

USINDO Aceh School Project – the Syiah Kuala University Laboratory School
UNSYIAH Lab School

Reflections on a case of post-disaster development assistance done well to date

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Remembering and Honoring the Past While Looking to the Future – Rebuilding the Education Sector in Aceh

The earthquake and tsunami disasters of December 26, 2004 – the earthquake was the most powerful to strike the Indian Ocean in 40 years - were felt on a global level – and in response, donations poured in from around the world - including from Indonesian citizens and organizations. More than \$7 billion was pledged to Indonesia, with more than 500 organizations from over forty countries working on the recovery effort.ⁱⁱ

Of the twelve nations hit by the devastating natural disasters, Indonesia was hit the hardest, and the losses were unprecedented. Over 170,000 people were dead and missing. An additional 500,000 were displaced. The physical damage was inconceivable – 800 kilometers of coastline were devastated, and entire villages were wiped out.ⁱⁱⁱ Already lagging behind other provinces in the education sector, the massive earthquake and tsunamis had devastating effects in this sector, as well. Of those who perished, thousands of teachers and students were among the victims.^{iv} It is estimated that 2,500 teachers perished, 1,600 schools were destroyed in the province, and 260,000 students had no schools to attend.^v

UNSYIAH’s response and role

The scale of the disaster was tremendous, and Syiah Kuala University (UNSYIAH), located in Darussalam, Banda Aceh, Indonesia, played its part – along with countless others - in the relief and reconstruction efforts. UNSYIAH is the leading public institution of higher learning in the province of Nanggroe Aceh Darussalam. UNSYIAH itself lost more than a thousand staff in the disasters.^{vi} UNSYIAH Rector, Pak Darni Daud, and his UNSYIAH colleagues, joined their fellow Indonesian citizens and citizens of the world, in planning UNSYIAH’s role in aiding the province – and thinking about how the education sector in particular could be “built back better”. This was the leadership response – and fully in keeping with UNSYIAH’s mission, which is to carry out education, research, and community services, to support and guide national, regional and local development.^{vii}

Understanding Aceh's past is very important to understanding the present and future. A thirty year conflict already had left education in the province in a difficult situation; schools and other facilities were destroyed, teachers and officials were killed, and there was a climate of fear and retribution which stifled freedom of thought. The December 2004 natural disasters compounded this - with the massive loss of life - including many faculty, staff and students; over 5,000 university students were left homeless, parents who survived the disasters were unable to pay tuition fees and there was a widespread disruption in the school and university systems. The needs in this sector alone were tremendous, and Syiah Kuala University was prepared to play a key role.

The need for the Lab School at UNSYIAH pre-dated the earthquake and tsunami. Pak Darni Daud, who at that time was the Vice Rector for Academic Affairs, and former UNSYIAH Rector, Dr. Abdi Wahab agreed that a high school linked to the university that would serve as an incubator for innovative educational techniques and a place for a new generation of teachers to learn better teaching methods would be an excellent partnership project. The envisioned UNSYIAH Lab School was thus not replacing a pre-existing facility, but was undertaken in the spirit of "building back better" – and providing a model for the province, and possibly even for all of Indonesia. The UNSYIAH Lab School is one part of current UNSYIAH Rector Darni Daud's vision for innovation and educational change in Aceh, a region torn by more than thirty years of internal conflict as well as the tsunami and earthquake disaster in December 2004.

For the future, Rector Darni Daud advocates that there are a number of educational paradigms that should be promoted, including at the Lab School:

- Open access to information beyond what is normally accepted by the community in Aceh. It is necessary, in his view, for Acehnese to understand differences of opinion in order to recover from limitations on free speech and thought during the conflict period.
- Training people to be more broad minded and respecting differing viewpoints.
- Critical thinking and creativity to encourage dialogue, discussion and the cultivation and mutual respect.
- English mastery – teachers and resource people with English language ability are needed in the educational system, government agencies and other organizations.^{viii}

All of these principles are evidenced in the vision for the implementation of innovative teaching at UNSYIAH Lab School. UNSYIAH donated 1.3 hectares of land on its own campus to help initiate the building process. Rector Darni Daud, his management team, staff and faculty dedicated themselves to a full partnership effort. The entire team at UNSYIAH recognizes the relatively low rates of passing national exams, both by teachers, and students, and it is their hope that the high quality education provided at UNSYIAH itself and at the Lab School, will contribute over time to raising national test scores.

