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**CONTRACT FOR SERVICE
INTERVENTION PROJECT IMPLEMENTER
Strengthening and Empowering Teachers and
Students Capacity in Urban Climate Change
Resilience in Bandar Lampung City
PROGRAM ASIAN CITIES CLIMATE CHANGE RESILIENCE
NETWORK (ACCCRN)**

**KONTRAK JASA LAYANAN
PELAKSANA PROYEK INTERVENSI
Penguatan Kapasitas dan Pemberdayaan Guru
dan Siswa Dalam Ketahanan Perubahan Iklim
Perkotaan Di Kota Bandar Lampung
PROGRAM ASIAN CITIES CLIMATE CHANGE
RESILIENCE NETWORK (ACCCRN)**

CONTRACT NO. : 062/MC/CON/III/12

NO. KONTRAK: 062/MC/CON/III/12

General

Umum

Founded in 1979, Mercy Corps is an international relief and development organization that exists to alleviate suffering; poverty and oppression by helping people build secure, productive and just communities. Mercy Corps is not associated with any religious, political or ethnic organization. Mercy Corps is a non-profit organization.

Berdiri sejak tahun 1979, Mercy Corps adalah sebuah organisasi internasional yang bergerak di bidang bantuan kemanusiaan dan pengembangan masyarakat yang hadir untuk mengurangi penderitaan, kemiskinan, dan keterhimpitan dengan jalan memberikan rasa aman, memproduktifkan masyarakat. Mercy Corps tidak terikat dengan kegiatan keagamaan, politik, atau organisasi etnis. Mercy Corps adalah organisasi non-profit (nir laba).

This Contract (hereinafter referred to as "**Contract**") entered into as the date of signing this contract by and between:

Kontrak ini (selanjutnya disebut sebagai "**Kontrak**") dilaksanakan pada tanggal ditandatanganinya kontrak ini oleh dan antara:

Mercy Corps as Co-funder, represented by:

Name: **Paul Jeffery**
Title: Country Director
Address: Graha STK, F floor Suite F 01, Jl. Taman Margasatwa No. 3 Ragunan, Jakarta Selatan 12550
Phone: (021) 788-42686

Mercy Corps sebagai Co-sponsor, diwakili oleh:

Nama: **Paul Jeffery**
Jabatan: Direktur Wilayah
Alamat: Graha STK, F floor Suite F 01, Jl. Taman Margasatwa No. 3 Ragunan, Jakarta Selatan 12550
Telepon: (021) 788-42686

hereinafter referred to as "**First Party**".

selanjutnya disebut "**Pihak Pertama**".
dan

and

Universitas Lampung as Implementer, represented by:

Name: Prof. Dr. Ir. Hi. Sugeng P. Harianto, M.S.
Title: President of University of Lampung
Alamat: Rektorat Universitas Lampung, Jl. Sumantri Brojonegoro No. 1 Bandar Lampung 35145
Telepon: (0721) 702673, 704954

Universitas Lampung sebagai Pelaksana, diwakili oleh:

Nama: Prof. Dr. Ir. Hi. Sugeng P. Harianto, M.S.
Jabatan: Rektor Universitas Lampung
Alamat: Rektorat Universitas Lampung, Jl. Sumantri Brojonegoro No. 1 Bandar Lampung 35145
Telepon: (0721) 702673, 704954

hereinafter referred to as the "**Second Party**".

selanjutnya disebut "**Pihak Kedua**".

(The **First Party** and the **Second Party** are hereinafter referred as "**Both Parties**").

(**Pihak Pertama** dan **Pihak Kedua** selanjutnya disebut "**Para Pihak**").

1. SUBJECT AND DOCUMENTS OF CONTRACT

1.1. The subject of this Contract is "**Intervention Project Implementer; Strengthening and Empowering Teachers and Students Capacity in Urban Climate Change Resilience in Bandar Lampung City**" as per attached Scope of Work (Appendix A).

1. TUJUAN DAN DOKUMEN-DOKUMEN KONTRAK

1.1. Subyek dari Kontrak ini adalah "**Pelaksana Proyek Intervensi; Penguatan Kapasitas dan Pemberdayaan Guru dan Siswa Dalam Ketahanan Perubahan Iklim Perkotaan Di Kota Bandar Lampung**" seperti yang diatur dalam Lingkup Kerja (Lampiran A).



- 1.2. The work stipulated in Article 1.1 must be carried out by Second Party based on following documents:
- Appendix A: Scope of Work
 - Appendix B: Workplan and Budget plan
 - Appendix C: Project Implementation Plan
 - Appendix D: Letter of Appointment
- 1.3. The above appendices in their entirety constitute an inseparable part of this Contract.
- 1.2. Pekerjaan tersebut yang diatur dalam Pasal 1.1 di atas harus dilaksanakan Pihak Kedua berdasarkan dokumen-dokumen di bawah ini:
- Lampiran A : Lingkup Kerja
 - Lampiran B: Rencana Kerja dan Rencana Pendanaan
 - Lampiran C: Rencana Implementasi Proyek
 - Lampiran D: Surat Penunjukan
- 1.3. Lampiran di atas seluruhnya merupakan bagian yang tidak terpisahkan dari Kontrak ini.

2. FEE FOR SERVICE CONTRACTED

- 2.1. Fee for cooperation contracted is IDR 2.737.662.000 (two billion seven hundred thirty seven million six hundred sixty two thousand rupiah), including tax, with detail as described on the Deliverable Table in Appendix A: Scope of Work.
- 2.2. Payment terms and details for the contract value shall be executed by First Party based on Articles 5 of this Contract.

2. BIAYA ATAS JASA YANG DIKONTRAKKAN

- 2.1. Biaya atas kerjasama yang dikontrakkan adalah sebesar IDR 2.737.662.000 (dua milyar tujuh ratus tiga puluh tujuh juta enam ratus enam puluh dua ribu rupiah), termasuk pajak, dengan perincian seperti yang dijabarkan dalam Tabel Deliverable pada Lampiran A: Lingkup kerja.
- 2.2. Cara-cara dan rincian pembayaran dari nilai kontrak akan dilakukan Pihak Pertama berdasarkan Pasal 5 dari Kontrak ini.

3. RESPONSIBILITY OF FIRST PARTY

- 3.1. First Party agrees to pay as outlined in Article 5.
- 3.2. First Party will conduct meeting and provide feedback in appropriate time for giving suggestion on cooperation in building urban climate resilience in Indonesia especially for project of Strengthening and Empowering Teachers and Students Capacity in Urban Climate Change Resilience in Bandar Lampung City.
- 3.3. First Party will evaluate the works of Second Party for the process.

3. TANGGUNG JAWAB PIHAK PERTAMA

- 3.1. Pihak Pertama setuju untuk membayar seperti yang tertulis pada Pasal 5.
- 3.2. Pihak Pertama akan mengadakan pertemuan membahas hal sehubungan dengan kerjasama dan memberikan masukan/usulan terhadap pelaksanaan pembangunan ketahanan iklim perkotaan di Indonesia terutama untuk proyek intervensi Penguatan Kapasitas dan Pemberdayaan Guru dan Siswa Dalam Ketahanan Perubahan Iklim Perkotaan Di Kota Bandar Lampung
- 3.3. Pihak Pertama akan mengevaluasi pekerjaan dari Pihak Kedua selama proses berlangsung.

4. RESPONSIBILITY OF SECOND PARTY

- 4.1. Second Party must perform work according to Article 1 of this Contract in timely manner.
- 4.2. Second Party shall take pre approval from First Party for completion of each step of work before process to the next step of work.
- 4.3. First and Second Party should not share or distribute the materials with any other party without agreement on both sides (First and Second Party).

4. TANGGUNG JAWAB PIHAK KEDUA

- 4.1. Pihak Kedua harus melakukan pekerjaan sesuai dengan Pasal 1 dari Kontrak ini tepat waktu sesuai dengan yang telah disepakati.
- 4.2. Pihak Kedua harus mendapat persetujuan dari Pihak Pertama untuk setiap tahap pekerjaan sebelum masuk pada tahap selanjutnya.
- 4.3. Pihak Pertama dan Kedua tidak diperkenankan untuk menyebarkan materi pekerjaan kepada pihak lain tanpa persetujuan dari kedua belah pihak (Pihak Pertama dan Pihak Kedua).



5. PAYMENT

- 5.1. Invoices shall bear the following references:
- The Contract Number: 062/MC/CON/III/12
 - Bank Wire Information
Name : Penampungan, Dana Titipan, Hibah dll.
Bank : BNI
 - Account No: 0071060240
 - Full Address of the Second Party
 - An Invoice Number, signature and duty stamp.
- 5.2. Payment will be executed by First Party to Second Party per approval of completion on each deliverable refer to Scope of Work (SoW) and after complete review from and approval from the Climate Change Coordination Team of Bandar Lampung, the notification of approval will be signed by the Chairman or Vice Chairman or Secretary or representative of the Climate Change Coordination Team of Bandar Lampung, with details as follow:
- 1st Deliverable, IDR 233,783,000.
 - 2nd Deliverable, IDR 225,833,000.
 - 3rd Deliverable, IDR 387,589,000.
 - 4th Deliverable, IDR 112,943,000.
 - 5th Deliverable, IDR 334,960,000.
 - 6th Deliverable, IDR 170,872,000.
 - 7th Deliverable, IDR 123,013,000.
 - 8th Deliverable, IDR 537,049,000.
 - 9th Deliverable, IDR 111,883,000.
 - 10th Deliverable, IDR 288,479,000.
 - 11th Deliverable, IDR 100,329,000.
 - 12th Deliverable, IDR 110,929,000.
- 5.3. All payment for work costs will be made in Indonesian Rupiahs (IDR). The Second Party will be paid by means of a bank transfer to the Company Bank Account provided by the Second Party. Second Party is liable for all incurred bank transfer duties.

6. VALIDITY OF THE CONTRACT

- 6.1. This contract is valid from 1 January 2012 until 31 December 2014.
- 6.2. Changes or modifications to this Contract can be made only by written agreement between the authorized representatives of Both Parties.

7. CONFLICT RESOLUTION

- 7.1. Both Parties agree to seek informal resolutions to any possible disagreements before pursuing legal remedies.
- 7.2. In the event of such informal resolutions not being possible, the Contract will be subject to resolutions and Both Parties agree to resolve any disagreements in Jakarta State Court.

5. PEMBAYARAN

- 5.1. Tagihan harus disertai data yang merujuk pada:
- Nomor Kontrak: 062/MC/CON/III/12
 - Informasi Bank
Nama : Penampungan, Dana Titipan, Hibah dll.
Bank : BNI
 - No. Akun: 0071060240
 - Alamat lengkap Pihak Kedua
 - Nomor tagihan, tanda tangan, dan materai.
- 5.2. Pembayaran akan dilakukan oleh Pihak Pertama kepada Pihak Kedua yang disetujui pihak pertama serta telah di review dan mendapat persetujuan dari ketua atau wakil ketua atau sekretaris tim koordinasi perubahan iklim Bandar Lampung pada setiap Deliverable, dengan mengacu kepada Scope of Work (SoW) dengan perincian:
- Deliverable ke 1, Rp 233.783.000,-
 - Deliverable ke 2, Rp 225.833.000,-
 - Deliverable ke 3, Rp 387.589.000,-
 - Deliverable ke 4, Rp 112.943.000,-
 - Deliverable ke 5, Rp 334.960.000,-
 - Deliverable ke 6, Rp 170.872.000,-
 - Deliverable ke 7, Rp 123.013.000,-
 - Deliverable ke 8, Rp 537.049.000,-
 - Deliverable ke 9, Rp 111.883.000,-
 - Deliverable ke 10, Rp 288.479.000,-
 - Deliverable ke 11, Rp 100.329.000,-
 - Deliverable ke 12, Rp 110.929.000,-
- 5.3. Semua pembayaran akan dilakukan dengan mata uang Rupiah (IDR). Pihak Kedua akan dibayar dengan cara ditransfer ke nomor rekening yang disediakan Pihak Kedua. Pihak Kedua bertanggung jawab untuk semua kewajiban yang diminta bank pada saat transfer.

6. MASA BERLAKU KONTRAK

- 6.1. Kontrak berlaku terhitung tanggal 1 Januari 2012 sampai 31 Desember 2014.
- 6.2. Perubahan dan modifikasi dari Kontrak ini hanya boleh dilakukan dengan perjanjian tertulis antara perwakilan yang berwenang dari Para Pihak.

7. PENYELESAIAN KONFLIK

- 7.1. Para Pihak dengan ini setuju untuk mencari jalan keluar informal untuk setiap kesalahpahaman yang mungkin terjadi sebelum mengajukan tuntutan hukum.
- 7.2. Pada saat penyelesaian informal tidak memungkinkan, Kontrak akan dijadikan acuan untuk penyelesaian dan Para Pihak sepakat untuk menyelesaikan masalah tersebut di Pengadilan Negeri Jakarta.



8. **CERTIFICATION REGARDING TERRORIST FINANCING**

It is Mercy Corps policy to comply with the laws and regulations of the United States Government, the European Union and the United Nations concerning ineligibility vendors, Agreementors and suppliers of services for reasons of fraud, corruption or terrorist activity. These laws and regulations prohibit Mercy Corps from doing business with or providing support to any persons or entities that have been found to be engaged in or provide support for any such activities. Second Party agrees to abide by this policy.

9. **AMENDMENTS, MODIFICATIONS, AND DISPUTES**

Amendments and modifications to this Contract can be made by mutual consent, and must be in writing and attached as an inseparable addendum to this Contract.

Both Parties in this Contract agree that all questions, disputes, and matters which arise between the parties regarding any aspect of this Contract shall be settled, if possible, amicably and by negotiations conducted in the spirit of mutual cooperation and good faith.

10. **THE LOST, DAMAGE AND MALFUNCTION OF EQUIPMENT, AND FORCE MAJEURE**

First Party will not be responsible for any damages of equipment caused by workers, earthquake, negligent acts (including negligent workmanship by non-employee of First Party) and/or tortuous acts of third parties, and/or Force Majeure.

11. **CONFLICT OF INTEREST**

Second Party warrants that the Second Party does not have any actual or potential conflict of interest between First Party and/or the employees of Second Party and any other person represented by the Second Party. Second Party is not aware of any relationship between contractor and any other person that may present a conflict of interest with respect to the Contract.

12. **SEVERABILITY**

If any provision of this Contract is held to be unenforceable for any reason, the remainder of this Contract shall remain in effect.

13. **Public Communications**

Mercy Corps must approve, in advance, any press release or other media or public communications, written or electronic, the Recipient intends to issue concerning this subgrant. Use of the Rockefeller Foundation name and/or logo in relation to this

8. **SERTIFIKASI MENGENAI PENDANAAN OLEH TERORIS**

Adalah kebijakan Mercy Corps untuk mematuhi peraturan dan perundangan Pemerintah Amerika Serikat, Uni Eropa, dan PBB mengenai kelayakan pemasok, kontraktor, dan penyedia jasa sehubungan dengan penipuan, korupsi, dan aktifitas teroris. Peraturan dan Perundangan ini melarang Mercy Corps untuk berbisnis atau memberikan dukungan kepada baik perorangan atau kelompok, yang ditemukan terlibat dalam kegiatan tersebut. Pihak Kedua setuju untuk terikat dalam kebijakan ini.

