on.

Little wonder so many school principals are going gray! And little wonder the quality of data from schools is often low. Inaccurate and incomplete data causes major problems in the education system. In order to make well-informed policy decisions, plans and budgets at school, district, province and national level, decision-makers need good data. DBEI has come up with an elegant solution – the School Database System (SDS).

SDS is a unique initiative to support the implementation of National Education Minister Decree (Permendiknas) 19 Year 2007 regarding Education Management Standard (Standar Pengelolaan Pendidikan oleh Satuan Pendidikan Dasar dan Menengah,) Government Regulation (Peraturan Pemerintah) 48 Year 2008

regarding Education Funding (Pendanaan Pendidikan), and Permendiknas 12 Year 2007 regarding Standard of School/Madrasah Supervisor (Standar Pengawas Sekolah/Madrasah). SDS enables schools to produce reports in formats previously designed to meet variety of government/MONE requirements such as the school profile for school development plans, School Operation Funds reports, and school accreditation data.

As of the end of December 2008, SDS has been implemented by DBEI in more than 500 schools, facilitated by 105 SDS Facilitators. SDS Facilitators include district education office staff, school personnel, district facilitators, and other school supervisors. Almost 90% of district facilitators are actually school supervisors and about 34% of SDS Facilitators are school supervisors. It is also interesting to note that about 30% of SDS Facilitators are teachers. This is because SDS Facilitators must pass a preliminary ICT capability test. Only qualified facilitators are selected and so teachers who have the capability are eligible to become SDS Facilitators.

SDS implementation is conducted at the cluster level, meaning a group of 10-12 schools followed by SDS workshops and school visits provided by two to three SDS Facilitators. Each school is represented by two school personnel as participants: either

the principal, a teacher, or school administrative personnel. About 850 SDS participants have participated in these workshops.

In Klaten, Central Java, during DBEI facilitators training session, participants learned that SDS allows methodical organization of school data and output that can be accessed at any time. Because of the training, these SDS facilitators realized that computer literacy is important not for SDS but as a skill and knowledge that everyone must have in this technology-driven world. Some participants even decided to buy their own laptop and agreed to meet regularly at DBEI Klaten Coordinator's Office to continue the learning process. With this newfound knowledge and appreciation for the technology, they try to convince schools to start using computers too. Encouraged by the enthusiasm of District Facilitators, schools in Delanggu sub-district, Klaten, agreed to buy one computer per school to support their SDS and other activities.

In Karawang, West Java, three non DBEI schools decided to use their own funds and brought their own equipment to take part in the SDS training in January. In Indramayu, although some participating schools did not have their own computers, it did not hamper their enthusiasm to learn. During the three day training sessions, they eagerly learned to input data to school profile, process related BOS transactions, print out RKS forms, and others. Realizing the benefits that schools could take from SDS, the Head of Balongan Sub-District Education Office, Indramayu, expressed his hope that SDS would be disseminated to all schools in the area.

The fact that SDS is an integrated school database that can store multi-year data has proven to be very attractive to the schools. Schools feel that they have full control of their own data including providing transparency and accountability not just internally for teachers but also for the wider community, hoping that it will improve participation and the responsiveness of teachers and the wider community.

CONOCOPHILLIPS BOOK SELECTION TEACHER TRAINING

Early in 2007, an initiative between ConocoPhillips and USAID-Decentralized Basic Education (DBE) was taken to establish an Education Response Alliance (ERA) program to restore quality accessible education in 35 schools affected by the May 2006 earthquake in Yogyakarta and Central Java. As part of the ERA program, in January of 2009 DBE2 implemented a series of principal meetings and master teacher training workshops in Klaten and Yogyakarta. These meetings and workshops were designed to prepare principals and teachers to take advantage of the \$1,000 reading materials grant being provided to each of their schools through ERA. DBE2 met with 105 principals and master teachers from a total of 35 primary, middle, and high schools 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 master teacher training of trainer (TOT) workshops were delivered to prepare two master teachers from each participating school to be able to evaluate reading materials and select non-textbook reading materials that are suitable for use in their classrooms and schools. Following the TOT, master teachers collaborated with their colleagues and DBE1 to prepare a list of suitable reading materials for their schools based upon the DBE2 book list.