USINDO's response and role

In the wake of this unprecedented natural disaster, USINDO responded quickly under the leadership of Co-Chairman of the Board and USINDO founder, Ambassador Ed Masters. The leadership of USINDO President Al La Porta, and his judgment in appointing Margaret Sullivan as Project Manager was also important to the successful outcomes to date. Based on several good ideas developed in consultation with potential partners in Aceh, at the recommendation of Ambassador Masters, the Board agreed that USINDO would provide assistance for a school in Banda Aceh – as a tangible commitment to the enduring ties between the United States and Indonesia. Such a step was in keeping with USINDO's mission – dedicated to understanding Indonesia and the importance of the US-Indonesia relationship. Promoting education is one of the key areas supported by USINDO.

Margaret Sullivan's initial discussion in February 2005 with current UNSYIAH Rector Darni Daud (at that time he was the Vice Rector for Academic Affairs) led to the concrete proposal for the UNSYIAH Lab School. Margaret Sullivan's indefatigable efforts – and involvement in every aspect of the project - up to and including the official opening of the school - are deeply respected and appreciated by all. USINDO – and all involved - are to be commended for listening respectfully to the aspirations of the Acehnese people and of Pak Darni Daud in particular, and for supporting Acehnese partners in implementing their dreams to build back a better Aceh. Margaret Sullivan also had a vision – to build a school that would be a place where all could learn, to inspire inquisitive thinking, to bring in new teaching methods that would make Rector Darni Daud's new educational paradigms for Aceh a reality. Margaret Sullivan's day-to-day tasks over the past two and a half years involved just about everything imaginable – such as overseeing the actual bricks and mortar aspects of building the facilities, working with a talented Acehnese architect, advising on educational design and designing inspirational banners. She also marshaled donations to the effort, amounting to approximately \$3 million. She participated in countless management and other meetings, supporting the efforts of UNSYIAH, Lab School and Yayasan staff, interacting regularly with everyone involved, including other donors and organizations – using local Acehnese design in every possible way, yet tapping selectively into the best from outside. Other USINDO staff, including Tom Spooner, Katy Goring, Tricia Iskandar, Rafael Christiadi, indeed all the USINDO staff in Washington and Jakarta, have also made lasting contributions.

Sampoerna Foundation's Role and Response

The Sampoerna Foundation's mission is “making a difference”, and this well respected foundation - active in improving the quality of education in Indonesia - became a partner early on in the UNSYIAH Lab School project. The Sampoerna Foundation was ready to assist just a month after the disasters struck, and worked side by side with the all involved in helping to restore a sense of normalcy to the surviving pupils in Aceh. During his visit to the province, the Minister of National Education, Bambang Sudibyo, estimated that it

would take until the year 2009 to restore the entire educational system in Aceh. The Minister also stated that in order to accomplish the restoration and upgrading of Aceh's educational system, a three staged process would be required: registering schools, teachers and students in Aceh, reconstruction of school buildings and improvement of the quality of education in the province. The Government allocated more than \$41 million that year alone for the rehabilitation of the educational system.^{ix}

The Sampoerna Foundation believes that its efforts in Aceh will only work through partnerships and coordination with many stakeholders, including the central government and the local administration – values shared by UNSYIAH and USINDO. Sampoerna's decision to focus on secondary education, as requested by Aceh's Provincial Office of Education, was also an excellent match with the vision for the UNSYIAH Lab School Project. Sampoerna Foundation's efforts in Aceh's rehabilitation process include an entire range of programs in the educational sector, such as more providing than 130 emergency schools throughout the province immediately after the disasters, interactive classrooms, and grew to include tutoring programs, provision of educational materials, teacher training programs, and scholarships.^x Indeed, Sampoerna's vision, mission and values begin with the following statement; "To maintain a robust scholarship program that will provide financially deserving young Indonesians with access to a meaningful education and make a meaningful material contribution to the betterment of Indonesia's future through improvement of the country's educational system".^{xi}