9. **AMENDEMEN, MODIFIKASI, DAN PERSELISIHAN**

Amandemen dan perubahan atas Kontrak dapat dilakukan atas kesepakatan bersama, dan harus tertulis dan terlampir sebagai adendum tak terpisahkan pada Kontrak ini.

Para Pihak setuju bahwa setiap pertanyaan dan perselisihan yang timbul di antara Para Pihak yang berhubungan dengan Kontrak ini akan diselesaikan secara kekeluargaan dan semangat kerjasama serta itikad baik yang menguntungkan Para Pihak.

10. **KEHILANGAN, KERUSAKAN, TINDAKAN MENYIMPANG DARI PIHAK KETIGA, DAN KEADAAN KAHAR**

Pihak Pertama tidak bertanggung jawab terhadap segala kerusakan peralatan dan perlengkapan kerja yang disebabkan karena kebakaran, gempa bumi, kecerobohan (termasuk kecerobohan pekerja yang bukan merupakan karyawan Pihak Pertama) dan/atau perusakan yang dilakukan oleh Pihak ketiga dan/atau keadaan kahar.

11. **KONFLIK KEPENTINGAN**

Pihak Kedua menjamin bahwa tidak ada konflik kepentingan antara Pihak Kedua dan atau karyawan Pihak Pertama dengan Pihak manapun yang diwakili Pihak Kedua. Pihak Kedua tidak mendapatkan adanya hubungan apapun antara Pihak Kedua dan Pihak lain yang memungkinkan timbulnya konflik kepentingan sehubungan dengan Kontrak.

12. **PEMUTUSAN**

Bila salah satu ketentuan dalam Kontrak tidak dapat dilaksanakan untuk alasan apapun, ketentuan lain dalam Kontrak akan tetap berlaku.

13. **KOMUNIKASI PUBLIK**

Mercy Corps harus menyetujui sebelumnya setiap siaran pers atau media lainnya atau komunikasi publik, tertulis atau elektronik. Penggunaan nama Rockefeller Foundation dan / atau logo dalam kaitannya dengan Kontrak ini membutuhkan



subgrant requires prior approval from Mercy Corps. Communications using the Rockefeller Foundation name and/or logo must indicate that the Rockefeller Foundation is providing financial support for the program, but that it is not responsible for the program.

persetujuan terlebih dahulu dari Mercy Corps. Komunikasi menggunakan nama Rockefeller Foundation dan / atau logo harus menunjukkan bahwa Rockefeller Foundation memberikan dukungan keuangan untuk program ini, tetapi tidak bertanggung jawab atas program.

Both Parties/Para Pihak:

In witness whereof, the Parties, represented by their authorized representatives, hereby executed this Contract on the day and year hereinbefore written and each Party hereto shall respectively retain one (1) original thereof.

Para Pihak, diwakili oleh masing-masing pihak yang berwenang tersebut di bawah, dengan ini menandatangani Kontrak pada hari dan tahun tertera di bawah dan masing-masing Pihak akan memegang satu (1) naskah asli.

First Party/Pihak Pertama:



Second Party/Pihak Kedua:


 Paul Jeffery
 Direktur Wilayah
 Date/Tanggal 30/3/12



 Prof. Dr. Ir. Hi. Sugeng P. Harianto, M.S.
 Rektor Universitas Lampung
 Date/Tanggal 4/4/2012

**Witness
 Representative from Climate Change Coordination Team
 of Bandar Lampung**



 Juhandi Goswami, SH (Sekretaris Tim Koordinasi
 Date/Tanggal Ketahanan Perubahan Iklim Kota Bandar Lampung)
 11/4/2012

Attachment

- a. Appendix A: Scope of Work
- b. Appendix B: Workplan and Budget Plan
- c. Appendix C: Project Implementation Plan
- d. Appendix D: Letter of Appointment

Lampiran

- a. Lampiran A: Lingkup Kerja
- b. Lampiran B: Rencana Kerja dan Rencana Pendanaan
- c. Lampiran C: Rencana Implementasi Proyek
- d. Lampiran D: Surat Penunjukan



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS LAMPUNG
PROJECT MANAJEMEN UNIT (PMU)



Jalan Prof. Dr. Sumantri Brojonegoro No. 1 Gedung Meneng – Bandar Lampung. 35145

SURAT TUGAS PENUNJUKAN

Nomor : 016/UN26/RPM/PMU/IV/2012

Yang bertanda tangan di bawah ini, Rektor Universitas Lampung selaku Penanggung Jawab Kegiatan "*Strengthening And Empowering Teachers And Students' Capacities In Urban Climate Change Resilience (UCCR) In Bandar Lampung City*" berdasarkan Kontrak Nomor 062/MC/CON/III/12 tanggal 1 Januari 2012, dengan ini menunjuk nama-nama di bawah ini:

1. Nama : Maulana Mukhlis, S.Sos., M.IP
NIP : 197804302008121001
Jabatan : Dosen FISIP Universitas Lampung
Posisi : Ketua Tim
2. Nama : Dr. Eng. Admi Syarif
NIP : 19670103 199203 1 003
Jabatan : Ketua LPPM Universitas Lampung
Posisi : Pengarah
3. Nama : Ahmad Rifa'i, S.Sos., M.Si
NIP : 197502042000121001
Jabatan : Dosen FISIP Universitas Lampung
Posisi : Sekretaris

Kepada nama-nama tersebut di atas, secara kolektif kolegial diberikan wewenang untuk melakukan langkah-langkah dan menunjuk tim kerja yang diperlukan dalam pelaksanaan kegiatan.

Demikian surat tugas penunjukan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Dibuat di : Bandar Lampung

Pada Tanggal : 5 April 2012

Rektor
Selaku Penanggung Jawab kegiatan



Prof. Dr. Ir. Sugeng P. Harianto, M.Si
NIP. 195809231982111001

Tembusan:

1. Direktur Wilayah Mercy Corps Indonesia
2. Ketua Tim Koodinasi Ketahanan Perubahan Iklim Kota Bandar Lampung



Title : *Inception Memo*

Project : *Strengthening and Empowering Teachers and Student Capacities in Urban Climate Change Resilience (UCCR) in Bandar Lampung*

City : *Bandar Lampung, Indonesia*

Inception Memo

Intervention Project “Strengthening and empowering teachers and student capacities in Urban Climate Change Resilience (UCCR) in Bandar Lampung, in Bandar Lampung, Indonesia

Writer : Maulana Mukhlis, Program Coordinator

Date of Report : 31 Mei 2012

This inception memo is made to show the changing scheme of the work plan, challenge identification and the chance of intervention project “Strengthening and empowering teachers and student capacities in Urban Climate Change Resilience (UCCR) in Bandar Lampung” (abbreviated: education project). This inception memo is made to fill the deliverable things based on the due date on 31 Mei 2012. In detail, the inception memo consist of some parts :

1 Background

1.1. Education Project

The education project in inception memo is intervention project “Strengthening and empowering teachers and student capacities in Urban Climate Change Resilience (UCCR) in Bandar Lampung”. This project has purposes to increase the adaptation skill of teachers and students toward climate change and to create the activity in order to increase urban climate change resilience. This project also has a purpose to decrease the susceptibility by making the comprehensive, consciousness and adaptive behavior through education.

Based on that goal, a long-term effect from this project is the changing of the behavior from the society to adapt with the disasters because of the climate change in Bandar Lampung, which is started from the changing of the teacher’s behavior, student’s behavior, parent’s behavior, and society’s behavior in general. The changing of that adaptive behavior itself will give effect by decreasing the emergence of risk or the victims of the disaster because of the climate change. The project will be held in Bandar Lampung for 36 months, from January 2012 until December 2014.

1.2. Review Process

Review process of the work plan scheme and the challenge identification and the chance has been done by doing some activities, like first meeting project, the workshop of the project implementation plan and logical framework, internal meeting of project management unit (PMU), and the discussion with the Coordination Team Climate Change Resilience in Bandar Lampung and the teachers from the school candidate for this trial module. That processes are conducted by involving the whole team member of the project and the Resilience Coordination Team of the Climate Change in Bandar Lampung in order to make accountability, integrity, and to get better opinion from the administrator and the stakeholders for this project. Complete activity will be shown in detail in table 1. Besides discussing about work plan, challenge and chance, this review process is addressed as a coordination and the way to build the purpose



Title : Inception Memo

Project : Strengthening and Empowering Teachers and Student Capacities in Urban Climate Change Resilience (UCCR) in Bandar Lampung

City : Bandar Lampung, Indonesia

understanding and action agreement to reach the purposes and project indicator. Work plan review result, challenge and chance are performed completely in Project Implementation Plan (PIP), with another information like: administrator structure project and mechanism of the structure, project procedure, risk management, stakeholders, the depth of influence and communication strategy, supervision and evaluation, documentation and publication and pasca project plan. Photo documentation of the review process will be shown in attachment 2.

Table 1. The Review Process Scheme of the Work Plan, Challenge and Chance Identification

No	Agenda	Purpose	Place and Time	Participant
1	Internal City Team Meeting	<ul style="list-style-type: none"> - First coordination; - Agreement to form implementer project team - Agreement to form Composer Module Team - Make the agreement for the purpose and Project Indicator - Make the agreement of the work plan and schedule 	Meeting room BAPPEDA, 12 January 2012	Unila (Project Management Unit), City Team, Mercy Corps
2	First Project Meeting	<ul style="list-style-type: none"> - Logframe Evaluation; - Chance and Challenge Identification - Stakeholders Evaluation and Communication Strategy; - The Confirmation for Supervision of Risk Management - Arrange PIP draft and PMP. 	Grand Anugrah Hotel, 8-10 February 2012	ARUP, Mercy Corps, Unila (Project Management Unit), City Team
3	Internal Team Program Implementer Meeting (1)	<ul style="list-style-type: none"> - The agreement of Logframe; - The agreement of PIP - The agreement of PMP 	Unila guesthouse, 8 March 2012	Unila (Project Management Unit), Composer Team Module, and M&E internal
4	Project Implementation Planning and Logical Framework Workshop	<ul style="list-style-type: none"> - Evaluation and Revision Logframe; - Evaluation and Project Indicator Revision; - Evaluation and Revision of PIP dan PMP. 	University of Lampung, 13 April 2012	Mercy Corps, M&E, Unila (Project Management Unit)
5	Coordination Meeting with Teacher	<ul style="list-style-type: none"> - Agreement with teacher about Result Indicator Project 	UPT PP Unila, 18 April 2012	Unila (Project Management Unit), Composer Team



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City : Bandar Lampung, Indonesia

No	Agenda	Purpose	Place and Time	Participant
		<ul style="list-style-type: none"> - Agreement with teacher about Project Implementation Steps - Teacher's agreement to help Project Implementation 		Module, and Teacher Module Testing Locations
6	Internal Team Program Implementer Meeting (2)	<ul style="list-style-type: none"> - Logframe adjustment in PIP - The agreement of PIP; - The agreement of Memo Outline Introduction Substance - Evaluation of Achievement Indicators Project Phases 	Lemlit Unila, 8 May 2012	Unila (Project Management Unit , Composer Team Module), dan M&E internal

2 Review Results

2.1. Workplan

Review process result toward workplan scheme in detail as follows:

1. **Time Trial Implementation Module**; based on the discussion result of internal meeting and meeting with teachers, it states that there is a time shift and different number of months of implementation for module test becomes July - November 2012 and February – May 2013. The reason for this change is to adjust the time of academic school calendar for odd semester (July – November) and second semester (January – Juny). This transformation can be seen in PIP on page 84.

Old Version: *“Time Trial Implementation Module: pilot implementation of the module will be conducted for 9 (nine) months from September 2012 until May 2012. If it is followed, so module just will be taught for 2 months during first semester and there will be the first three months with no subject. (proposal, pages in 17)*

2. **Academic journal**; responding to the requirements of learning, PMU will prepare some articles to be put into academic journal about Climate Change Resilience topic. It is important because dissemination of scientific information is important to do to be the reference for the same implementation project in another place. This needs to be added due to the dissemination of scientific information needs to be done so that a reference to the parties. This transformation can be seen in PIP on page 22.

Old Version: *There is no description of the academic journals in the approved proposal.*

3. **Educational materials Inserts on Climate Change Resilience**; Based on discussions with the teachers, the use of the term module will be confused if it is associated with the philosophy of material that will not increase the hours of lessons and subjects. The charge material is



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Project : Strengthening and Empowering Teachers and Student Capacities in Urban Climate Change Resilience (UCCR) in Bandar Lampung

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currently being taught in school has been formally determined by the central government through the standards of competence (SK) and basic competencies (KD), so that there can be no new modules that can be taught in schools. Therefore, there is no guarantee that the material about climate change might be taught, then the choice is to strengthen the existing material at this time (at each meeting) with the insertion of material so that the material will definitely be taught. Term changes can be seen in the PIP on page 14.

Old Version: *The approved proposal states that the use of the term used for this activity is a formulated product module of climate change. Under the provisions of the curriculum (No. Permendinas. 46th 2006 on Content Standards), the module is a book that is used as a learning tool but not integrated with the SK-KD which is taught in each subject.*

2.2. Challenges

Challenges or risks have been identified through: Beginnings workshop kick of project and a series of meetings and other workshops (see table 1), involving the City Team, project management unit, module compiler team and the teachers of the school test module sites. Challenges or risks faced by are very diverse in terms of quality of content modules, public policy, management of program implementation, and the phase of activity. In general, these challenges will be overcome by applying various risk management strategies will be coordinated by the project coordinator. In detail, identify challenges or risks can be found on page 37 in the Project Implementation Plan (Table 4.4), but briefly as follows:

A. Categorization of Module Content Quality :

1. Displacement of teachers and principals in the pilot schools;
2. Capabilities gap between the classroom and school;
3. Understanding the ability of the preparation module of urban climate change resilience (UCCR);
4. Conformance the module content with UCCR standart in module implementation;
5. Increased hours of lessons due to the addition of material;
6. Different degrees of ability or understanding of parents due to different level of education;
7. Culture or customs environment are less supportive;
8. Selection of media information that is not appropriate;
9. Lack of information about the constituent modules UCCR and community;
10. Inability to produce a best practice model;
11. Teachers are less consistent in learning due to reward factor;
12. Lack of quality of observer;
13. The difficulty of quantitatively measuring the success of activities;
14. The number of modules that do not correspond to the number of students;
15. Teachers in assessing student work and student attitude change;
16. The Teacher has not been maximum in presenting material from module
17. Students do not like the teachers;
18. Conflict between school stakeholders;

B. Categorization of Government Policy:

19. Head of region does not support;
20. Less Implementation of the head of education;



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21. Head of education and the principal education mutation;
22. The preparation of the implementation process head of regulation (Perwali) take long time;
23. National education policy changed;
24. There's a New Climate Change module from the central government;

C. Categorization Program Management:

25. Passing module drafting deadline;
26. Delays in budget disbursement;
27. The influence of delay stages affect the next stage;
28. Time and financial support for teacher training less than the maximum;
29. Budget rejection per activity;
30. Budget per activity is less;
31. Disbursement of funds SOP is unclear;
32. Factor Inflation or Price Changes;
33. Accountability budget expenditure per activity;
34. Work plan agreed is not match with the conditions that exist in the field;
35. Participant input meetings, forum discussion groups, workshops, etc., do not contribute optimally so as not to reach the objectives of the meeting, quorum, etc.;
36. Messenger in the absence of stakeholder meetings, focus group discussions, etc.;
37. Coordination with internal team is weak;
38. Internal coordination is hampered with Mercy Corps;
39. Selection of comparative study is not appropriate;
40. The selection of pilot schools are not appropriate;
41. The material content of the module is less to see the analysis of school needs;
42. The content of the module adopts less reference from outside the area so it's difficult to duplicate outside Bandar Lampung;

D. Stages of Activities Categorization:

43. It's difficult to understand of building a program;
44. Difficult to find references about Educational materials Inserts on Climate Change Resilience;
45. The trial use of the modules in the school sample is less constrained by inability of teachers using visual aids media information and communication technologis (ICT);
46. Overall module implementation in elementary and junior high Bandar Lampung is plagued by not all SD and SMP integrated understanding of climate change subject.
47. There are other city do not want to implement or adopt;
48. Documentation, reporting and monitoring project is plagued by a team of documentation, reporting and getting less than the maximum M&E data and documentation and reporting, MNI lack of coordination with the school pilot project.

