

Newsletter

Building Brighter Futures

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Developing Education Leaders

Ground-breaking Professional Development Program Launched by MoEC through Australia's Education Partnership with Indonesia

Working in partnership with the Indonesian Ministry of Education and Culture (MoEC), Australia is helping to build the skills of Indonesia's education leaders. In August, Australian and Indonesian officials were proud to launch the Professional Development for Education Personnel Program (ProDEP) as part of Australia's long running support to Indonesia's education system.

ProDEP, one of Indonesia's most extensive professional development programs to date, covering 250 districts in all 34 provinces, has been designed to offer access to international standard continuing professional development through training and on-the-job learning for education officials, supervisors and principals. Ultimately the system should be able to provide professional development to all of Indonesia's 293,000 education officials through a variety of methods such as face to face and/or on-line learning. All ProDEP activities combine the in-service and on-the-job-learning sessions for a maximum up to 300 hours (varies for each program).



Heads of Education Quality Assurance Institutes (Lembaga Penjaminan Mutu Pendidikan, or LPMP) from around Indonesia attended the ProDEP Launch, followed by a workshop to help them plan for upcoming implementation. The formation of many of these centres and the capacity building of these Education Leaders took place through a partnership between the Australian and Indonesian governments.

Photo credit: the Australian aid program

"This system will set a benchmark for future quality assurance in education," said Dr. Syawal Gultom, Head of Human Resources Education Development and Quality Education, MoEC.

"We will share best practices that emerge from this program that is dealing with so many aspects of education," he said. "But most importantly, the people in charge of creating a culture of quality in education will leave this behind at the schools they work with."

ProDEP's approach is innovative in that it provides training to those who manage education both inside and outside institutions of learning. Rather than offer one-off trainings just to teachers or principals, it addresses the needs of various actors in the education system at the same time.

"ProDEP involves principals and supervisors in the process of creating a culture of quality in education, which is very important," explained Dr. Muktiono Waspodo, Head of Operational Staff / Professional Development, MoEC. "This allows for continuous support to improve the quality of schools in Indonesia."

Teachers aspiring to become principals will take part in the Principal Preparation Program (PPP), which prepares teachers for future roles as school principals. It includes academic selection, training, and an acceptability assessment for teachers who have met administrative selection requirements. Current school and madrasah principals will take part in the Principal Continuing Professional Development Program (CPD), which is based on their needs as identified through a performance appraisal. CPD learning activities are undertaken progressively and may continue throughout the professional career of the principal.

District and provincial education personnel from MoEC and the Ministry of Religious Affairs (MoRA) will also receive professional development support through ProDEP's Education Capacity Development for Local Government (ECDLG) Program. The ECDLG

Program is designed to improve the competence and capability of these personnel so that they can contribute to improve the systems, processes and capacity in districts and provinces by focusing on human resources management and development; strategic planning and financial management; and basic education access planning.

According to Dr. Graham Dawson, Manager of Education Quality for Australia's Education Partnership with Indonesia, "ProDEP is breaking new ground, as it's a move away from non-participative, non-active learning," he said. "Australia has brought expertise in areas such as technical online learning and ICT [information and communications technology], but by and large this is a program designed mostly by Indonesians in Indonesia—they've been guiding design and implementation of the whole program, which is what can make it work and live on."

"I believe that a principal's leadership style can have a great impact on a school, including the quality of education there," explained Ms. Yayat Isayati, a Supervisor from the District Education Office in Bandung, who participated in one of ProDEP's pilot programs in 2010.

"First, we learned how to assess the competency of a Principal, and what specific skills needed to be targeted to help principals fulfil their duties, and we shared this information with other principals so others could learn from it," she said. "And as a Supervisor, I can see how participating in ProDEP has affected how I do my job."