Sampoerna's contributions to the UNSYIAH Lab School project are countless, but include the day to day management provided by the talented Aceh Program Manager, Ramang Basuki, assisted by his able local staff. Policy and program leadership was also provided by his Jakarta based colleagues, including, but not limited to Mr. Elan Merdy, Chief Operating Officer, Mr. Eddy Henry Program and Alumni Affairs Director, and all their dedicated staff such as Pak Hilman. The thirty scholarships that have been provided by the Sampoerna Foundation to deserving students at the UNSYIAH Lab School are evidence of their commitment to Indonesia to provide scholarships to academically excellent but financially disadvantaged young people to enable them to pursue their studies.

Partnerships Aplenty

The tripartite partnership between the UNSYIAH, USINDO and Sampoerna Foundation is the basis for the success to date of the UNSYIAH Lab School project.. But without the role of *all* the donors and partners^{xii}, the project would not have been implemented as smoothly and professionally as it has been to date. The ongoing contributions of the Jakarta International School (JIS) through its social action arm, JIS Peduli (JIS Cares), that provided funds for the library, and training for the design team head, for the Principal and Vice Principal and the librarians but most importantly for providing outside construction monitoring to ensure quality control, deserves a special attention. The role of each partner and each and every donor is recognized with appreciation and gratitude.

What is unusual about the UNSYIAH lab school model?

First and foremost, the lab school is based on the ideas and concepts of the Acehnese people themselves, specifically the vision of Syiah Kuala University Rector, Pak Darni Daud. The project has been implemented in full and ongoing consultation with the university, the local community, local government, the Reconstruction and Rehabilitation Agency (Badan Rehabilitasi & Rekonstruksi NAD – BRR) and the Government of Indonesia, a wide range of local and international partners and donors – starting with school children in Indonesia and around the world - in short, all concerned with the successful outcome of the project.

Second, the project was characterized from the outset by strong local ownership and leadership. The first major donation for the project came from Syiah Kuala University - 1.3 hectares of land in a prime location on the university campus – worth more than \$600,000 at the time of the donation. The donation of land has not always been seen in other reconstruction projects.

Third, the benefits of this school will be broadly shared. The lab school is not an elite school but rather a community school with a special mission – to demonstrate that all students can learn. It was determined that a minimum of sixty per cent of the students would come from families living in the immediate community surrounding the school. Thirty scholarships have been provided in the first academic year by the Sampoerna Foundation. Scholarships make it financially possible for children from poor families to attend. This principle of an ongoing scholarship program for disadvantaged students was enshrined in the Board statement and by-laws, where the Yayasan documents note that 30% of the student body is always to be on full scholarship. Beyond that, the school fees have been designed to be a three tiered system so that families who can afford to pay more will do so. Furthermore, from the outset, it had never been envisioned that this would be a boarding school, as some other schools are.

Fourth, the long term commitment of UNSYIAH – and of other partners – such as USINDO, the Sampoerna Foundation, JIS, and others, makes this project more than the usual brick and mortar, turn-key, asset hand-over. An exceptional amount of thought, time and leadership went into the oversight of the design of this school. There is a concern on the part of all – first and foremost the Yayasan Lab School – now in the lead for future implementation - that the project be sustainably maintained over the long term. The founding documents do not commit USINDO, JIS, or the Sampoerna Foundation to financial responsibility for ongoing school operations, though a partnership relationship supporting and advising is envisioned for the long term.

Fifth, the physical structures are the property of UNSYIAH, and the governance structure of the UNSYIAH lab school is vested in the ongoing leadership role of the Yayasan Lab School. The Yayasan charter (as outlined in the Notarial Act) delineates the standard rights and obligations of a yayasan under Indonesian law. The accompanying Board

Statement gives additional provisions relating to the purpose and operation of the school. These two founding documents specify the nature of the school and the ongoing relationship to the University, establishing clear ownership by UNSYIAH and the yayasan of the lab school and specifying the basic authorities for operating the school. ^{xiii}

Other unusual attributes included the following:

Relationship with the FKIP: (teacher training college of UNSYIAH)- While not entirely unique, the strong and pro-active relationship with the FKIP is still notable. The lab school is to be used as a training facility for the FKIP, where would-be teachers will conduct their student teaching. They will be guided by university professors and new research findings appropriate to Aceh can be found and developed in the school, via classroom action research conducted by student-teachers and UNSYIAH FKIP faculty. FKIP graduates will be a good source of future new teachers for both this model pilot school, and other schools elsewhere in the province.