2.3. Opportunities

Opportunities are identified based on communication with the stakeholders identified as having influence and interest in the project. Generally, there are many opportunities in terms of funding, teaching aids and support cooperation. In detail, the identification of opportunities can be found on page 92 in the Project Implementation Plan, but in brief as follows;

1. Hanns Seidel Foundation (HSF) committed to providing a reference module on climate change for the reinforcement material inserts, and a chance to cooperate in the training of teachers at two elementary and two junior pilot project in Bandar Lampung;
2. Lampung University (Faculty of Teacher Training and Education and the Institute for Community Empowerment) will support the project through the Practice Field (PKL) or Field



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- Work Experience (CCN) for students. Unila will provide students to assist the implementation of UCCR curriculum in schools across the province of Lampung;
3. Local NGO programs can also be a capital project sustainability. Until recently, most local NGOs working in an unofficial context to educate vulnerable communities. It is possible to coordinate and cooperate with NGOs to implement the module for these community groups;
 4. Sources of potential funding from the program of corporate social responsibility (Corporate Social Responsibility-CSR) such as Bank of Lampung, PT. Bukit Asam, PTPN 7, and PT Bumi Sane with the regulations that companies must prioritize their activities on environmental issues;
 5. Settlement Office Lampung Province, the Provincial Health Office Lampung, Lampung Province Education Department, the Forest Service of Lampung Province, Provincial Environment Management Agency and Disaster Management Agency Lampung Bandar Lampung Lampung Province, Department of Hygiene and Bandar Lampung, Bandar Lampung Social Services, Department of Agriculture, Livestock, and Forestry plantation Bandar Lampung; through sectoral programs can be directed they are located in schools;
 6. Bandar Lampung City Department of Education will allocate funds to support the implementation of the Educational materials Inserts on Climate Change Resilience in Bandar Lampung city budget (budget) after the pilot project proves successful (in early 2013).



Title : *Inception Memo*

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3 Attachment

1. Project implementation plan (PIP) “Strengthening and empowering teachers and student capacities in Urban Climate Change Resilience (UCCR) in Bandar Lampung”, available in soft copies.
2. Photographs related to the preparation of the scheme changes the work plan (workplan), identification of challenges (challenges), and opportunity (opportunities), is presented as follows:

Internal meeting between Unila, City Team, and Mercy Corps,
January 12, 2012



Internal meeting PMU Unila,
1 February 2012



Debriefing training project by Mercy Corps and Arup, 8-9
February 2012



Early meetings project Unila with MercyCorps and
Arup, 10 February 2012



Workshop Discussion of the Project Implementation Plan and
Logical Framework, 13 April 2012



Coordination Meeting with teachers
18 April 2012



Kick of Meeting,
21 February 2012



Meeting discussion Outline Modul by Unila, Mercy
Corps dan HSF, 21 February 2012



PROJECT IMPLEMENTATION PLAN

STRENGTHENING AND EMPOWERING TEACHERS AND STUDENT CAPACITIES IN URBAN CLIMATE CHANGE RESILIENCE (UCCR) IN BANDAR LAMPUNG CITY



YEAR 2012 - 2014



PROJECT MANAGEMENT UNIT – UNIVERSITY OF LAMPUNG
YEAR 2012

FOREWORD

All praises be to God, the Beneficent and the Merciful. With his blessing and charity, this Project Implementation Plan entitled “Strengthening And Empowering Teachers And Students’ Capacities In Urban Climate Change Resilience (UCCR) In Bandar Lampung City” can be completed successfully.

Project Implementation Plan is a document giving an overview about the procedure and process that will be executed in for the next three years in this project (January 2012-December 2014). This Project Implement Plan is composed and arranged by the Project Coordinator together with all the members of the team that will participate in this project. Afterward, this document will be used as a manual to guide the process of running and evaluating the project. Therefore, the result of this project will hopefully meet the aim and advantage made before.

Substantially, Project Implementation Plan will be the answers to some questions, such as: what (the aim of the project), why (the project is necessary) when (the project will be executed), where (the project will be implemented), how (committee organization, provision implementation, approach, implementation management), who (project manager, all parties/authorities involved), and how much (the cost of the project).

By composing this document, we would like to show our great appreciation and gratitude to all parties, especially ARUP, for the assistance. Moreover, we also would like to give our thankfulness to the Team of Urban Climate Change Resilience in Bandar Lampung City and Mercy Corps Indonesia for the great opportunity that has been granted to University of Lampung to implement this project.

Eventually, with the patronage and guidance from God, the Beneficent and the Merciful, this Project Implementation Plan will hopefully be the guide in overseeing and controlling the project, so the project will run on the right track, finish as scheduled, and give some real advantages in contributing the improvement of urban adaptation capacity to the climate change in Bandar Lampung City.

Bandar Lampung, 31 March 2012

Project Coordinator

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CHAPTER I

INTRODUCTION

1.1 Project Background

As the climate condition significantly changes, all people have to adapt the local culture and execute their activities wisely and accurately. Bandar Lampung has been swept by some climate dangers, such as flood, drought, landslide, rob flood. Climate change will give bigger effects to the poor people, single parent (mother), and the part of the society having no adequate information related to disaster. According to ACCCRN 2009, children will accept more effects. Unfortunately, climate change adaptation is not fully understood by all authorities, local area.

In promoting the resilience, all cities have to increase the society capacity to adapt well with their environment. Education and knowledge are important in increasing the adaptation capacity. Coordination Team of Urban Climate Change Resilience in Bandar Lampung believes that education is one of the effective ways to change climate change adaptation behavior and build the adaptive capacity. Main priority of City Resilience Strategy is to develop the human resources from all aspects (2010:99). One of the ways to reach that goal is through education sector.

Teacher and students have to get knowledge and treatment to be applied in their environment when they are trained to be stronger. By increasing the adaptive capacity of the teacher and students, it will increase the climate change resilience and decrease the susceptibility. However, the materials about climate change and disaster are only limited to official curriculum. Education institution still has limited ability and human resources to the issue of climate change.

For that reason, the real challenge is about how to improve the materials in adapting with the climate change and integrate it with school curriculum. Coordination Team of UCCR in Bandar Lampung proposes an education project to respond the unavailability of climate change resilience, locally (Bandar Lampung) and nationally (all over Indonesia). The project will design some materials about UCCR that will be combined with school curriculum as an additional module. In Indonesia, school curriculum is designed in national scope by considering the

characteristics and excellences of each region. If this project is considered successful in Bandar Lampung, it will be proposed and advocated to go national, so this project will make wider distribution.

This project will use participative approach to collect some inputs from the stakeholders. From the beginning, media will be used to attract the stakeholder's interest; by doing so, it will bear the stakeholders' sense of belonging. Project will be introduced to all the authorities to gain more inputs before the project begins. Important parties, such as Environmental Management Agency, Education Department, Education Board, Non Government Organization, lecturer, agent of change, and teacher will be invited to participate in the process of developing and module implementation in some sample schools. Intensive and broad involvement from the stakeholders will benefit the long term project. The best practice from the sample will be used to convince the government. Therefore, the municipal will execute the project and provide the budget to apply UCCR in school curriculum.

1.2 Aim, Purpose, Result, and Effect of the Project

This project aims to increase the adaptation skill of teachers and students toward climate change and to create the activity in order to increase urban climate change resilience. This project also has a purpose to decrease the susceptibility by making the comprehensive , consciousness and adaptive behavior through education. Specifically, the aims of the project are:

- To increase the students' adaptive response (class 4&5 of primary school and 7&8 of junior high school) in facing the effect of climate change. By combining the educative materials with UCCR in school curriculum in Bandar Lampung.
- To provide UCCR's materials for primary schools and junior high schools.
- To improve teacher's ability in using and overspreading the UCCR's materials at schools.
- To apply UCCR as the school additional module in Bandar Lampung City.
- To disseminate UCCR's module nationally.

As the new semester is started every July, this project will start in that month (semester 1) and be continued in January 2013, second semester. The results or short term advantages of this project (January 2012-October2013) are:

- a. Teacher in the pilot project area will have better ability and he/she can transfer the knowledge to his/her students. The teacher can also influence the students to practice their knowledge at home and in their environment. Pengembangan dan pencobaan model UCCR modul kurikulum di SD dan SMP khususnya kelas 4, 5, 7 dan 8.
- b. Increase of authorities' awareness in supporting the UCCR's module.

While the mid-term results and advantages (July 2013-September 2016) are:

- a. Education Department of Bandar Lampung adopts the UCCR's module to be integrated with school curriculum in Bandar Lampung. Mayor of Bandar Lampung issues a legal decree to support the project by warranting that the process runs quickly and the training is held in every school.
- b. All teachers in Bandar Lampung get some trainings and experiences related to UCCR.
- c. Implementation of UCCR's module practice in primary school and junior high school is adopted by some other cities in Indonesia; to be a part of their curriculum.

Long-term results (September 2016-September 2019) of this project are:

- a. The capacities of the students (primary school and junior high school), family, and society are more adaptive and responsive.
- b. All teachers in Bandar Lampung have the ability and understanding about climate and they can create climate change adapting activities in their community.

Based on the results and aims mentioned before, the long-term effect of this project is the change of people's attitude in adapting themselves toward the disaster coming as the result of climate change. All groups including teachers, students, parents, and the society have got an understanding that will minimize the risk or victim of the disaster that comes because of the climate change.

1.3 Target of The Project

Target groups (direct recipients) of this project are students and teachers in the sampling schools. There will be 2 primary schools and junior high schools with total 33 teachers and 1.692 students. After the new curriculum is established, it is predicted that there will be 314 primary schools and 142 junior high schools. The total number of the teachers is 13.501 and there will be 213.995 students. Then, the teachers and students are expected to share their

knowledge to their surrounding, so there will be hopefully 427.990 people getting the benefit of this project.

Then, the indirect recipient is Lampung citizen. People who live near the sampling schools including the people who live in disaster-prone will also get the advantages of this project.

Teacher is the agent of change to the students; then, students will transfer it to the society through their attitude and behavior. Teacher can develop and change the students' attitude, for example, by motivating the students to take an active role in their environment, especially if it is related to climate change. From the observation, it is proven that Indonesian children always remember the 'message' from their school very well. Indonesian students tend to respect and listen to their teachers. Therefore, the students expectantly will practice their knowledge at home and in their surrounding that finally will affect many people. That is basically the goal of this adapting project.

1.4 Outline of Project Implementation Plan

Systematically, there are eight chapters that hold the systematic of this project implementation plan entitled "Strengthening and Empowering Teachers and Students' Capacities In Urban Climate Change Resilience (UCCR) In Bandar Lampung City." The first chapter is Introduction. Then, the next chapters will be described as follows:

- **Part Two, Project Structure**, consists of organizational structure of the project board, main responsibility and function of each structure, and interaction pattern between the project boards.
- **Part Three, Project Procedure**, consists of project stages, project schedule, input and output of each project stage, and project budget.
- **Part Four, Risk Management**, consists of risk categorization, risk identification, possible risk, effect of the risk, risk scale, and overcoming the risk.
- **Part Five, Stakeholders and Communication Strategy**, consists of stakeholders involved, analysis of stakeholder's interest and effect, strategy and communication approach to stakeholders, and matrix of stakeholder and communication strategy.
- **Part Six, Standard Operating Procedure**, consists of appropriateness and completeness of the document, standard procurement, and standard of correspondence.

- **Part Seven, Information Management**, consists of purpose of information distribution, and effort as well as media to distribute the information.
- **Part Eight, Monitoring and Evaluation Strategy**, consists of logframe, tracking table, evaluation and framework.
- **Part Nine, Post Project Plan**, consists of identification of program opportunity and sustainability, optimal strategy to promote program sustainability, and scaling up strategy.

CHAPTER 2

PROJECT STRUCTURE

2.1 Organizational Structure of Project Board

In order to guarantee that all working stages can be completed and all goals can be reached, there should be a team that will manage the work. For that reason, the project board shows an organizational structure shown in Diagram 2.1 about the organizational structure of project board. The team will consist of experienced experts.

As the responsible person, Rector of University of Lampung will periodically coordinate the progress with the team, Mercy Corps (as the partner), and also Coordinator Team of UCCR in Bandar Lampung. Therefore, the aims of the project will be reached.