Visit the ProDEP website at: <http://prodep.kemdikbud.go.id>

ProDEP SMS Centre: 0813 2721 7744 / Call Centre: 0813 2721 7733



Dr. Siswandari, Director of the Institute for School Principal Development and Empowerment (Lembaga Pengembangan & Pemberdayaan Kepala Sekolah, or LPPKS) in Solo, has been involved with the Principal Preparation Program (PPP) since its design phase. She has travelled all over Indonesia to present the PPP design to districts throughout the country over the past few years. "My goal is that all districts here will allocate the budget themselves for PPP and take it on independently," she said. "That's what I'm working towards."
Photo credit: the Australian aid program



Mr. Makmum Ibrahim, Head of the LPMP in Banda Aceh that will help implement the ProDEP program. He says that ProDEP can motivate those managing education in districts and cities in Indonesia. "ProDEP will require continuity and sustainability beyond the life of the program, so we don't lose the benefits," he said.
Photo credit: the Australian aid program



Ms. Etty Lestari from the LPMP in West Kalimantan participated in the ProDEP Training of Trainers (ToT) on assessing the leadership potential of principals. "The method used in the training was very useful, because it's applicable to real life and easy to understand," she said. "In the past, we would have to come up with our own ways to assess others, but this training has given us the tools and software to make this process easier."
Photo credit: the Australian aid program



Mr. Alfons Kambu, a School Supervisor from West Papua, attended the ProDEP ToT for PPP in Solo in August. "These principals are entering a new era where they will be responsible for leading highly skilled people," he said. "They're lucky, because they'll be prepared to be good principals with the knowledge they need to manage their schools."
Photo credit: the Australian aid program

Improving Madrasah Quality



Directorate General of Islamic Education (DGIE) Commits AUD3 million (IDR30 billion) to Continue the Education Partnership's Success in Supporting Madrasah in 2015

Based on the improvements in madrasah that received support from the Education Partnership during its first phase of implementation (2012–2013), Dr. Rohmat Mulyana, Head of Sub Directorate of Institutions, Ministry of Religious Affairs (MoRA), announced the Ministry's intention to implement a similar government program.

"Based on the best practices demonstrated by the Madrasah Development Centre (MDC) [one of the Education Partnership's implementing partners], it is important that a program such as the Education Partnership can reach all madrasah," he said.

"I suggest to implement a government program similar to that of the Education Partnership but funded by the state budget [Anggaran Pendapatan dan Belanja Negara, or APBN]," Dr. Mulyana said at a presentation of Phase 1 findings on 19 August 2014 at MoRA. This presentation was also attended by Ms. Hannah Birdsey, Counsellor – Education, Scholarships and Knowledge, Australian Department of Foreign Affairs and Trade (DFAT), and other MoRA representatives, including Dr. Kamaruddin Amin, DGIE Secretary; Mr. Kastolan, Head of Planning; Mr. Maryatun Sanusi, Head of Finance; and Dr. H. Ainur Rofiq, Head of Organisation and Management.

Mr. Kastolan explained that in response to DGIE's suggestions of replicating the Education Partnership program, an AUD3 million fund had been budgeted to help 300 target madrasah in ten provinces prepare for the 2015 accreditation evaluation process.

Ms. Birdsey conveyed her gratitude to MoRA for initiating the meeting and said that she strongly supports all efforts of the DGIE to help all madrasah in Indonesia maximise the benefit gained from the Education Partnership.

According to Abdul Munir, Manager of Islamic School Accreditation for the Education Partnership, who presented the findings, "It is very encouraging that of the 565 madrasahs targeted in the first phase, 90% received an 'A' and 'B' accreditation, 3% received a 'C' accreditation, and the rest will be included in the 2014 quota."

Mr. Ahmad Baequni, Head of the MDC from East Kalimantan, who was also present, discussed the importance of the MDC's role in madrasah development in his province by initiating cooperation between MoRA and the Regional Government on madrasah development.

Mr. Syihabuddin, representative for the MDC in Banten, explained that his MDC is strategically well-placed to support further madrasah development in Banten. In addition to working as a partner of the Education Partnership, for example, the MDC has a madrasah mentoring program in cooperation with the local Education Department.