Breadth of donor base: While it is not unprecedented, the depth and breadth of the donor base – starting with UNSYIAH, USINDO, and including hundreds of individual school children, as well as corporations, foundations and other individuals is gratifying. Approximately \$3 million was raised and donated in support of this project. (A full list of donors is included as an appendix.)^{xiv}

New approach to learning: The emphasis on inquiring thinking, analytical thinking, clear expository writing, with a plan to be able to do so in two languages over the coming three years (including in English, to reflect Rector Darni Daud’s vision), with a commitment to ongoing teacher training, to support these goals. The move to teach in English must be based first on the strong English language proficiency of the teachers. There is also a commitment to acceleration classes for students at all levels of academic achievement. It is unusual that all students, teachers, and the management team have been given journals in which daily entries are made and analyzed. It is hoped that entries will reflect analytical thinking about the learning process, and will help guide improvements and innovations. Teachers also have subject-dedicated classrooms and the students move from class to class (“moving class” in local parlance) – this is not common practice in Indonesia, though it is elsewhere.

Innovative management approaches: The management team at the Lab School is completely accessible to their staff, faculty, students, and parents, with open offices located at the entrance of the school. The openness of the leadership, their proactive interactions with the parent committee, their diligent approach to facilities management and other aspects already emphasized elsewhere – notably the strong governance structure of the Yayasan – are all worthy of note as management innovations.

Facilities: While not unique, the school’s science, computer and language labs with their donated equipment, and the library, with its dedicated research computers, teaching librarians, and philosophy of openness to shared use by neighborhood schools and other school children in the surrounding community, are noteworthy. Also, the school facilities

are to be used only for educational and local community development purposes. Classrooms themselves are larger, airier, and allow for more natural light than most traditional classrooms in Indonesia. It should also be emphasized that construction for the school began in May 2006 and was completed just over a year later.

Relationships with other schools: Again, while not unprecedented, the Lab School is proactively seeking relationships with other schools in the province. The community center (with a capacity of 500) and the library are already open to use by neighboring schools. It is also envisioned that teachers from other schools in Aceh can undertake internships or other forms of professional association with the lab school. Likewise, an ongoing faculty interaction and capacity building is anticipated with the Jakarta International School (JIS) and others.

More time spent in class: Attendance at the Lab School is full time, from 8AM to 4:30PM. There is also a half day on Saturdays.

Class size: In order to keep the quality of the learning experience high, class size is intended to be limited to 25 students per class. (Note that the initial class of 108 students –chosen from over 600 applicants - was larger than anticipated, and that initial class size turned out to be larger than planned. For the next two years, the incoming classes will range between 90 and 100 students so that by 2010 the school will have a complete student body of about 300. The ideal class size of 25 is an innovation and is needed to maintain the quality of teacher-student interactions. Note also that the student body represents a range of educational abilities and economic backgrounds and is almost evenly divided between boys and girls.

Teaching supplement grant program: The teachers and administrative at the Lab School are being provided with a “teaching supplement”. This enables the Lab School teachers and administrative staff to work full time and only at the lab school – the financial package ensures that they will not need to seek additional income. Full time staff must sign contracts that commit them to work full time at the Lab School and they pledge not to take any outside employment. (This is quite contrary to the normal pattern in Indonesian educational institutions where faculty and staff must have several jobs in order to live, and therefore are unable to devote the attention needed to do the job with their full attention.) An ongoing budget of \$100,000 a year is required to keep this critical supplement in place for the current teaching staff of fourteen. It is anticipated that another four or five teachers will be added as the school grows and the budgetary requirements will increase.