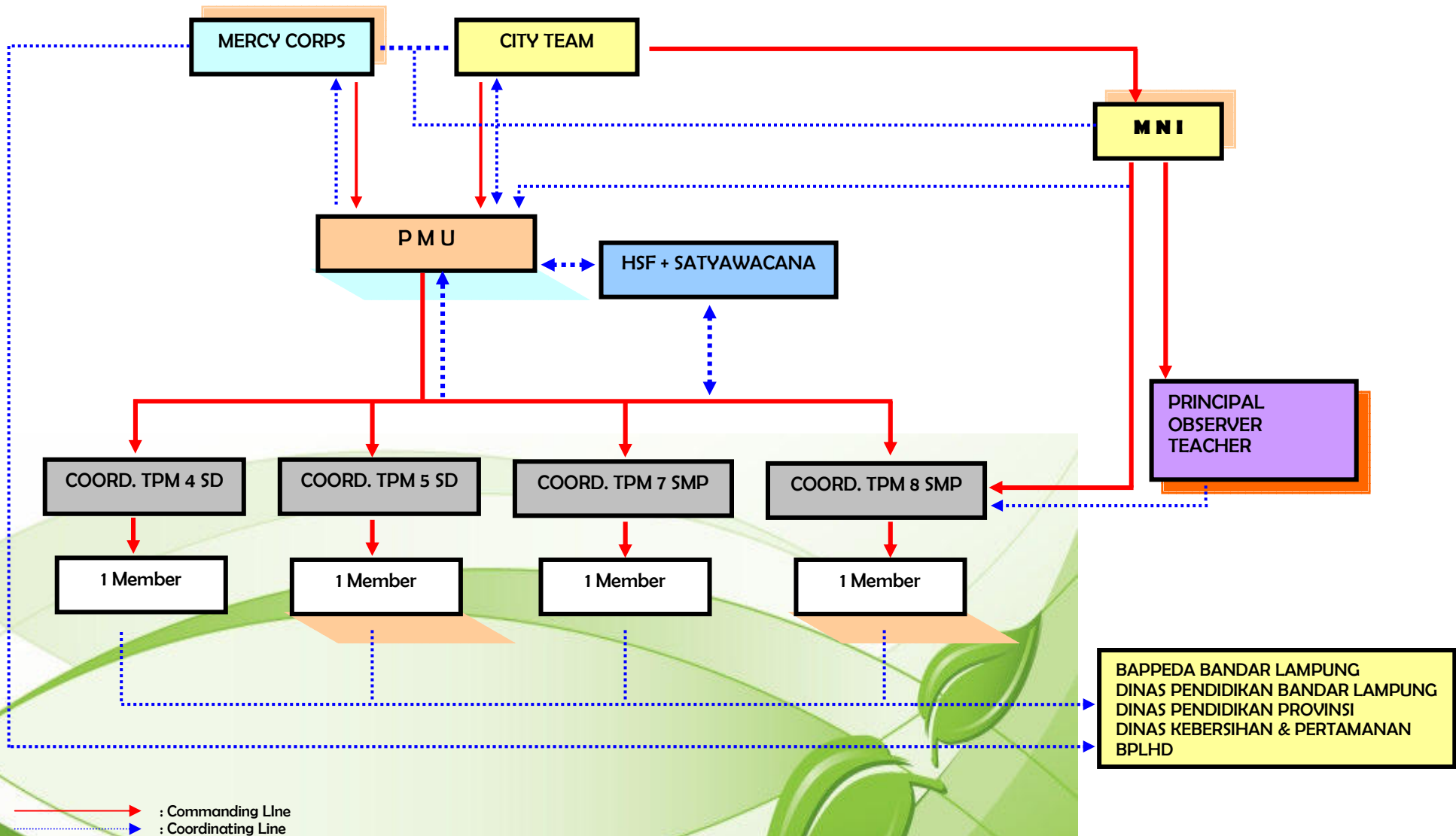
Facilitating with experienced experts and complete office stuffs, we will make our best effort to do the job as the procedure mandated. We will always keep communicating with the partner, so the work can be completed accurately and punctually. The communication will be conducted in informal way as well as meetings that have been scheduled by Coordinator Team of UCCR in Bandar Lampung.

2.2 Interaction Pattern between Each Structure

In diagram 2.1, there are two patterns which are coordinating pattern and commanding pattern. Coordinating pattern is described as coordination between each structure without any authority to order. Whereas, commanding pattern is when one party can work after commanded by another party (the work can be related to administration or substantial). In diagram 2.1, coordinating can be seen in blue dotted lines and commanding pattern is showed by the red line.

Diagram 2.1

Organizational Structure of Project Board
 Strengthening And Empowering Teachers And Students' Capacities In Urban Climate Change Resilience (UCCR) In Bandar Lampung City



2.3 Main Responsibility and Function of Each Board

By referring to the diagram, here are the main responsibilities and functions of each board:

a. **Mercy Corps**

Working together with Coordinator Team of UCCR, Mercy Corps will act as the supervisor in order to make sure that the project runs successfully. Mercy Corps will give some help if needed and it also cooperates with national or international agencies to increase the scale of the project.

b. **Coordinator Team of UCCR in Bandar Lampung**

Working together with Education Department, this team will act as the controlling coordinator. This team will be responsible in controlling and evaluating the progress of the project. It also has to hold regular meeting.

c. **Project Management Unit – University of Lampung**

University of Lampung will act as the coordinator of project board. University of Lampung will form the Project Management Board which is led by Experts Coordinator, Finance Administration, and Secretary. The unit will control the project, develop media for education, facilitate to gain an effective study, be responsible and guarantee that the project and the result will be implemented well. To take a part in a wider role, University of Lampung will make some cooperation and coordination with either national or local institutions, Coordinator Team of UCCR, and Mercy Corps.

d. **Hanns Seidel Foundation – Satya Wacana**

HSF will provide some experts, facilitate the teacher training, and guide the process of composing the module. HSF will also act as the consultant and national connector for module team. HSF will activate the module distribution to other cities, nationally. Satyawacana University is located in Solo, Central Java, will provide some training in pedagogic. They have got an experience to work with HSF. Besides working as teachers, they also contribute in the making of environment module with local content (HSF module). Satyawacana will be invited to be the speaker and share its knowledge about climate module.

e. **Internal Monitoring and Evaluation**

MNI will arrange the logical outline and the stages in order to evaluate and monitor the project. The controlling process will be done in two aspects: implementation stage and result of the implementation. As an internal evaluation, MNI will report the result to the Project Coordinator and Coordinator Team of UCCR in Bandar Lampung.

f. Module Team

Module team works based on the direction of Program Coordinator, Hans Seidel Foundation, stakeholders, and some teachers who are responsible in making the climate change module. There will be teams and staffs to make the module for class 4 and 5 of primary school and 7 and 8 of junior high school. Climate change module will be arranged for 2 semesters. Either teacher or student will have his/her manual book. Substantially, module team will be responsible to make sure that UCCR materials are included in the module.

g. Principal, Observer, and Teacher

Principal will be responsible as the coordinator in the sampling school. The principal will lead the teachers in the school so that they can implement the climate change module in their school. After that, observer will monitor the studying process technically; monitoring the method and strategy used by the teacher. Then, observer will evaluate the material and teacher's ability to present the material in the class. On the other hand, teacher is the main actor in transferring the material of the module in the class. Teacher will give an understanding about attitude and adaptive behavior in facing the climate change resilience.

h. Bappeda, Dinas Pendidikan, BPLHD, dan Satker Terkait Lainnya

BAPPEDA (Regency Development and Planning Agency) will give its support by facilitating to get additional budget from the Government of Bandar Lampung City. This agency has a strategic role because BAPPEDA is one of the agencies that has an authority to accept or refuse the budget planned by other authorities.

Education Department is the agency that functions as a main actor because it has to convince all schools and teachers to implement the module in the school. Then, other agencies will also be invited in order to improve the substantial materials.

CHAPTER 3

PROCEDURE OF PROJECT IMPLEMENTATION

3.1 Project Stages

Project methodology details or project stages or outputs that are expected to come in each stage are described as follows:

Stage A: Building the Understanding

Some activities are described as follows:

a. Introductory Seminar

This seminar is done to introduce the project to all parties that will be involved, such as city mayor and authorities from related agencies. The aim is to get the attention from many people so that they want to support the program. The mayor will be giving his welcoming speech; principals from primary school and junior high school in Bandar Lampung (MKKS); Local NGOs; Universities; Association of Parents and Teachers, and other related institutions will be invited. The seminar will also be a media to discuss about some issues related to climate change.

Stage B: Composing Climate Change Module

The activities are explained as below:

- a. **Forming the module team.** The team consists of expert of climate change and UCCR, education expert, practitioner (NGOs), teachers, some experts from HSF, representatives of Ministry of Environment, and education department (curriculum national). This is another strategy to get the awareness from people about the existence of UCCR's module. This team will also have an editor to assess and evaluate the use of technical terms in the module.
- b. **Identifying Sampling Schools.** It can be done to some schools that will participate in module design test and the seminar. All stakeholders will analyze the potential of each school. The classification will be divided based on the quality and school grade. Adiwiyata School can be appointed since it has been accredited. The criteria are:

1. Ready to or has got a commitment to overcome environmental issues.
 2. Can be public schools or private schools (4 schools: 3 public schools and 1 private school).
 3. Has a laboratory and good facilities to implement the UCCR's module.
- c. **Identifying candidate teacher.** Identify the need and interest of the teacher in the sampling schools. Choose a teacher who is interested in climate change issues. Then, arrange a training or workshop to prepare the teachers.
- d. **Literature Review dan Recent Profound of Curriculum.** This step will be done by the module team. The team will identify the recent curriculum, climate change module, UCCR, and other policies that might be related.

Review and discussion with the stakeholders from environment and education field to decide the content of the school curriculum that already has a standard competence and basic competence about climate change. Review will also include the policy and environmental issues, climate change, climate change resilience to support the improvement of the module like identifying strategic plan of National Education Year 2010-2014.

This step is also used to identify and view the overall content of primary schools and junior high schools' curriculum. Standard competence and basic competence of UCCR should be in curriculum frame. The main goal is to introduce students about the correlation between environment, job, and life cycle. The analysis should be investigated deeply to the curriculum of class 4, 5, 7, and 8.

- e. **Workshop of Module Design.** The workshop is done to design the local content of school curriculum (based on standard competence and basic competence, module UCCR included). The workshop will be followed by teachers, principals, and education institutions. The workshop will also evaluate the UCCR's materials and adapting of climate change, then it also views the HSF's environment module.
- f. **Visit Another City (HSF).** The purpose of this activity is to observe the implementation of climate change module in Palembang; including teaching method, school agreement, and support from local government.
- g. **Discussion of Focused Group.** The discussion is held to discuss more about the feedback got in the previous workshop. The participants are principals and teachers from Bandar Lampung. By having this discussion, there will be some agreements about standard competence, basic competence, maximum score and minimum score in the semester.

- h. **Workshop of Education Expert.** It is used to test the module. The workshop is open for any input and criticism. The participants are from Education Department, NGOs, HSF, and Ministry of Education.
- i. **Workshop of Revising Module.** Module team will make 4 modules: class 4, class 5, class 7, and class 8. Materials will gradually answer the complex issues about UCCR. As an example, module for primary school will discuss about basic knowledge of adapting to climate change, local climate and some disasters in Bandar Lampung. Then, for the junior high school, the module will talk about the causes of climate change and the effect of climate change in the future. Module will also provide some exercises and memorabilia. The module will also provide basic UCCR, practices (water in science, simple experiment about the process of filtering water from many sources such as rain, well, etc.)

Stage C: Module Trial

Here are the steps:

- a. **Designing the module assessment tool.** Before UCCR is implemented at school, monitoring and evaluation have to be done. Design comes from Mercy Corps, Universities, Bappeda, etc. It will also regulate the teacher's performance.
- b. **Training for Observer and Teacher.** The training is held to train the observer to be an assessor in the project. The participants should have an equivalent background and they should be skilful and educated. The instructor will be responsible to help the teachers in distrusting the UCCR's journal. In the training, UCCR's representative will also discuss about climate change and city resilience.

In the training, module will be assessed by teachers to see the reliability and affectivity of the module. Changes will be made according to the result of the workshop. Besides testing the module, this step is also used to analyse teacher's ability in transferring the material. Here are the activities:

- Providing and giving the content of UCCR to complement the teachers with adequate information. It will be conducted by expert of UCCR. The teacher will also use the handbook. This activity will be facilitated by NGOs, and watched over by UCCR's expert).
- Making UCCR's module lesson plan. Teacher will be trained to increase his/her ability, and maximize her RPP, syllabus, etc. The trainer is pedagogic expert, and it will be

overseen by UCCR's expert. RPP and syllabus can be used to gain credit teacher certification.

- Teacher will teach a group of people. Teacher will teach by using UCCR's module while other teachers will be acting as students. This practice is used to evaluate teacher's ability and module reliability. Pedagogic trainer will evaluate the process to increase teaching ability. UCCR's expert will monitor whether the content is clear or not. Two results of the test are module for primary schools and module for junior high schools.

c. Agreement with the School Pilot Project.

- Make arrangements with the pilot schools selected to agree on a schedule of activities (if the module which will be distributed two times a week or more, or other matters related to implementation).
- Create a schedule for the (observer) observers to attend UCCR teaching material in class. Observer role is to guide instruction and to monitor and evaluate the teaching process. Each half of the experiment, observers will send a report to the module team and the team of the city. This report will be used to review the pilot module
- Piloting (pilot sites)

d. Example Module Implementation in Schools

- Pilot Project will be conducted in two phases over six months (one semester) in one year in elementary and junior high. Each stage will be examined and evaluated for the revision of the module. If the evaluation indicates a weakness or gap in the module, the module will be revised UCCR for implementation next year. The pilot project was designed to test the effectiveness of the module UCCR and to measure its impact on teacher and student knowledge and behavior of the climate risk preparedness.
- The pilot project will result in a coach who accompanied the teacher in providing UCCR module (two coaches, one in UCCR and one in education / pedagogy for each class), this process will be analyzed to identify gaps and deficiencies that need improvement. This process will also be documented for distribution and study materials. Instructors will attend several lectures over a month to observe the progress of the pilot project.
- The pilot will then be reviewed and evaluated based on existing processes and criteria established by the PMU, the city team, experts and other stakeholders in the project

team during the semester holidays (June-July). If there is a need for revision, the module will be revised after the evaluation process.

- It is hoped that through the one-year pilot project, see its impact in schools and communities, UCCR module will meet the requirements of additional modules in school curricula

Phase D: Implementation of the Comprehensive Module By in Bandar Lampung

The steps to be taken at this stage are:

- a. Review Pilot Project and the Draft Final Module.** As stated above, the observer shall submit a report evaluating the pilot. Module design will then be assessed by a team of modules, and repair or revision will be adjusted. The results of this phase is the final module adaptation to climate change. Review will be conducted each semester. At the end of this stage, will be available for schools 3000 UCCR modules and case studies of other areas (best practice) of a pilot project that will be distributed at a later stage.
- b. Teacher training for all schools in Bandar Lampung.** In this phase, training will be conducted for all teachers in schools (years 4 and 5 primary schools and years 7 and 8 junior high schools) in Bandar Lampung in several stages. This project will support the first training class while the rest will be handed over to the city administration. The trainees are teachers, principals, and representatives of local NGOs. During the implementation of the module UCCR, participating schools will be supervised by the instructor for the first year of implementation to ensure the module is delivered with the right subject.
- c. Legalization of the City of Bandar Lampung.** There are three main activities in this stage is aimed at the legalization of the City of Bandar Lampung:
 - Dissemination UCCR module to the holders of authority in Bandar Lampung such as the Office of Education, as well as other stakeholders of education curriculum through the annual meeting of the city and city-level seminar.
 - Recommendations for the team concept of the Mayor's decision. The team will be responsible for creating an academic script as a reference for the Mayor to consider the importance of incorporating into the curriculum modules UCCR elementary and junior high.

- Endorsement of the City Department of Education and Parliament as well as the Mayor's decision to ensure rapid adoption UCCR modules in all schools in Bandar Lampung.

d. Implementation of the Climate Change Education Module to Bandar Lampung Education Curriculum.

After the decision of the mayor or other legal authorization issued, the plan UCCR module will be set as the curriculum in all schools in Bandar Lampung. At this stage the module will ideally be implemented in every elementary and secondary schools in Bandar Lampung.