Workshop participants were also engaged in a variety of classroom-based active learning reading activities, giving them hands-on experience in implementing reading activities that can easily be applied in their classrooms and motivate their students to read. Some of the activities participants engaged in included 'book talk grid-making' and the 'grab bag.' With the 'book talk grid-making' activity, participants were trained to quickly identify and extract key information from a book and present it in creative ways that would encourage students' curiosity to read the selected book. With the 'grab bag' activity, groups of participants were each given a bag containing various items that are related to the story told in a selected book. By



A spokesperson of one of the groups is presenting group discussion result in the 'Grab Bag' activity, as an alternative activity that motivates students to read books

examining and discussing the items in the bag, participants were to guess the main story idea of the book. "I like this particular activity because it instills logical thinking in our students and also encourages creativity through imagination", said ibu Murtini, one of the participants of the workshop conducted on January 13-14 at SMP Pangdihlur 2, Yogyakarta.

These participating teachers agreed that they obtained a lot from the two-day workshop. In addition to understanding of new concepts, these teachers also revealed the constraints they face in trying to develop their school libraries, which is mainly the lack of good quality books. Ibu Lestari, another participant, conveyed "Our main source of books is from the Ministry of National Education (Diknas) and even so, we never know when exactly the books will come. To ensure an annual flow of new books into our school, we ask each of our

graduating students to contribute a book for the library. The problem with this system is that we cannot control the kind of books we receive from students." The conditions ibu Lestari and ibu Murtini describe are similar to what the other participants conveyed about their libraries.

"We obtained a lot from this workshop, particularly from the activity where we identified and listed suitable reading materials for our school libraries, based on a list of available books. Once we have the books placed in our libraries, I am positive that students will be motivated to read." expressed another participant, ibu Listi. She then filled in the action plan for her school detailing how and when she – and all the other participants of the workshop – will share their knowledge and experience from the training with their fellow teachers. Through this action planning, master teachers are given the opportunity to plan for disseminating lessons learned and developing final booklists with their colleagues.



Jenny Kaligis, facilitator for the Book Selection Training for Teachers, explaining about the selection criteria of - text books for school library

Ibu Jenny RE Kaligis, the facilitator of the workshop, explained her vision vividly, "As the poor conditions of school libraries has somewhat discouraged students to read books, the main objective of every designated school in this program right now should be to motivate students to read. The next objective is to introduce good book management and to establish book collecting mechanism, which involves active participation of parents. All these efforts will enable schools to take full advantage of the grant they are to receive under the ERA program."

DBE2 DEVELOPS TRAINING PACKAGE TARGETING ACTIVE LEARNING FOR HIGHER EDUCATION



The ambience of ALFHE training in NAD, involving lecturers from University of Syiah Kuala, IAIN Ar-Raniry and University of Muhammadiyah Banda Aceh.

Institutes of Teachers' Education (LPTK) play an important role in improving the quality of education in Indonesia. Unfortunately, however, most of the university professors at LPTK lack sufficient awareness of the reality of schools today and do not understand the importance of accommodating the reality their students will face in the primary school classroom in the planning process, as well as in the implementation and evaluation stages of their programs of study. This condition is evident in cases where the requests of LPTK students' request to conduct teaching practicum in reputable schools are rejected, as they LPTK students are perceived to lack competency in teaching according to the needs of primary school students.