Time frames respected: While there were minor slippage in dates, for the most part, the pre-agreed schedule for completion of the lab school was met. Construction began in May 2006, and the first day of classes – with all the students, faculty, staff and management team in place – was July 16, 2007. The restitution of the VAT is also in process and is expected to be received in a reasonable time frame.

Auditing: Ernst and Young has indicated its willingness to provide pro bono auditing services to the school for the coming two years. The openness of the accounts and the adherence to principles of sound accounting and financial governance is critical to date as it will be in the future.

Relationship with USAID/DBE: The USAID project “Decentralized Basic Education – DBE 2” – is locating their community resource center in the Lab School which will bring other teachers into the school and facilitates the expansion of educational ideas both for the visiting teachers and for the Lab School teachers who use this facility and take part in its workshops.

Revenue generating options The Lab School also includes a 500 person Community Center, which can be rented out for a variety of purposes from academic uses including seminars to community activities including weddings. This provides a useful model to consider for future revenue generating activities – fully consonant with the governance of the school.

Over-arching recommendations:

Remember “Cet Langet” – Paint the Sky

It is the hope and expectation of all the partners and donors – to date – that the UNSYIAH Lab School will continue to be an important learning center that is an asset not just for the students attending the school, UNSYIAH, the community surrounding the school, and Banda Aceh, but for the entire province – and indeed for Indonesia as a whole. As Ambassador Ed Masters noted in reflecting on the opening ceremony “It is likely to set new standards in Indonesia for school building as well as the caliber of instruction. Vice President Jusuf Kalla, who visited the school...told me it should be a model for all of Indonesia”.^{xv} USINDO President Al La Porta sees the lab school as “an island of excellence” to be replicated elsewhere in Indonesia.

It is important as the school moves forward – and as the plans are implemented – to remain inspired by the initial vision of Pak Darni Daud, Rector of UNSYIAH, whose dream this was - and of his dedicated and talented management team, including but not limited to key players such as Pak Samsul Rizal and the Pak Mohd. Yusuf Aziz of the FKIP . Equally important are the management team at the lab school itself, headed by the Principal Ibu Shyarifah and Vice Principal Pak Nasir, and their staff, as well as all the outstanding teachers.

In the words of Pak Kuntoro Mangkusubroto, head of the BRR for Aceh and Nias, “replacing a building is easy, but experienced teachers are hard to replace”.^{xvi} The relationship with the FKIP at UNSYIAH must remain strong and vibrant and the teaching grants cannot be compromised in the future – as the teachers at the lab school are critical to the ongoing success of this interesting model school that pilots so many unusual practices and concepts.

Remember the enduring contributions to the US-Indonesia relationship

USINDO stands out among the US-based bilateral organizations promoting a deeper understanding between the US and Asia, as being particularly in touch with the aspirations and priorities of the Indonesian people. The UNSYIAH Lab School project is very tangible evidence of the USINDO approach – which is marked by responsiveness – to the ideas and priorities of the Acehnese themselves - and by its long term commitment.

Anticipate reaching a frustration point about two months into operations: Prioritize the most important next steps

The level of effort and intensity of activities to meet deadlines for construction, recruitment of management, faculty and staff, setting up good and sound governance principles - and - the first day of classes, the official opening ceremony, the formal visit of senior officials and donors, up to and including Indonesian Vice President Jusuf Kalla, were both exhilarating and exhausting. Also, even though much thought was put into designing governance, management, budgetary and educational structures, as this is a new pilot operation, the day to day running of the school will be characterized by a certain amount of learning by doing. It will be important to be systematic, and prioritize the most important needs and actions, and to for the management team to maintain the palpable excitement, dedication to learning, and esprit de corps from students, faculty, staff and community alike. Some suggestions for consideration include: Active involvement and regular meetings of the Yayasan Lab School are a requirement for smooth operations. Involving the parent committee as soon and as actively as possible will be helpful in sharing the financial and other responsibilities of running the school. The relationships with the FKIP should be reinforced and deepened. Keeping channels of communication with local government and other officials is also key to future success. The fasting month of Ramadan will provide a welcome time for reflection.