Stage E: Best Practice adopted or applied in Other Areas

The steps to be taken at this stage are:

- a. Documentation Project Implementation.** Through the publishing process, the documentation will be conducted by a team of the city and the PMU to ensure lessons learned and best practices can be absorbed and used as ingredients to other cities or other communities. Part of the documentation project study, assessed the relationship between education and public awareness to create resilience against climate change. Case studies of capacity building of teachers and students in adapting to climate change in Belfast will also be documented to capture processes, outputs, outcomes, and lessons learned from project implementation. The study will be conducted by Unila will be issued to attract interest and input from stakeholders wider to improve and develop modules. Media publications will also be done in this city from the beginning of the project. The team will produce a quarterly newsletter publication and a plan for media campaigns.
- b. Design module deployment to Other Cities and Advocacy Process.** Deployment process is intended to share the results of the project to the wider stakeholders in the city of Bandar Lampung. The materials will include a print module, best practices and lessons learned (case study) of the pilot project. In addition, the circuitry will also be made to the module UCCR dissemination to other cities in the province of Lampung province through workshops and introduce the module UCCR Bandar Lampung city to another city after a three-year project.
- c. Dissemination of Scale Expansion (Provincial and National).** As a form of national involvement, Mercy Corps and the PMU will work together with APEKSI (Association of Municipal Government throughout Indonesia) to disseminate the modules UCCR APEKSI

Bandar Lampung during the annual meeting to be attended by the Mayors of 198 cities. This meeting was held to gather recommendations from all the cities on what must exist in all local school curriculum. This will be followed by dissemination workshops with national representatives and includes learning sessions. This activity is also known as the 'best practice transfer program'.

This annual program has been carried out by APEKSI since 2004 as a medium to share things new / innovative among cities in Indonesia. Therefore, by using existing programs such as the transfer of best practice programs, modules UCCR possibility that other cities used to be high. There are several steps that need to be done as follows:

- Dissemination UCCR modules for national scope such as major cities in Indonesia, the City and County in the province of Lampung, the Association of Municipal Government in Indonesia, the Association of County Government in Indonesia, the Rector Forum, a national NGO, the Ministry of Environment, and Ministry of Education and Culture.
- Introducing the other cities that are interested in the city of Bandar Lampung, and schedule learning. In this case the agreement between the city of Bandar Lampung with other cities that are interested, this suggests that other cities are willing to commit to implement the module UCCR.
- The team will be visiting Bandar Lampung to cities interested in the program and assist them in making the application of UCCR module and vice versa. This can be done several times based on the needs of the city in the period of best practice transfer program.
- The application module UCCR in cities that are interested.

Stage F: Best Practice adopted or applied in Other Areas

The steps to be taken at this stage are:

d. Documentation Project Implementation. Through the publishing process, the documentation will be conducted by a team of the city and the PMU to ensure lessons learned and best practices can be absorbed and used as ingredients to other cities or other communities. Part of the documentation project study, assessed the relationship between education and public awareness to create resilience against climate change. Case studies of capacity building of teachers and students in adapting to climate change in Belfast will also be documented to capture processes, outputs, outcomes, and lessons learned from

project implementation. The study will be conducted by Unila will be issued to attract interest and input from stakeholders wider to improve and develop modules. Media publications will also be done in this city from the beginning of the project. The team will produce a quarterly newsletter publication and a plan for media campaigns.

- e. Design module deployment to Other Cities and Advocacy Process.** Deployment process is intended to share the results of the project to the wider stakeholders in the city of Bandar Lampung. The materials will include a print module, best practices and lessons learned (case study) of the pilot project. In addition, the circuitry will also be made to the module UCCR dissemination to other cities in the province of Lampung province through workshops and introduce the module UCCR Bandar Lampung city to another city after a three-year project.
- f. Dissemination of Scale Expansion (Provincial and National).** As a form of national involvement, Mercy Corps and the PMU will work together with APEKSI (Association of Municipal Government throughout Indonesia) to disseminate the modules UCCR APEKSI Bandar Lampung during the annual meeting to be attended by the Mayors of 198 cities. This meeting was held to gather recommendations from all the cities on what must exist in all local school curriculum. This will be followed by dissemination workshops with national representatives and includes learning sessions. This activity is also known as the 'best practice transfer program'.

This annual program has been carried out by APEKSI since 2004 as a medium to share things new / innovative among cities in Indonesia. Therefore, by using existing programs such as the transfer of best practice programs, modules UCCR possibility that other cities used to be high. There are several steps that need to be done as follows:

- Dissemination UCCR modules for national scope such as major cities in Indonesia, the City and County in the province of Lampung, the Association of Municipal Government in Indonesia, the Association of County Government in Indonesia, the Rector Forum, a national NGO, the Ministry of Environment, and Ministry of Education and Culture.
- Introducing the other cities that are interested in the city of Bandar Lampung, and schedule learning. In this case the agreement between the city of Bandar Lampung with other cities that are interested, this suggests that other cities are willing to commit to implement the module UCCR.

- The team will be visiting Bandar Lampung to cities interested in the program and assist them in making the application of UCCR module and vice versa. This can be done several times based on the needs of the city in the period of best practice transfer program.
- The application module UCCR in cities that are interested.

Phase F: Documentation, Reporting and Monitoring Project

Some things will be done at this stage are:

- Preparation of Preliminary Report
- Preparation of Draft Report and Progress Module Project
- Trial Implementation Report Module
- Final Report Module
- Final Report of Activities
- Documentation and Visualization Projects
- Monitoring and evaluation
- Academic journal

3.2. Project Implementation Schedule

Overall, the stages of implementation of this project will be carried out for 36 (thirty six) months or 3 (three) years. Detailed, project implementation schedule in the respective phases can be broken down in table 3.1. as follows, which will be described in more detail in table 3.2.

Table 3.1. Project Implementation Schedule *)

Steps	Activities Focus	Execution Time
A	Efforts to Build Understanding and Ownership	January – December 2012
B	Preparation of the Climate Change Education Module	February – July 2012
C	Trial Use Modules in Schools	July 2012 – June 2013
D	The Integration Module implementation in Bandar Lampung	July 2014
E	Best Practice adopted or applied in Other Areas	July 2014
F	Documentation, Reporting and Monitoring	January 2012 –

Steps	Activities Focus	Execution Time
		December 2014

*) A detailed schedule is attached in Table 3.2

3.3. Input and Output Stages of Each Project

Input in this case is something that is expected or required to stage the work went on. While the output is something that would result from implementation of the work phases. Input and output of each stage can be described in table 3.2. as follow.

Tabel 3.2. Input dan Output Project Steps*)

NO	PHASE / ACTIVITIES	INPUT	OUTPUT
A	Build Understanding and Ownership		
1	Preparation	- Proposal Events + Results Re-design	- MNI + PMU established and work plan Agreed
	- Meeting the beginning of the program + mobilization of personnel	- MoU Mayor with Mercy Corps	- Letter of support for the mayor issued
	- Preparation of PIP		- PIP + PMP Final arranged Logframe
	- Contract of employment		
2	Coordination with Related Agencies:	Letter of approval and support from the mayor	Associated PIUs know and support the project and to provide the required data in implementation of the project
	- Mayor (hearings)		
	- Department of Education (meeting)		
	- BAPPEDA, BPLHD, Distamben (input substance)		
	- Resilience to Climate Change Coordination Team (the VA)		
3	Kick Off Workshop Program	- Progress implementation ACCCRN since 2009	Stakeholders recognize and support the project
	- Ensuring the place and participants	- The ingredients of UCCR	
	- Ensuring Resources	- Learning from elsewhere	
	- Preparation		
	- Implementation of activities		
	- Evaluation of results of activities		
4	Internal City Team Meeting	- Logframe, PIP, PMP	Tim knows the city and evaluate progress
	- Make a deal of time, place and matter	- Monitoring and evaluating by MNI	

NO	PHASE / ACTIVITIES	INPUT	OUTPUT
	- Implementation Meeting		
	- Pembahasan PMU tentang rekomendasi hasil Rapat		
5	Preparation of Exemplary Practices documentation and Campaign	The results of the implementation (progress) jobs	- Example of Structured Documentation Practices
	- Analysis of exemplary practices of each stage		- Progress of activities are disseminated to the public
	- Preparation of exemplary practices		- People know the stages and results of activities
	- Documentation via the website, nesletter, media		
6	Dissemination Seminar on Climate Change Education Module	The results of the final module of climate change education	- Fill in the climate of education modules spread to the public
	- Ensuring the place and participants		- The emergence of interest from schools for the implementation
	- Ensuring the readiness of the module materials (teachers & students) from the TPM		
	- Ensuring Resources		
	- Preparation		
	- Implementation of activities		
	- Evaluation of results of activities		
B	Preparation of the Climate Change Education Module		
1	Team Building Module Compiler (Class 4.5 SD and 7.8 junior high school)	TPM needs in accordance with the Proposal	Module Compiler Team Formed
	- Preparation of terms of reference TPM		
	- Special opening / recruitment TPM		
	- Selection of candidates TPM		
	- Penyeputusan rights and obligations of TPM		
	- The contract between the PMU with TPM		

NO	PHASE / ACTIVITIES	INPUT	OUTPUT
2	Formulation of Selection Criteria and Selection of Model Schools (Pilot)	The results of the vulnerability VA Bandar Lampung	Criteria, Conditions, Indicators and Selection Procedures Structured school and agreed
	- Analysis of selection guidelines based on the proposal		
	- Formulation of criteria and guidelines for selection by the M & E		
	- Discussion with City Team selection guidelines		
	- Doubling the selection guidelines		
3	Selection of Schools (primary and junior high) Model / Pilot	- Primary and secondary data from the Department of Education - Data evaluation of teacher Competence	Selected Candidate School Pilot Project
	- Determination of schedule selection		
	- Meeting of the preparation of the selection		
	- Selection of the 13 districts		
	- Analysis and discussion of results of selection		
	- Determination of the school selection		
4	Modules and Regulatory Review of Education Curriculum Current (Class 7.8 4.5 SD and Junior High School)	Curriculum Classes 4,5,7 and 8 present	- Team Work Plan Structured Module Compiled - Design Needs Identified
	- Visits to the school TPM		
	- Discussions with primary and secondary school teachers on curriculum		
	- Analysis of the current national education curriculum		
	- Identification of the material UCCR		
	- Analysis of the depth of the curriculum compared to UCCR		
	- Determination of KD + SK + reference material		

NO	PHASE / ACTIVITIES	INPUT	OUTPUT
5	Draft Planning Workshop Module with Teacher	The results of a review of the curriculum	Draft Module Structured
	- Ensure that the location and participants		
	- Ensure completion of the curriculum survey results by TPM		
	- Ensure that sources		
	- Preparation		
	- Implementation of activities		
	- Evaluation of the results		
6	Comparative Study in Other Cities	Draft Module Structured	Materials and information to improve the module
	- Penyepakatan purpose of comparative studies		
	- Penyepakatan location of a comparative study		
	- Preparation of administrative and financial		
	- Implementation of a comparative study		
	- Evaluate the results of a comparative study		
7	Focus Group Discussion (FGD) with stakeholders	Fill in the current curriculum and its relevance with guidance on UCCR	Stakeholders provide input on the charge UCCR material in the content of educational materials
	- Ensuring the place and participants		
	- Ensuring the readiness of the FGD material		
	- Ensuring Resources		
	- Preparation		
	- Implementation of activities		
	- Evaluation of results of activities		
8	Expert Workshop on Teacher Education	Draft climate change modules that have been arranged in each class	Education experts to provide input to the module content to climate change
	- Ensure that the location and participants		
	- Ensure completion of material		
	- Ensure that sources		
	- Preparation		

NO	PHASE / ACTIVITIES	INPUT	OUTPUT
	- Implementation of activities		
	- Evaluation of the results		
9	Draft Module Repair Workshop and focus group results		Final module is ready to be tested
	- Analysis of the results of evaluations and stakeholder input	Minutes and feedback from the FGDs and education experts seminar	
	- The division of labor by the TPM improvement		
	- Improvement of each module by TPM		
	- The discussion with the entire PMU module+ TPM		
	- Agreement of final module		
C	Trial Use Modules in the School of Example		
1	Monitoring and Evaluation Planning Tool	Inventory of material delivery schedule results	Design and Evaluation Framework Trials
	Evaluation and Monitoring Stage Scheduling	climate change in the module	Prepared and agreed
	- Analysis of the module material delivery schedule in meeting		
	- Designation of each indicator assessment material		
	- Designation of monitoring devices		
	- Compilation of the monitoring schedule by Observer		
	- Printing of monitoring handbook		
2	Training for Teachers 2 Elementary School Observer & Pilot teachers	Final modul has been arranged	The Project School Teacher Trained
	- Inventory and observer prospective elementary		
	- Ensure the time, place and participants		
	- Ensuring the readiness of training materials		
	- Ensuring training resource		
	- Implementation of training		
	- Evaluation of training results		
	- Penyeepakatan follow-up of training plans		

NO	PHASE / ACTIVITIES	INPUT	OUTPUT
	- Preparation of teaching schedules (a meeting) by elementary school teachers		
3	Training for Teachers 2 Junior High School Observer & Pilot teachers	Final modul has been arranged	The Project School Teacher Trained
	- Inventory and observer prospective elementary		
	- Ensure the time, place and participants		
	- Ensuring the readiness of training materials		
	- Ensuring training resource		
	- Implementation of training		
	- Evaluation of training results		
	- Penyepekatan follow-up of training plans		
	- Preparation of teaching schedules (a meeting) by Junior High School teachers		
4	Agreement with the School of sampling	Finas module teachers and the handle grip	MoU between the Principal and Project
	- Compilation and discussion of draft agreement	students as well as the Draft Treaty	
	- Agreement with Headmaster module implementation		
5	Module Testing at two primary schools and two Junior High School	The module handle of teachers and students	Modules tested at Grades 4 & 5 & 7 & 8
	- agreement teaching schedule		
	- Distribution of modules for teachers and students		
	- Implementation of the pilot module semester 1 and 2		
6	Trial Monitoring Module	Design and Evaluation Framework Trials	The Teacher Class is monitored by the Observer
	- Coordination with school principals and teachers		
	- Implementation of monitoring by the observer		
	- Discussion of monitoring results		
	- Preparation of reports on the results of monitoring		

NO	PHASE / ACTIVITIES	INPUT	OUTPUT
D	The Integration Module implementation in Elementary and Junior High School throughout Bandar Lampung		
1	Completion Workshop Module	Observer reports on the results of testing the module	Draft a dialogue Module Test Results
	- Ensuring the place and participants	arranged in each class	climate change module content
	- Ensuring the readiness of the material results of the evaluation observer		
	- Ensuring Resources		
	- Preparation		
	- Implementation of activities		
	- Evaluation of results of activities		
2	Completion of Final Modules Pend. Climate Change	- Report the results of monitoring by the observer	Final modul arranged
	- Analysis of the results of the monitoring module pilot observer	- Put the improvement workshop	
	- Analysis of the contents of the module comparison with the results of monitoring		
	- Completion of the module content		
	- Printing the final module		
3	Preparation of Training Modules for All Teachers	- Report the results of monitoring by the observer	Structured Training Modules
	- Preparation of draft training modules	- Put the improvement workshop	
	- Discussion of draft training modules for teachers		
	- Printing of training modules for teachers		
4	Implementation Training for All Teachers elementary school	Implementation Training for All Teachers elementary school	Implementation Training for All Teachers elementary school