"MDC Banten was given the opportunity to replicate Serang District's Education Partnership program for nine target madrasahs, which will begin in October this year," he explained.

Since the meeting, Education Partnership advisors have worked closely with MoRA to develop the plan and budget for the new program. A core team (including MDCs, MoRA, and the Advisors) has finalised the draft of the new MDC regulation related to the program, and MoRA expects that the new regulation will be endorsed by October 2014.

Developing Education Leaders



The New School Induction Program Begins for more than 300 New Education Partnership Schools

The New School Induction Program (NSIP) recently began Phase Two on 8 September 2014. Phase Two will include 42 workshops for management teams of 316 new schools built through Australia's Education Partnership with Indonesia. Management teams from the 451 schools built during Phase 1 participated in NSIP trainings in 2013 and early 2014.

For each school, participants in the training consist of the new school's principal, a teacher, a school committee representative, the school treasurer, and the supervisor assigned to the school by the district. The NSIP requests that at least two out of the five representatives are women in order to ensure gender balance in the training.

Prior to the launch of Phase Two, the Education Partnership held two professional development workshops for facilitators. The first week-long workshop brought together 23 experienced facilitators from Phase 1 of NSIP to consolidate skills and prepare themselves as mentors for Phase Two of the Program. This proved to be a highly successful week in terms of reviewing lessons learned from Phase One and determining the skills required to support the 26 new facilitators who would join the Program.

A subsequent week-long ToT workshop was then held, which provided 22 of the Phase One facilitators with the opportunity to work side-by-side with the new facilitators and act as mentors, while modelling and practicing all sessions in the updated Facilitator's Guide. The ToT workshop also provided

an excellent opportunity to bring all 48 facilitators together as one consolidated team that will lead the next phase of NSIP.

“Being a part of NSIP, I feel that there is a change and an improvement in how I now work in general as a facilitator,” said Ms. Suprapti, an NSIP Facilitator from the LPMP Training Centre in Kalimantan Barat. “Some of the changes that I have learned through the New School Induction workshops, I have adopted and adapted in other activities of the same nature that I have been assigned to by my own institution.”

“And what I have done here has also become an inspiration for my colleagues in my institution,” she said.



Education Partnership Advisors with the Facilitators of NSIP Phase Two. During 2014 and 2015, a total of 1,580 participants from 316 new Education Partnership schools will be trained in strong participative leadership and management, providing a framework for good quality teaching, transparent financial practices, strong asset management, continuous improvement, community involvement, staff professional development, and strong coordination with district personnel. Photo credit: the Australian aid program

*Going slow like a shadow
How amazing, but now I know
School is a place where we grow
Whether a child, teenager or adult, we know
How powerful this place helps us grow
Our dreams are shining
And others will ask how
It takes a long time to study – can this really make
our dreams grow?
But every student must be certain
Our dreams are our power to learn
Unforgettable, whatever happens
Rise up, and never stop learning*



Fera's favourite subject is Bahasa Indonesia. She is 13, enjoys writing and wants to be a medical doctor.

Kokom, 13, also enjoys writing and studying Bahasa Indonesia and English. She wants to be a teacher.



SMPN 4 Cirinten, Banten, is one of 767 schools built by Australia's Education Partnership with Indonesia.

Improving Access to Schools



Education Partnership Students Speak through Poetry

As part of a recent poetry competition, more than 60 schools and madrasah supported by the Education Partnership submitted poems about their new school or newly-supported madrasah. The winning entry, below, was co-authored by Fera Safira and Kokom Komalasari of SMPN 4 (Sekolah Menengah Pertama Negeri, or State Junior Secondary School) Cirinten, Lebak District, Banten Province.

Our New School

*Uncertain for us, success without this place
Now, it makes us confess
That in this place
Our wishes for success
Can rise up from the hopeless
How difficult to grow
At first, I came like a child appearing in the window*

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