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Over the coming four months, September to December 2007, I strongly recommend a focus on the very highest priority issues. These would seem to include: 1) evolution of roles and responsibilities, 2) ongoing communication and management planning at the lab school – and with the Yayasan Lab School - to be re-evaluated by staff from the Sampoerna Foundation and 3) follow through on the good initial thinking about future sustainability to allow this promising pilot educational institution reach its full potential.

Management recommendations:

The top three management recommendations for USINDO are:

1. Given the lead role USINDO has played as a partner, I recommend a continuing role for USINDO – but considerably less intensive over time. USINDO’s excellent reputation will continue to be associated with the ongoing success of the school.

Over the coming months, and in this transition, USINDO Project Manager Margaret Sullivan, who has done an outstanding, highly energetic job, needs to remain engaged in follow up on a host of unfinished business, such as construction contract completion, final equipment and library orders, follow up with IBM, and the BRR. However, this intensive role is changing, as it should.

2. I recommend that Margaret Sullivan be promoted from Project Manager to Senior Project Advisor, on or about January 1, 2008. In her new role, she will travel less frequently to Banda Aceh, will be less and less responsible for oversight of project implementation, but will continue to be involved and advise the management teams at the lab school and at UNSYIAH. Her role, and connections to all, including as a member of the Yayasan Board, are too valuable not to utilize to the fullest. In this evolved role, she remains a friend, colleague and senior advisor. Her reports will continue to be valuable to USINDO, the Lab School and the Yayasan.

3. At the explicit request of the Yayasan Lab School, and with the full partnership of the Yayasan leadership, based on the goals and plans of the Yayasan, UNSYIAH and the Lab School, prepare a series of proposals – to make possible the sustainability of an “innovative pilot project for the improvement of education in Aceh”. This process needs to begin as soon as possible.

Some of these are elaborated further below as additional management recommendations.

Additional management recommendations:

- *Role of the Yayasan* The role of the Yayasan Lab School is critical to ongoing successful operations and to future sustainability. The Yayasan was established by the Rector, and is headed by the Vice Rector for Academic Affairs, Samsul Rizal. The Dean for Education and Training is the deputy head, and there are also representatives from the educational authorities in Aceh, the city of Banda Aceh, USINDO and Sampoerna Foundation. They are responsible for fund raising and budgetary oversight – among others – but these are their key tasks. The Yayasan model allows greater independence for UNSYIAH, which has the benefit of allowing UNSYIAH to help the lab school become a model, and so the province can take this successful model and replicate it elsewhere. The Yayasan has met twice to date, and will prepare yearly reports, but additional brief quarterly progress reports would also be quite beneficial.^{xvii}

- *The parent committee role should be enhanced*– The parent committee has been active to date in deciding upon some day to day issues, such as canteen and other student-related matters, should be encouraged to take an even more active role.

- *Remember the basics* -Written communications and coordination plans would be very helpful. Follow up advice and training is needed. Sampoerna Foundation is willing to send additional help in early September to assess the effectiveness of current management systems and also to check on the accounting and budgeting systems – which

seemed to be a very high priority need for the leadership team at the school. The staff would also benefit from a follow up training and check in. This will supplement the time spent at the lab school weekly by Pak Samsul Rizal, who has planned to dedicate about half hour each week to oversight of the lab school.^{xviii} This follow up training will also serve to reinforce the excellent draft management plan of the UNSYIAH Laboratory School written by Ibu Syarifah Mardhiah and Pak Nasir Usman.^{xix}

- *Reinforce the relationship with the FKIP* An improved communications strategy with the FKIP, the teacher training college at UNSYIAH, is urgently needed. As noted above, school buildings are much easier to replace than experienced teachers, so the ongoing training of qualified teachers, for the lab school, and schools elsewhere in Aceh, remains highly important. Pak Mohd.Yusuf Aziz, FKIP Dean at UNSYIAH – and member of the Yayasan noted - the Lab School is of utmost importance to the FKIP. He shares the vision that the lab school must remain community based, and it is specifically not a school only for the children of wealthy families; the students are not necessarily the smartest (there are remedial programs too); and it is his hope that there will be an improvement in national test scores as a result of the improved teaching techniques used at the lab school. Also, continuous feedback will be required to help the new teachers at the lab school meet their full potential and the FKIP is a logical partner in that endeavor.