DBE2 is addressing this challenge through the development and implementation of a training package called Active Learning for Higher Education (ALFHE) or Active, Creative, Joyful and Effective Learning (PAKEM) for Universities. Overall, this package includes: (1) a workshop on active learning in primary schools (ALIS) and school visits, (2) workshop on active learning in higher education (ALIHE), (3) implementation and supervision of active learning in classes, as well as (4) portfolio assessment and feedback from students. These activities are expected to improve the knowledge and skills of LPTK professors so that they in turn are able to

teach their students the skills they need to create an active learning environment in their own classrooms once they become teachers. Enforcing the PAKEM method at the university will improve the quality of LPTK graduates, and gradually improve the quality of education in Indonesia.

Beginning in early December 2007, DBE2 started a process that led to the development of the ALFHE training package with the project's three university partners there: University Syiah Kuala (Unsyiah), Faculty of Tarbiyah in IAIN Ar-Raniry and University of Muhammadiyah

Banda Aceh (Unmuha). The development process started with a survey of lecturers from all three universities, the results of which confirmed that a large number of the university professors possess little understanding of what really happen in the primary school classroom, providing the basis for the development of the ALFHE training package. The development of the package was followed by the implementation of a pilot program in Aceh involving the Unsyiah, IAIN Ar-Raniry and Unmuha.

Following the success of the roll-out of the training package at university partners in Aceh, DBE2 was able to expand the reach of ALFHE to Universitas Cendrawasih (Uncen) in Papua through an alliance with BP. In mid 2008, DBE2 conducted a need assessment activity at Uncen. The results of the assessment informed the basis for the ALFHE training program designed for implementation in Papua which is now ongoing and impacting an estimated X university lecturers at Uncen.

Demand from DBE2's remaining 11 university partners in Central Java, West Java, Banten, East Java, South Sulawesi and North Sumatra led the project to propose to USAID rolling out ALFHE at all DBE2 partner universities. DBE2 anticipates scaling up ALFHE activities across all project provinces by June 2009.



Participants are discussing the development of ALFHE training packages that will be implemented to Universitas Cendrawasih (Uncen) lecturers

MY STUDENTS LIKE IT!



With right method and approach students can enjoy the learning process more. They will also get more skills and knowledge

My name is Ilis Nurajizah. I am a teacher at Madrasah Tsanawiyah Al-Ahliyah Bakanmaja, Kotabaru, Karawang, West Java. I consider myself lucky to have had the opportunity to participate in DBE3 training programs as DBE3 programs give help teachers significantly in improving their quality. High quality teachers will result in high quality education and learning and, of course, high quality students.

Thanks to DBE3 I got the knowledge on life skills, contextual teaching and learning, and ICARE method (Introduction, Connection, Application, Reflection and Extension). To me, the approaches and methods introduced by DBE3 are very applicable. Training programs delivered by DBE3 are interesting and useful. I didn't feel bored at all when participating in them. The training programs I followed made me wonder: if our trainers had made us enjoyed the learning process during the training, why could we not have done the same thing to our students?

I have done it! I implemented the methods I learned during the DBE3 training and I could see that my students liked it. They were more enthusiastic and attentive. They loved the methods I used in the classroom. As for myself, I enjoyed the teaching process more.

Once there was a teacher who told me about her noisy students. She said, "My throat was aching because I had to speak

loudly to my students. It was so tiring teaching them," she told me.

I told her that I used to have the same problem. I suggested her that instead of giving lectures to her students, she should give them problems to solve. They had to work on solving these in small groups. It worked.

From what I see, all the teachers who have participated in DBE3 training programs have succeeded in applying the skills they learned. They have made their students more enthusiastic in learning. I believe that was because the methods taught are useful and applicable.



Ibu Ilis Nurajizah (right) with her students at school



Ibu Ilis Nurajizah

DBE3 programs will end in 2010. However, I hope that it will be extended. As I know – especially in Karawang – there are many teachers who still need DBE3 training. Hence, we need to have program replication. And this can be done if all stakeholders, especially local government, supports it.

As a teacher who has participated in DBE3 training program, I will continue to do my best to implement the skills which I learned from the training in my classrooms. I do hope that all of my colleagues who also have learned the skills from DBE3 training do the same. In this way, we can make a significant contribution to providing a better education for our children.