NO	PHASE / ACTIVITIES	INPUT	OUTPUT
	- Inventory of primary school teachers as Bandar Lampung		
	- Ensure the time, place and participants (per class)		
	- Ensuring the readiness of training materials (modules teacher)		
	- Ensuring training resource		
	- Implementation of training		
	- Evaluation of training results		
	- agreement follow-up of training plans		
5	Implementation Training for All Teachers junior high school	Implementation Training for All Teachers junior high school	Implementation Training for All Teachers junior high school
	- Inventory of primary school teachers as Bandar Lampung		
	- Ensure the time, place and participants (per class)		
	- Ensuring the readiness of training materials (modules teacher)		
	- Ensuring training resource		
	- Implementation of training		
	- Evaluation of training results		
	- agreement follow-up of training plans		
6	Formation of the Recommendation / Academic Paper	The results of coordination with the City Team	Academic Paper Drafting Team Formed
	- Inventory the needs of the team		
	- Form a Team by Team City		
7	Restructuring Regulation Mayor or Other Legal Regulations	The results of the formation of the drafting team of academic texts	Mayor Structured Rule
	- Meetings compiler team		
	- Compilation of academic paper		
	- A discussion paper with the relevant academic		

NO	PHASE / ACTIVITIES	INPUT	OUTPUT
	- The signing of regulations by the mayor mayor		
8	Regulation of socialization of the Mayor Use of Environmental Module	Mayor who has promulgated regulations	Mayor Rule socialized
	- Determination of the methods and means of socialization		
	- Coordination with the Office of Public Relations and Communications and Informatics		
	- Cooperation with the print and electronic media		
	- Socialization through meetings (and similar)		
	- Socialization through media campaigns and newsletters		
	- Discussion of the effectiveness of socialization		
9	Printing and delivery of modules to the city of Bandar Lampung for Use in All elementary school and junior high Use of Environmental Module	Final module from revision	The entire module is taught in elementary school and Junior High School
	- Determination of the methods and means of socialization		
	- Coordination with the Office of Public Relations and Communications and Informatics		
	- Cooperation with the print and electronic media		
	- Socialization through meetings (and similar)		
10	Final Module usage of Climate Change in Primary & Junior High School in Area	Final module from revision	Applying Module in elementary school in Bandar Lampung
	- Coordination with all elementary school and Junior High School school principal		
	- Distribution of modules for teachers and students from elementary and Junior High School		
	- Implementation of the modules in semester 1 and two		

NO	PHASE / ACTIVITIES	INPUT	OUTPUT
	simultaneous elementary school		
E	Best Practice adopted / Applied Other Cities		
1	Dissemination of the Lampung Provincial Education - Involving service in each workshop, dissemination, etc. - Coordination with the Department of Education - Sending out newsletters in every issue - Coordination Team with Provincial Education City	- Newsletter each issue - Best Practice modul implementation	Lampung provincial government recognize and encourage Activities undertaken Bandar Lampung
2	Dissemination Module for Other Cities in Lampung province through the Provincial Workshop - Involving service in each workshop, dissemination, etc. - Inventory district education offices / city - Sending out newsletters in every issue - Ensuring the place, participants and resource persons - Preparation of a workshop - Implementation of the workshop - Evaluation of the workshop	- Newsletter each issue - Best Practice implementasi modul - Best Practice modul implementation	District / City Government in Lampung are interested to implement modules as the City of Bandar Lampung did.
3	Dissemination Module to the National Party - Invite a guest speaker - Sending out newsletters in every issue - Coordination Team with Provincial Education City	- Best Practice implementasi modul - Best Practice modul implementation	Central government knows Innovation in Bandar Lampung
4	Process of alignment - Discussions with the National Curriculum Centre - Coordination with the State Ministry for the	List of cities and counties who are interested	Module of Bandar Lampung aligned with the National Policy

NO	PHASE / ACTIVITIES	INPUT	OUTPUT
	Environment and the Department of Education		
	- Coordination with the HSF		
	- Coordination with APEKSI, APKASI, and so on		
5	Learning Fellow	List of cities and counties who are interested	Comparative Study of Other areas to Bandar Lampung
	- Dissemination of information through the facilitation of MC		
	- Acceptance of other areas within the framework of a comparative study		
	- Assistance alignment module implementation		
6	Climate Change Education Module Implementation for the City and Regency in Lampung Province	List of schools in the province of Lampung	Some elementary and junior outside Bandar Applying Lampung Module Example with National Policy
	- Identify interested schools		
	- Assisting schools outside Bandar Lampung		
I	Documentation, Reporting and Monitoring Project		
1	Preliminary reports (Project Plan)	Project Implementation Plan	Structured Action Plan Report
2	Draft Report Module + Project Progress Report	Draft report of the TPM module	Draft Report Module Structured
3	Trial Implementation Report Module	Report the results of monitoring by the observer	Report Module Trial Composed
4	Final Report Module	Module workshop and revised results	Composed Module Final Report
5	Final Report of Activities	The results of the project	Structured Activities Final Report

NO	PHASE / ACTIVITIES	INPUT	OUTPUT
6	Documentation and Project Visualiasasi	Trip reports of the project	Documentation Project Done
7	Monitoring and Evaluation	M & E team reports	The project monitored (Aspect Process and Aspects of Output / Substance)



3.2 Budget Allocation

Total budget of the project is USD 306.678. With the exchange rate 1 USD = Rp.9.057, 00, the total value of this project is IDR. 2,737,662,000.00 used to finance all phases of the work in the form of direct costs of personnel and non personnel costs directly contract. In detail, the budget of each phase of work will be described in the appendix.

CHAPTER 4

RISK MANAGEMENT

Risk is an uncertain event or set of circumstances that the event will give effect to the achievement of project objectives. There are two components of risk are:

- 1) Impact (impact) associated with what might happen in certain situations
- 2) The possibility (likelihood) that indicates how often an event will occur

The basic concept underlying the risk management as follows:

- 1) Management of proactive rather than reactive
- 2) Consider the activities and future events
- 3) Focusing on knowing the unknown
- 4) Consider the inverse relationship between information and risk
- 5) The structure for a proper management

The step risk management process consists of five steps:

- 1) Starting
- 2) Identify
- 3) Reviewing
- 4) Make a Plan Follow-Up
- 5) Conduct and monitor

4.1 Risk Categorization

Categorization of risk in this project can be divided into several categories, all of which influence each other, as for the categorization of the management / risk management in the project are as follows:

- 1) Quality of Content Categorization Module
- 2) Category of Government Policy
- 3) Category Management Program Management
 - Time
 - Budget

- Stages

4) Categorization Stages Activities

4.2 Risk Identification

Identification of the risk categories of teacher quality, content modules, information and implementation can be done by analysis of the assumptions and limitations, brainstorming, a list of records when no experience of previous similar projects and interviews. While the identification of policy risks associated with the mayor, department heads, school principals conducted by brainstorming and stakeholder analysis.

Identification of the Program Management category can be done by analysis of the assumptions and limitations, for example concise list Pestle, SWOT and others, and the panel of experts to gain consensus (Delphi technique). Identification of risks in the categorization phase of activity can be done by analyzing the assumptions and limitations, brainstorming, a list of records when no experience of previous similar projects, interviews and stakeholder analysis and concise list of examples Pestle, SWOT and others, and the panel of experts to gain consensus (Delphi technique). To more clearly in Table 4.1 are the following:

Tabel 4.1. Categorization per Risk Identification Technique

No	Category	Risk Identification Technique
1	Quality Content Module	Analysis of assumptions and limitations, brainstorming, list of records when no experience of previous similar projects and interviews.
2	Government Policy	Brainstorming and analysis of stakeholders.
3	Management of Program	Analysis assumptions and limitations, for example concise list Pestle, SWOT and others, and the panel of experts to gain consensus (Delphi technique)
4	Stages of Activities	Analysis assumptions and limitations, brainstorming, list of records when no experience of previous similar projects, interviews and stakeholder analysis and concise list of examples Pestle, SWOT and others, and the panel of experts to gain consensus (Delphi technique).

4.3. The possibility of emergence of Risk

Based on the categorization of the quality of content modules, public policy, management and program pengelolaaan phases of activity, the possibility of the emergence of risk based on the probability scale with categories of rare, unlikely, possible, likely, often / almost certain. There is the possibility of risk to the quality of teachers, modules, and implementation as well as information on the policy. Possible explanation of the ranking scale can be explained in the following Table 4.2.

Tabel 4.2. Categorization per Risk Identification Technique

Category Scale	Frequency Description
Rarely	May occur only in exceptional circumstances, (we can assume will not occur during the project) during the active period of the facility
Probably not	An event does not seem possible, but may arise during the project (or the active period of the facility)
Possible	An event may occur during a specific period (or the active period of the facility)
Likely	An event may occur once or more during the project period (or period of active facilitation)
Often / Almost Surely	An event occurred several times during the project (or the active facilitation)

4.4 Risk Effects

Impact the risk of identification can be seen from how big the size of the risk that is used by the possibility (probability) and scale for ranking risks with no significant impact, small, medium / medium, large, and the extraordinary / catastrophic.

4.5 Risk Scale Rank

Ranking scale of risk used for the possibility that the rare, unlikely, possible, likely, often / almost certain. Merger between the likelihood and impact of risks will result in a qualitative risk analysis matrix or the level of risk assessment as described in Table 4.3 below.

Tabel 4.3. Possible Matrix - Impact

	Consequences					
		Insignificant	Small	Average	Big	Extra
Possibility	Rarely	Low	Low	Rendah	Average	Average
	Probably not	Low	Low	Average	Average	High
	Possible	Low	Average	Average	High	High
	Likely	Average	Average	High	High	Very High
	Often / Almost Surely	Average	High	High	Very High	Extreme

4.6. Strategy to Overcome Risks

Strategies to overcome the risks by identifying options / strategies, review the cost / benefits, identifying the owner of the risk, avoid risk completely, receiving or holding the risk, reducing the likelihood or consequences of risk and transfer risk.

The above explanation can be seen in table 4.4. below.

Table 4.4. Risk Category, Description, Ranking Possible, Level of Risk and Risk Management Strategies

Risk Number	Risk Name	Description of Risk (Type, Background, Causes)	Possibility Rank	Effect Rank	Level of Risk with Existing Controls	Risk Handling Strategy	Owner of Risk	Status Rate
01	Quality Category	a. Displacement of teachers and principals in schools pilot	Likely	Average	High	Try to seek commitment from the Kadis of Education and the Mayor in writing.	Head office and Mayors	Big
		b. The limited ability of the pilot school teachers in understanding UCCR	Possible	Big	High	<ul style="list-style-type: none"> •Involve teachers in pilot schools throughout the different stages of the module •References to UCCR propagated 	Program Coordinator	Average
		c. Capabilities gap between the classroom and school	Possible	Low	Average	Standardize the ability classes or school	Program Coordinator	Low
		d. Understanding the ability of the preparation module UCCR	Impossible	Big	Average	Provide Technical Guidance / Guidelines UCCR module arrangement	TPM	Low
		e. Suitability of materials module with the applicable SBC	Rarely	Big	Average	Analyzing the Basic Competence Competency Standards and in accordance with the module	TPM	Low
		f. Conformance with the	Rarely	Average	Low	Content Analysis	TPM	Low

Risk Number	Risk Name	Description of Risk (Type, Background, Causes)	Possibility Rank	Effect Rank	Level of Risk with Existing Controls	Risk Handling Strategy	Owner of Risk	Status Rate
		standard content modules UCCR the implementation of the module				Module UCCR standards in terms of implementation		
		g. Increased hours of lessons due to the addition of material	Possible	Big	High	Insert extracurricular activity	Program Coordinator	Low
		h. Different degrees of ability / understanding of parents due to differences in education	Likely	Big	High	Provide more diverse information media (TV, Newspapers, Newsletters, Mading and leaflets) and attempted to Parents	Project Team	Average
		i. Culture / customs environment are less supportive	Possible	Average	Average	Approach to the characters Culture / customs	Project Team	Average
		j. Selection of media information that is not appropriate	Possible	Big	High	Media selection information	TPM	Average
		k. Lack of information about the constituent modules UCCR and community	Likely	Average	Average	Technical assistance to the Drafting Module and the community	TPM	Average
		l. Inability to produce a best practice model	Likely	Big	High	improve the quality of management and improve the implementation of each PMU MONEV	Project Team,TPM,Program Coordinator	Average
		m. Teachers are less	Possible	Big	High	Giving rewards by	Project Team	Average

Risk Number	Risk Name	Description of Risk (Type, Background, Causes)	Possibility Rank	Effect Rank	Level of Risk with Existing Controls	Risk Handling Strategy	Owner of Risk	Status Rate
		consistent in learning due to reward factor				doing the competition		
		n. Lack of quality of observer	Possible	Average	Average	Observing the Technical Guidance	Trainer/observer	Average
		o. The difficulty of quantitatively measuring the success of activities	Possible	Low	Average	Activity was measured with a descriptive qualitative	TPM,MNI	Low
		p. The number of modules that do not correspond to the number of students	Possible	Low	Average	Documenting the exact number of students and increase the number of modules according to the needs of students	Project Team, Program Coordinator	Lowv
		q. Limitations of teachers in assessing student work and student attitude change	Likely	Big	Average	Technical guidance to teachers on assessment of performance and attitude	Project Coordinator, MNI	Average
		r. Maximum has not been a teacher in presenting material engineering module	Possible	Average	Average	Technical guidance on the use of modules for teachers	Project Team	Average

Risk Number	Risk Name	Description of Risk (Type, Background, Causes)	Possibility Rank	Effect Rank	Level of Risk with Existing Controls	Risk Handling Strategy	Owner of Risk	Status Rate
		s. Teachers do not like students	Unlikely	Big	High	Provide guidance to teachers about techniques and Performance PBM (RPP, syllabus, curriculum)	Project Team	Average
		t. Conflict between school stakeholders	Possible	Big	Average	Perception fees to all stakeholders through desimasi	Project Team	Average
02	Policy Category	a. Head does not support	Unlikely	Extreme	Average	Build communication and report program activities on a regular basis (1 month 1 x) and conduct hearings	Responsible Activities (Rector Unila)	Average
		b. Lack of education agency heads to implement	Unlikely	Extreme	Average	Assist heads of agencies disseminating activities	Project Team, Head of Office	Average
		c. Mutation Head of Education department	Possible	Average	Average	Approach to Mayor	Program Coordinator	Average
		d. The process of drafting regulations in implementing the mayor took a long time	Possible	Big	High	Monitoring the process of discussion and endorsement rule mayor	Program Coordinator	Average
		e. National Education Policy Changed	Possible	Big	High	Fill material adjustment module can be incorporated	Program Coordinator	Average

Risk Number	Risk Name	Description of Risk (Type, Background, Causes)	Possibility Rank	Effect Rank	Level of Risk with Existing Controls	Risk Handling Strategy	Owner of Risk	Status Rate
						into the development of self		
		f. There's a New Climate Change module of the central government	Possible	Big	High	Delivering the final module of climate change to government	TPM, Mayor	Big
03	Program Management	A. TIME a. Passing Module drafting deadline	Possible	Big	High	Coordinating and monitoring the 1x per week or per month to module maker Team	TPM	Big
		b. Delayed budget disbursement	Likely	Big	High	The existence of the bailout of the project team	Mercy corp	Big
		c. The influence of delay stages affect the next stage	Likely	Big	High	Conduct monitoring and evaluation of each stage	Project Team	Big
		d. Time and financial support for teacher training less than the maximum	Possible	Extreme	High	Provide additional funding from other agents / other assistance	Project Team	Big
		B. BUDGET a. Budget rejection per activity	Possible	Average	Average	The existence of the bailout of the project team	Project Team	Average
		b. Budget per activity is less	Possible	Average	Average	Subsidy funds from other parties	Project Team	Average
		c. SOP disbursement of funds is not clear	Unlikely	Average	Average	administration and enforcement of character	Project Team	Low