Grant related recommendations:

The work that has already begun through discussions at the Yayasan and at USINDO on composing outlines for proposals is encouraging. Proposal writing cannot occur without full partnership. A specific request from the Yayasan to USINDO for advice and assistance in drafting proposals would be the logical first step to get this process rolling. Responses and suggestions from the Yayasan are awaited, as well, in response to specific questions. The proposals should be drafted and submitted as soon as possible.

For the future sustainability of the Lab School, additional funding and support is required to support this innovative pilot model for improving education in Aceh. It should be borne in mind that the sustainability and maintenance of high value assets – especially high tech assets - that were constructed in the wake of the earthquake and tsunami disaster - remain a huge priority for the donor community. How assets will be maintained must be addressed in all fund raising proposals. This should be stressed, along with the unique pilot nature of the community based educational model.

While the scholarship assistance from the Sampoerna Foundation for 30 students in this first class is helpful and welcomed, long term planning should commence now to consider additional sources of scholarship support. The Yayasan documents require that 30% of the students will be on full scholarship.

Prepare a proposal for consideration by the Multi Donor Fund (MDF) – the signals are all positive – from many of the key players. Although this will be time consuming and bureaucratic – with the multitude of agencies involved, it is worth the effort. As the MDF

is an Aceh-based fund, it makes the most sense in terms of local involvement and ownership. A total of \$660 million in grant funding has been allocated and about \$160-170 million remained unallocated as of July 2007. Make sure that the “gaps study” recently undertaken by the BRR indicates that innovative pilot education project proposals are still needed and thus indicate a concept proposal could be well received. Note that there are both implementing agencies and partner agencies. Most of the implementing agencies are international organizations, so USINDO would be a more logical lead in this instance. Of the partner agencies, the World Bank appears to be the best partner. A full proposal should be put together by USINDO as a partner of the Yayasan lab school - if and only if there is a formal request for partnership assistance from the Yayasan to USINDO and a green light from the BRR to proceed. The minimum grant size is \$1 million.^{xx}

Additional proposals should also be put together for other foundations that have given an indication that they would welcome proposals. The short list including Gates, Ford, Starr, and Citibank Foundation is a good start.

Follow up with the ADB on their Earthquake and Tsunami Emergency Support Project (ETESP). Within the social services component, rehabilitation and reconstruction of educational facilities is included, and the scope covers senior secondary schools only. There are 440 schools in Aceh and Nias that are eligible to participate in the program and the lab school should be among them.^{xxi}

End notes:

ⁱ The views expressed in this report are those of the author alone. They do not reflect the views of her employer, the Paul H. Nitze School of Advanced International Studies (SAIS) of the Johns Hopkins University, or of USINDO, where she serves on the Board of Advisors. She regrets any errors or omissions, which are her responsibility.

ⁱⁱ Aceh and Nias, Two Years After the Disaster, 2006 Progress Report, BRR and partners, December 2006.

ⁱⁱⁱ Ibid.

^{iv} Darni M. Daud, “Future of Education in Aceh”, delivered at USINDO on April 2, 2007.

^v Sampoerna Foundation for Aceh Recovery Report, “Education in Aceh After the Earthquake and Tsunami Disaster”, 2005.

^{vi} Darni M. Daud, USINDO lecture in Washington DC, April 2, 2007.

^{vii} Source: Syiah Kuala University brochure, Darussalam, Banda Aceh, Indonesia, July 2007. The brochure also provides UNSYIAH’s vision which is “to make Syiah Kuala University one of the leading universities in conducting the three important duties of an educational institution. Firstly, Syiah Kuala strives to produce and generate knowledge, technology and art. Secondly, it is our vision to produce and export graduates who are pious, have domestic spirit, a broad insight to a variety of topics, and who demonstrate autonomy. Thirdly, we endeavor to develop knowledge, technology and art that supports our national development and improves our local community and culture”.