Adapted from an article written by Ilis Nurajizah.

SYNERGIZING LESSON STUDY AND DBE3 LIFE SKILLS AN EFFORT TO DEVELOP A MORE FUN WAY OF LEARNING



Drs. Slamet Mujiono
DBE3 District Trainer in Pasuruan

Pasuruan is one of the districts implementing DBE3 programs. It is also one of three districts in Indonesia where the Lesson Study (LS), project which is facilitated and funded by JICA is taking place. The LS activity focuses on a team consisting of teachers and other stakeholders developing lesson plans and learning tools, teaching lessons and supervising students' activities. DBE3 is an effort to support decentralized basic education in developing students' life skills by integrating them into the subjects students are learning.

DBE3 came to Pasuruan in 2007. It was quite a challenge for DBE3 team to develop its programs in Pasuruan, knowing that prior to DBE3 program, there was LS program, which involved MoNE and other education stakeholders. Questions were asked concerning how DBE3 would implement its activities in an area where another education program was being implemented, and how would DBE3 develop a partnership with MoNE and choose the target schools to implement its programs? Another thing to consider was whether DBE3 program would support

and appreciation from stakeholders? And the most important question was whether DBE3 program could be coordinated with the LS programs?

Combining LS and DBE Program

DBE3 programs have received appreciation from many people in Pasuruan. One of them was from Ibu Sunarni, principal of SMPN 1 Rejoso. Not only welcoming DBE3 programs, she also made an effort to combine two learning models (LS and DBE3 program). The result of this effort was a two-day workshop on LS and DBE3 held on January 19-20, 2009. This workshop involved facilitators from LS and DBE3 and 50 teachers from SMPN 1 Lekok and SMPN 1 Rejoso.

What Ibu Sunarni did in combining two models was an innovation and a big step forward. The outcome was a new learning model which was more fun and useful. With this new model there was an increase in teachers' performance and collaboration with their colleagues. Teachers are also better prepared for teaching their lessons. They combine the active learning in their lesson plans with the DBE3 ICARE approach.

The result of the workshop can be seen in daily classroom activities. The seating arrangements are changed, enabling students to interact with each other. Teachers play a role as facilitator in implementing small group discussions and other active learning programs in their classrooms.

"Though it was only a two-day workshop, the participants responded very well by trying to implement what they learned during the workshop in their own schools," explained Ibu Sunarni.

"We're proud that we could combine LS and DBE3 in the learning processes in schools. As a further activity, we conduct open lessons or open class every Friday to give anyone who wants to the opportunity to observe classroom activities in our school," she added.

Implementation in MGMP Civics

After taking part in the Civics workshop, Bpk. Joni Suparman, a DBE3 District Trainer, took the initiative to conduct a similar workshop for members of Civics MGMP. This was warmly welcomed. With the support from MoNE Pasuruan, the board of Civics MGMP managed to obtain a grant to conduct a workshop which focuses on the implementation of LS and Active Learning which is integrated with the DBE3 Life Skills program. The workshop is to be held every Thursday from February 26 until May 14, 2009.

The workshop activities are taking place at SMPN 1 Rejoso. The participants of this workshop are 20 Civics teachers from state and private SMP in Pasuruan. The workshop, which entitled "*Penerapan Lesson Study dan Pembelajaran PAKEM yang Mengintegrasikan Life Skill*", (Implementing Lessons Studies and Active Learning and Integrating Life Skills) was opened by the Kepala Dinas and Kepala Bidang Sekolah Lanjutan Dinas Pendidikan Kabupaten Pasuruan (the Head of the Education Office and Head of Secondary Education in Pasuruan District).

The workshop is considered a breakthrough in synergizing DBE3 and LS. The combination of the two models should be supported by everyone involved. The most important thing to remember is that the effort of combining LS and DBE3 program is meant to develop students' life skills, so that they can have opportunities to continue their studies and prepare themselves for community development activities.





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