Risk Number	Risk Name	Description of Risk (Type, Background, Causes)	Possibility Rank	Effect Rank	Level of Risk with Existing Controls	Risk Handling Strategy	Owner of Risk	Status Rate
		d. Factor Inflation / Price Changes	Likely	Big	High	Estimated price is made slightly more than the standard price	Project Team	Big
		e. Accountability of the budget per activity	Possible	Low	Average	Coordination and M & E budget	Treasurer	Low
		C. STEPS a. Work plan agreed upon is not in accordance with the conditions that exist in the field	Possible	Big	High	Needs analysis conducted at the beginning of the work plan and use a SWOT analysis	Project Team	Big
		b. Participant input meetings, forum discussion groups, workshops, etc., do not contribute optimally so as not to reach tujuan meetings, meet Qourum etc.	Likely	Average	High	Necessary human resources experts in the field of education, experience in similar projects and who have a policy	Project Team	Big
		c. Messenger in the absence of stakeholder meetings, focus group discussions, etc	Likely	Big	High	It takes coordination and approach	Project Team	Big
		d. Internal coordination with our team is weak	Likely	Low	Average	held hearings	City Team and mercy corp, Unila	Average
		e. Internal coordination hampered by Mercy Corp	Possible	Average	Average	held coordination	City Team and mercy corp, Unila	Average
		f. Selection of appropriate	Possible	Average	Average	Rethinking the place	Project Team	Average

Risk Number	Risk Name	Description of Risk (Type, Background, Causes)	Possibility Rank	Effect Rank	Level of Risk with Existing Controls	Risk Handling Strategy	Owner of Risk	Status Rate
		comparative studies				of comparative studies		
		g. The selection of schools piloting inappropriate	Possible	Big	High	Set first schools piloting the scientific criteria	Project Team	Big
		h. The material content of the module is less to see the analysis of school needs	Possible	Average	Average	TPM conduct a needs analysis to the field	TPM	Average
		i. Less module adopts the contents of reference material from outside the area making it difficult direflikasi outside Bandar Lampung	Possible	Average	Average	Average TPM analysis area outside Bandar Lampung	TPM	Average
04	ACTIVITY STEPS	Build Understanding and ownership						
		a. Not all in agreement and mutual ownership	Possible	Average	Average	Socialization and coordination to build understanding	Project Team	Average
		b. Many who do not understand the purpose and understanding of climate change projects	Possible			Socialization and coordination	Project Team	Average

Risk Number	Risk Name	Description of Risk (Type, Background, Causes)	Possibility Rank	Effect Rank	Level of Risk with Existing Controls	Risk Handling Strategy	Owner of Risk	Status Rate
		from each agency both education offices, schools, teachers, city or TPM team						
		The preparation module of climate change a. TPM is not an opinion in the understanding of climate change projects b. TPM is less than the maximum field needs analysis so that the module is less fit for purpose	Possible	Average	Average	Socialization and coordination	Project Team, TPM	Average
			Possible	Average	Average	Way of making a short training modules	Project Team	Average
		The test modules use the example school a. The obstacle of a teacher who trained experienced severe pain	Possible	Average	Average	The existence of health information from physicians and the health insurance prior to the training development of climate change	Project Team	Average
		b. Less constraint inability of teachers to	Possible	Average	Average	Training using a laptop (power point)	Training Team	Average

Risk Number	Risk Name	Description of Risk (Type, Background, Causes)	Possibility Rank	Effect Rank	Level of Risk with Existing Controls	Risk Handling Strategy	Owner of Risk	Status Rate
		use visual aids / media ICT						
		Module implementation is menyuluruh in elementary and junior high in Bandar Lampung						
		a. Not all SD / SMP integrated understanding of climate change in lessons	Possible	Average	Average	When the pilot project should not cease publication and information on the subject of climate change so that people know both the elementary school / junior high	Documentation Team / Publication	Average
		b. Module is slightly less than the maximum amount reserved throughout elementary school / junior high	Possible	Average	Average	The number of schools throughout the implementation of the module as adjusted by the number of schools and students so that implementation can be a maximum	Project Team	Average
		Best Practice adopted /						

Risk Number	Risk Name	Description of Risk (Type, Background, Causes)	Possibility Rank	Effect Rank	Level of Risk with Existing Controls	Risk Handling Strategy	Owner of Risk	Status Rate
		applied to other city a. There are likely other cities do not want to implement / adopt	Possible	Low	Low	Familiarization with the use of electronic media national TV, website, etc.	Project Team	Low
		b. Others are less familiar with the city of Bandar Lampung because of lack of publicity	Unlikely	Average	Average	Publication of more intensity through the website, the National TV etc.	City Team/ Mayor	Average
		Documentation, Reporting and Monitoring Project a. Team documentation, reporting and less than the maximum MNI get data	Unlikely	Average	Average	Team documentation, reporting and MNI always evaluate every activity undertaken by schools, teachers, and principals at least 4 times a month	Documentation Team, MNI	Average
		b. Documentation and reporting, MNI lack of coordination with the school pilot project	Unlikely	Average	Average	And coordination meetings are held every 1 month	Documentation Team, MNI dan Headmasters	Average

CHAPTER 5

STAKEHOLDERS AND COMMUNICATION STRATEGY

5.1 Stakeholders Involved in Project

Actors (stakeholders) in this activity can be defined as those who have an interest, role or activity affected Empowerment and Capacity Building of Teachers and Students in the Resilience of Cities to Climate Change in the city of Bandar Lampung. Based on the scope keterlibatannya, these actors can be divided into two general categories:

- a. Internal stakeholders are the actors who are committed and involved directly in the implementation of activities.
- b. External stakeholders are affected by the actors of the activity and generally are beyond the control of the commissioning activities.

Influence of the perpetrators of the viability and success of these activities can be varied and the amount of negative and positive. Therefore, as a significant contributing factor in the success of these activities will require the identification of stakeholder management, analysis and strategic planning are systematically arranged to communicate, negotiate, and influence of the perpetrators.

Discussions have been conducted to identify the offender by the Work Plan has been prepared previously produced some of the actors in these activities, among others:

Table 5.1 Identification of Actors Based on Phase Activities

Steps	Activities	Doer(s)
A	<ol style="list-style-type: none">1. Kick Off Workshop Program2. School Selection Model3. Draft Design Workshop Module	<ol style="list-style-type: none">1. District Education Unit, City Team, Mayor of the Agency, BPLHD, Principal, Mercy Corps, MKKS, Education City, Distanakhut, Marine and Fisheries Agency, the Steering Committee, the Provincial Education Department UNILA, KKKS, MGMP.2. Bappeda, City Team, Unila, the City Education Department.3. Unila, the City Education Department, Composer module, Pilot Elementary School Teacher, Teacher Junior Pilot.

Steps	Activities	Doer(s)
B	<ol style="list-style-type: none"> 1. Expert Workshop on Education 2. Design and preparation of the Draft Module 	<ol style="list-style-type: none"> 1. Unila, Module Compiler, Education City, the Agency, Mercy Corps 2. Module Compiler Team. 3. Meeting of the City team in the Internal
C	<ol style="list-style-type: none"> 1. Observer and teacher training for elementary pilot 2. Observer and teacher training for junior pilot 3. Module 2 testing in elementary school and 2 junior high school 	<ol style="list-style-type: none"> 1. Observations, Pilot Elementary School Teacher, Composer module. 2. Observer, Pilot junior high school teacher, Composer module. 3. Pilot school teachers, junior high school teacher Pilot.
D	<ol style="list-style-type: none"> 1. Completion Workshop Module 	<ol style="list-style-type: none"> 1. UNILA, the City Education Department, Composer module, Pilot Elementary School Teacher, Teacher junior high school Pilot.
E	<ol style="list-style-type: none"> 1. Dissemination seminar module 2. Dissemination to the Provincial Education 3. Dissemination Module to the City / Other counties in the province 	<ol style="list-style-type: none"> 1. UNILA, Education City, the Agency has, MKKS, KKKS, Principal, MGMP. 2. Bappeda, UNILA, the City Education Department. 3. Provincial Education Department, the Agency has, UNILA, the City Education Department.
F	<ol style="list-style-type: none"> 1. Module to the National Dissemination 2. Module Implementation for the City and other districts in the province of Lampung 	<ol style="list-style-type: none"> 1. UNILA, Department of Education Province, the City Education Department, the Planning Agency. 2. UNILA, Department of Education Province
G	<ol style="list-style-type: none"> 1. Preparation of Training Modules for All Teachers 2. Training for all primary school teachers 3. Training for all junior high school teachers 	<ol style="list-style-type: none"> 1. Module authors, UNILA, Mercy Corps, the City Department of Education 2. Composer module, Pilot Elementary School Teacher, UNILA 3. Module Compiler, Master junior high school Pilot, UNILA
H	<ol style="list-style-type: none"> 1. The trial use of the final module in elementary school 2. The trial use of the final modules in the junior high school 	<ol style="list-style-type: none"> 1. Elementary School Teacher, Principal 2. Junior high school teacher, school principal

Based on the initial identification of stakeholders in each phase of activity, the stakeholder is obtained as follows:

Table 5.2 List of Stakeholder Activities

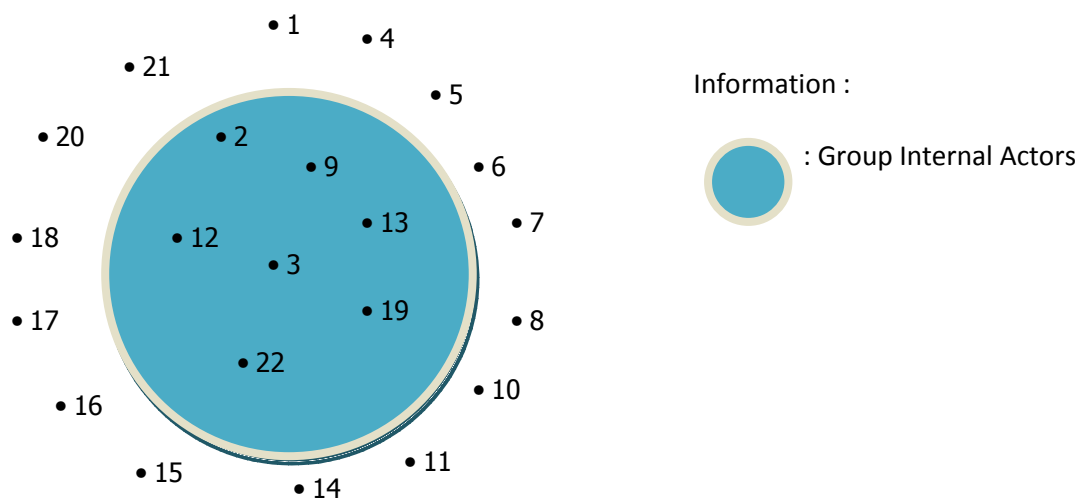
No	Stakeholders
1	District Education Unit
2	City Team

No	Stakeholders
12	Bandar Lampung City Department of Education
13	Mayor of Bandar Lampung

No	Stakeholders
3	Bapeda of Bandar Lampung
4	Pilot Elementary School Teacher
5	Pilot Junoior High School Teacher
6	BPLHD ¹
7	Headmasters
8	Deputy Head of School Curriculum
9	Mercy Corps
10	Principal Working Deliberation (MKKS)
11	Observer

No	Stakeholders
14	Distanakhut ²
15	Marine and Fisheries Department
16	School Committee
17	Parents
18	Lampung Provincial Education
19	The University of Lampung (UNILA)
20	Deliberation Subject Teacher (MGMP)
21	Principal Working Group (KKKS)
22	Module compiler

Stakeholders identified above were then divided into two groups: the group of internal stakeholders and external stakeholders as follows:



5.2 Specialisation and Analysis of Stakeholder Influence

Based on the identification of stakeholders involved in this activity, then performed an analysis of importance / interest and analysis of the influence of the perpetrators of the project. Analytical results obtained are shown in the following table:

Table 5.3 Stakeholder Analysis Specialization

Quadrant III. Effect of Large - Small Interests		Quadrant I. Large Effect - Large Interests	
1	District Education Unit Pilot Elementary School Teacher	8	Observer
2	BPLHD Pilot Junoior High School Teacher	1	City Team
3	Headmasters Deputy Head of School Curriculum	2	Bappeda
4	Module compiler	3	Mercy Corp Bandar Lampung City
		4	Department of Education Mayor of Bandar Lampung
		5	Lampung
Quadrant IV. Small Effect - Small Interests		Quadrant II. Small Effect - Large Interests	
1	Distanakhut	1	Lampung Provincial Education
2	DKP	2	The University of Lampung (UNILA)
3	Supervisory Committee	3	Deliberation Subject Teacher (MGMP)
4	Parents	4	Principal Working Deliberation (MKKS)
		5	Principal Working Group (KKKS)

Table 5.4. Matrix of Stakeholder and Communications Strategy

Stakeholder (group)	Score influence of interest	Strategy	Strategy Purposes	Communication ways include the frequency	Responsibility
MKKS	Low influence High interest	Coordinating with MKKS through meetings and trainings	MKKS is able to influence other schools to implement modules of climate change to other schools	1. Meeting (8 times a year) 2. Bulletin (once in three months) 3. Dialoge/Campaign (once a month)	UNILA
Disdik Province	Low influence High interest	Providing an information on a regular basis about the progress of activities	Disdik Province is able to affect other schools in the province of Lampung to implement climate change modules	1. Bulletin (3 times a month) 2. Dialogue/ Workshop (once a month)	UNILA Bappeda
UNILA	Low influence High interest	Giving an information and coordinating with UNILA through meetings	UNILA more involved in the preparation and implementation of modules in schools.	1. Meeting (once a month) 2. Bulletin (once in three months) 3. Dialogue/Workshop (once a month)	– Bappeda – City Team
MGMP	Low influence High interest	Coordinating with MGMP through meeting and trainings	MGMP is able to push the teachers in other schools to play an active role in implementing climate change module subjects.	1. Meeting (8 times a year) 2. Bulletin (once in three months) 3. Dialoge/Campaign (once a month)	– Education Department – Bappeda
K3S	Low influence High interest	Coordinating with KKKS through meetings and trainings	K3S provides inputs to the application module continuity	1. Meeting (8 times a year) 2. Bulletin (once in three months) 3. Dialoge/Campaign (once a month)	UNILA
Walikota (Mayor)	High influence High interest	Inviting in opening all of the activities carried out within the project	Mayor supports the activities by the Letter of Decision	Audience	Bappeda UNILA