^{viii} Darni M. Daud, “Future of Education in Aceh”, delivered to USINDO on April 2, 2007 and summary notes prepared by USINDO, as well as meeting in Banda Aceh, July 2007.

^{ix} Sampoerna Foundation for Aceh Recovery Report, “Education in Aceh After the Earthquake and Tsunami”, www.sampoernafoundation.org

^x Ibid

^{xi} Sampoerna Foundation, Annual report, 2004 , Vision, Mission and Values statement, www.sampoernafoundation.org

^{xii} See Appendix 1 for the full list of donors, all of which are deeply appreciated and contributed to the success of this project.

^{xiii} The Notarial Act and Yayasan Charter are provided in Appendix can be obtained from USINDO. Also useful are the summaries of the key documents, as well as the membership of the three main management bodies – the Board of Patrons, headed by UNSYIAH Rector Darni Daud, the Board of Management, headed by UNSYIAH First Deputy Rector Samsul Rizal, and the Board of Control running day to day operations.

^{xiv} See Appendix 1 for the full list of donors.

^{xv} From “Message from USINDO Co-Chair Ed Masters to The US-Indonesia Society”, August 3, 2007.

^{xvi} Interview with Pak Kuntoro Mangunsubroto, Head of BRR for Aceh and Nias, July 24, 2007.

^{xvii} See official translation of the Foundation Laboratory School, Syiah Kuala University, Number 28, from the official Indonesian version, executed May 11, 2007. The Foundation (Yayasan) has three “organs” the Board of Patrons, the Board of Management and the Board of Control.

^{xviii} Interview with Pak Samsul Rizal, Vice Rector for Academic Affairs, UNSYIAH, and head of Yayasan Lab School.

^{xix} The Draft Management Plan of UNSYIAH Laboratory School by Syarifah Mardhiah and Nasir Usman, 2007.

^{xx} See the brochure from the Multi Donor Fund (MDF), “Building Together – An Introduction” or the MDF website www.multidonorfund.org for full information on membership, procedures, and other useful guidance. We met with Mr. Safriza Sofyan, Deputy for Aceh and Nias at the World Bank office in Banda Aceh on July 22, 2007.

^{xxi} For fuller details on all of the ADB’s programs in Aceh, see, Progress Report on Indonesia: Aceh-Nias Rehabilitation and Reconstruction, March 2007, www.adb.org

Appendix 1 - Complete list of donors

Appendix 2 – List of people interviewed

Dedication

This report is dedicated to the people of Aceh, to Pak Darni Daud, his management team, particularly its head, Pak Jalaludin, faculty and staff at UNSYIAH, to Ibu Sharifah Mardhiah, Pak Nasir Usman and their management team, faculty, and staff at the Lab School, and to the Yayasan Lab School headed by Pak Samsul Rizal. The architect, Pak Mufti, was responsible for an especially beautiful Acehnese design. The school embodies an atmosphere of learning. The report is also dedicated to Ambassador Ed Masters and Ambassador Arifin Siregar, co-Chairs of USINDO, and the USINDO Boards of Trustees and Advisors, to Ambassador Al La Porta, President of USINDO, and his teams in Washington DC and Jakarta. The partnership with the Sampoerna Foundation was essential to the successes to date, and the contributions of Mr. Elan Merdy, Mr. Eddy Henry, Mr. Ramang Basuki and Pak Hilman, to name only a few of their fine staff, are deeply valued. The report is also dedicated with special thanks to all the donors whose generosity made the school possible. Please see the first appendix for a complete list of donors.

My deep personal gratitude goes to Margaret Sullivan and to Pak Ramang Basuki, whose unflagging energy and efforts in Banda Aceh made gathering the information to write this report possible. Al La Porta's strong support throughout was invaluable.

Most of all this report and its recommendations for future sustainability are dedicated to the students at the school, with special recognition to their fellow students from diverse locations, whose grants joined with the efforts and support of so many others, all of which made this vision a reality. The lab school truly is a student to student school that embodies the spirit that all can learn. With their UNSYIAH Lab School education, the younger generation of Acehnese citizens will be better prepared to build a better future.

Appendix 1

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