Stakeholder (group)	Score influence of interest	Strategy	Strategy Purposes	Communication ways include the frequency	Responsibility
City Team	High influence High interest	Providing a progress reports and an evaluation activities to the city team intensively	City Team can provide a guidance to the PMU and the MNI in implementing climate change modules	1. Monthly meeting 2. Dialogue / workshop/ meeting (1 x per month)	UNILA
Bappeda	High influence High interest	Reporting the results of the evaluation of the activities to the Planning Agency	Bappeda facilitate any activities related to climate change application modules	1. Bulletin (once in three months) 2. Dialogue/ workshop (1x per month)	UNILA
Mercy Corp	High influence High interest	Providing a progress reports and evaluation of an intensive activities to Mercy Corp	Mercy Corp facilitate all the resources needed for climate change in the application module	1. Bulletin (once in three months) 2. Dialogue/ workshop/ meeting (1x per month) 3. Providing a report activity (once in three months)	UNILA
Disdik City	High influence Low interest	Submitting plans, objectives and evaluation activities to Disdik City clearly	Disdik City recognizes the importance of these activities so that their interest to engage in activities will increase	1. Meeting (8 x per year) 2. Bulletin (once in three months) 3. Dialogue/Campaign (1 x per month)	UNILA Bappeda
UPT Education district.	High influence Low interest	Submitting plans, objectives and evaluation activities	Education Unit district (UPT) recognize the importance of these activities so that their interest to engage in activities will increase	1. Bulletin (once in three months)	UNILA
Elementary Teacher	High influence Low interest	Conveying the purpose and benefits of development activities for elementary students knowledge	Increasing the Elementary School Teacher Interests engage in activities	1. Modul design meeting (4x) 2. Dialogue/ Campaign (1x per month)	UNILA

Stakeholder (group)	Score influence of interest	Strategy	Strategy Purposes	Communication ways include the frequency	Responsibility
Junior High School Teacher	High influence Low interest	Conveying the purpose and benefits of development activities for junior high students knowledge	Increasing the school teachers interest to really get involved in activities	1. Modul design meeting (4x) 2. Dialogue/ Campaign (1x per month)	UNILA
BPLHD	High influence Low interest	Conveying the purpose and benefits of activities for the development of public knowledge about the importance of environmental protection	Increasing the interest of BPLHD through programs that support the implementation of climate change modules	1. Meeting (4 x per year) 2. Bulletin (once in three months) 3. Dialogue/Campaign (1x per month)	Bappeda UNILA
Principal	High influence Low interest	Encouraging the principle to utilize the module has been trained to take advantage of climate change in order to achieve school goals effectively and efficiently.	Increasing the role of principal as one of the educational component of the most instrumental in improving the quality of education.	1. Bulletin (once in three months) 2. Dialogue/ Campaign (1x per month)	UNILA
Vice Principal	High influence Low interest	Vice Principal informed that the activity will not increase the burden on teachers, and schedules.	Vice principalal develops teaching programs and the implementation of curricular and extra curricular modules that correspond to climate changes that have been prepared	1. Dialogue/ Campaign (1x per month)	UNILA

Stakeholder (group)	Score influence of interest	Strategy	Strategy Purposes	Communication ways include the frequency	Responsibility
Module Maker	High influence Low interest	Provision of materials that had previously been compiled modules	Meningkatkan minat penyusun modul dalam mengembangkan isi modul perubahan iklim sesuai dengan kondisi aktual Kota Bandar Lampung	1. Meeting (8 x per year) 2. Workshop (3 x)	UNILA
Observer	High influence Low interest	Increasing the knowledge the observer to monitor the implementation of modules in the pilot school	Observer secara objektif menilai pelaksanaan kegiatan di sekolah-sekolah pilot	1. Workshop (3x) 2. Training/special training for observer (2 weeks)	UNILA
Distanakhut	Low influence Low interest	Providing information of the activities	Increasing the knowledge and interest of Distanakhut to be more involved in activities	1. Bulletin (once in three months)	UNILA
DKP	Low influence Low interest	Providing information of the activities	Increasing knowledge and interest of DKP to get more involved in activities	1. Bulletin (once in three months)	UNILA
Supervisor Committee	Low influence Low interest	Providing information of the activities	Increasing the knowledge and interest to participate in the Steering Committee to monitor the activities	1. Bulletin (once in three months)	UNILA
Parents	Low influence Low interest	Providing information of the activities	Increasing the knowledge and interest parents to support students following the climate change adaptation activities in schools	1. Bulletin (once in three months)	UNILA

CHAPTER 6

STANDARD OPERATING PROCEDURE

6.1. SOP Document of Compliance and Completeness of Financial Administration

SOP Document of Compliance and Completeness of Financial Administration aims to (1) ensure accountability and transparency of expenditure of funds activity, (2) help the expedite the disbursement process activities easier. Financial Administration Document details listed in table 6.1.SOP

Table 4.1 Financial Administration Document Details

No	Description of activities	Supporting Document
1.	Workshops/Meetings	
	a. Trainer/trainer cost	1) Trainer CV, 2) Contract and TOR (term of reference), 3) Copy hand out (material training), 4) Attendance list for trainer and receipts + proof of payment of the trainer by writing a clear description on the receipt..
	b. Room rent	1) Must follow the purchase procedure (> 1 million) 2) Must be attached the attendance list + Notes / original receipt from the provider of the room. Date of the receipt and attendance must be in written clearly
	c. Meals/Lunch/Coffe break/snack	1) Must follow the purchase procedure (> 1 million) 2) Must be attached the attendance list of participants (signature, title and address must be written). The costs should be detailed on the receipt clearly.
	d. Transportation participant	1) Payment of transportation must be based on the attendance list, 2) Receipt / payment notes / list of recipients of transportation must be signed by the participants by writing down the actual amount received by the participants.
2.	Staff charged to the grant and included in the budget	
	1) Institutions must complete the contract / agreement between the staff /	

No	Description of activities	Supporting Document
	<p>employees and the agency.</p> <p>2) Institutions must complete time sheets (attendance list) each person and must be signed by the supervisor / Prog. Coordinator (see example attached).</p> <p>3) Institution is obliged to withhold tax employee PPh21.</p> <p>4) Institutions should provide a payroll slip (proof of salary payment) that has been signed by the person and attach the proof of salary payment transfer.</p>	
3.	Travel/monitoring	<p>1) Expenditures for travel expenses should be based on the actual cost (actual cost)</p> <p>2) Before issuing any travel expenses, there must be prior approval from the supervisor / prog.coordinator</p> <p>3) If it is by a plane, it must be attached a boarding pass, ticket and proof of airport ticket copy and tax.</p> <p>4) The cost of accommodation must attach an original quest bill (invoice), which listed the date of check in and check out, and the quest bill should be signed by the hotel where the participant is staying.</p> <p>5) For the use of taxis or car rent for transportation, must attach a receipt where there is a signature by the owner of the vehicle and write down police number of the vehicles.</p> <p>6) The cost of hotels and meals will be provided by the staffs if the participant stays over night in doing the activities.</p>
4.	Operasional Cost PMU	
	a. Office Supplies	<p>1) Must follow the purchase procedure (> 1 million)</p> <p>2) Must attach the proof of purchase (notes) from the original store</p>
	b. Communication expenses (land line and mobile phone)	<p>1) Land line: must attach the payment proof from Telkom and attach the print out.</p> <p>2) Mobile phone: must attach proof of purchase voucher from mobilephone shop / cellphone counter.</p>
	c. Internet communication	Must attach the proof of internet bill from the provider / cyber cafe
	d. Printing and Photocopy	<p>1) Must follow the purchase procedure (> 1 million)</p> <p>2) Must attach the original receipts by giving a complete description.</p>
	e. Office rent and utilities	<p>1) Must follow the purchase procedure (> 1 million) to rent the office</p> <p>2) Contract of the office lease agreement</p> <p>3) Bills and receipts from owners</p> <p>4) To pay water and electricity, it must attach an</p>

No	Description of activities	Supporting Document
		utility and electricity bills.
5.	Office Supplies 1) Must follow the purchase procedure (> 1 million) 2) Must attach the original receipt from the supplier	
6.	Researcher/consultant 1) Must follow the purchase procedure (> 1 million) 2) There should be a CV + agreement (contract) 3) Payment must be completed by researcher / consultant, and a statement of the researcher / consultant 4) Service notes (a statement about the work of consultant / researcher who has completed and satisfactory) and the reports from Consultant / researcher	
7.	Sewa Mobil/Biaya sewa kendaraan 1) Must follow the purchase procedure (> 1 million) 2) There must be an agreement (contract) 3) Payment must be completed by the vendor and the original receipt from the vendor 4) Vehicle log (note the use of vehicles)	
8.	Fuel (Bahan bakar kendaraan) There should be an original note from gas stations which has been signed by the gas station (SPBU) officer	
9.	Others 1) All items must be accordance with the procedure of purchase and the purchase must go through all the buying process adopted by the donor, and all expenditures must be in accordance with budget actual approval. 2) All of the funding should be based on actual cost (actual cost), it is not based on lumpsum. 3) All notes / receipts must be stamped / sealed by the vendor 4) For the purchase between Rp 500, 000 s / d Rp.999, 999 must use a stamp of Rp. 3000 (if no seal / stamp shops) and over 1 million has to use the stamp of Rp 6.000 for all transactions	

4.2. SOP Procurement of Goods and Services (*Procurement*)

SOP Document of Compliance and Completeness of Financial Administration aims to (1) ensure accountability and transparency of expenditure of funds activity, (2) to help and expedite the embursement process of activities fund. Financial Administration Document details listed in table 6.1. above.

4.2.1. Procedural Guidelines

This instructions aims to affirm the rules and procedures for all purchases that should be done by a local partner Mercy Corps. These instructions are made to establish the minimum standards for all purchases connected with the activities to be conducted by the local partner of Mercy Corps. Local partners are expected to comply with procedural rules that had been set in these instructions and encouraged to follow all the instructions if necessary.

Introduction

Local partners should be able to do and still follow the highest standards of integrity and efficiently in purchasing the goods and services. The purpose of these guidelines is to ensure that local parter may engage the activity on time and effective at the time of the procurement of goods or services to produce the goods and services for who accept the help should obey the rules from the one who give the help.

The main foundation of producing Goods / Services

Roles and Responsibilities / Separation of responsibilities

Separation of responsibilities should be done at the time of purchase so it is not allowed to hold only one person who did the purchasing process from beginning to end, and the purchasing process from the initial review must be in separately by different people to avoid errors and fraud. Each individual who purchases this process should be separated from the rules and responsibilities.

To ensure the proper separation of responsibilities at the time of the procurement process so the local partners are expected to follow their respective roles as follows:

Department requesting the purchases of goods or services are the originator of the goods or services purchase. Department which doing the review prior before approve the purchase agreement must be based on delegation of authority set by the organization.

Procurement Department (Procurement Department) is responsible for doing the standard operating procedures:

1. The type and source of items to be purchased must be in accordance to the specifications and Mercy Corps and donor regulations.

2. Procurement department should avoid these types of items that are not needed.
3. Purchases must be in accordance to the budget and program goals..

After the Purchase Requisition (Purchase Request) has been approved, so the Department of Procurement should:

1. Starting, conducting, deciding to negotiate for the purchase of goods and services for the project activities.
2. Making purchases of goods and services in accordance with the regulations set.

Based on the task, the Department of Procurement (Procurement Department) should be responsible to:

1. Recommend changing the quality, quantity, or type of materials to be purchased and give suggestions for choosing a better alternative in accordance to Mercy Corps and donor regulations.
2. Establish and endorse the standards of specifications and the contract for the purchase of goods and services process to improve the service, quality of prices and reduce the cost and time.
3. Save all the documents related to the purchase transaction for audit purposes.
4. Ensure that the instructions of purchase (Purchase Order) and the contract has been fit for purpose and reviewed and approved, and all required information including the terms and conditions, the signature on this form is completed and the purchase order was in accordance to Mercy Corps and donor regulations.

Department of Procurement (procurement department) does not have the authority to approve the purchase. Procurement Department is only able to correct the document and check the supporting documents required, and provide complete information about goods and services in accordance with donor regulations.

When goods are accepted by orginator / requester (the applicant), the Department of Procurement (procurement department) should responsible to check the recipient's proof of the goods to ascertain whether the item is given it is in conformity with the specifications in the message / request.

Procurement Department (Procurement Department) must be independently examined all purchase documents to ascertain whether there is an available budget for the purchase of goods. And also ensure the proper record and compliance with Mercy Corps and donor regulations.

Finance Department (Finance Department) is responsible for setting up payments and record the transactions properly. Finance Department does not have authority to approve the purchase. But the Finance Department can only make a correction and return documents to the Purchasing Department if there is no adequate information and does not comply with the specification of goods or services or TIDA accordance with Mercy Corps and donor regulations.

Competition

Procurement process should be conducted openly and competitively. Parter local staff should avoid conflicts of interest (conflict of interest), and should not avoid the process of competition among the competitors. The process of procurement of goods or services must be made to all vendors to get a good price and quality.

Price and Cost Analysis

Price analysis should be undertaken and documented as part of the procurement process. Prices must be obtained from the analysis of requests for quotation that is provided to vendors to obtain price comparisons or the other. Cost analysis should be done to ensure that the fee offered is reasonable, acceptable and based on Mercy Corps and donor regulations and ensure that the costs are already contained in the budget approval.

Documentation and Transparency

Local partners should do all the process of procurement of goods and services properly and transparent. All the steps procurement of goods and services should be documented in writing and signed by a person who has authority in the local office partner. The document must be prepared for the examination of the auditor and the document must be available when it is asked by Mercy Corps, and the auditor as well as donor representatives.

Code of Conduct

Procurement process that involves the provider of goods and services in connection with the purchase of goods and services would be vulnerable / potential to fraud / scams. Therefore it is very important for the Local Partners and Mercy Corps to keep its staff to avoid improper practices by paying attention with the following:

1. Follow the directions mentioned in the provision of these regulations.
2. Procedures should be clearly understood about the demand of goods and services, payments and invoices, procedures to get a price comparison and disposition of goods.
3. Must have a code of conduct at the time of purchase activity.

All staff of Local Partner who has been appointed will have the authority to purchase and contract must understand and pay attention to the code of conduct as follows:

1. Mercy Corps and Local Partners should discuss in advance about the purpose and rules of purchase.
2. Staff involved in the purchase does not make hesistate and there is no individual conflict.
3. Refuse gifts from prospective suppliers..
4. Give an opportunity for all competitive suppliers.
5. Choose the supplier who have worked together with no conflict of certain conditions and does not intend to make the deviation.
6. Ensure that the process of negotiation has been done correctly.
7. Promote fair, ethical, and legal trade practices.
8. Search and collect some information as much as possible from the supplier to ensure that there is no information is hidden (secret).

Confidentiality

Price and terms that have been approved by local suppliers and partners should be trusted. It should be understood that all staff (both program staff and admin staff) should be trusted to get information from the supplier. Price or budget available to purchase services or goods must not be informed to the supplier or vendor, and bidding should be done independently. When budgets are notified to the vendor then it has violated the rules of Mercy Corps.

Vendor Selection

The purpose of the evaluation of comparative prices, offers and proposals to determine the lowest price that is offered by the vendor with the specification of goods or services that is expected. If the comparison of prices and bid / proposal may be received and other factors (not price) should be taken into consideration as well. The lowest price become the top choice but it is possible to consider the other factors such as those mentioned in the price quote request form including:

1. Must comply with the technical specifications and in accordance to international norms and standards.
2. According to donor plans and regulations as well as goods standarization.
3. Delivery of goods in accordance with the schedule that already been set.
4. Delivery period.
5. Payment process.
6. Warranty / guarantee the availability of spare parts and after-sale repairs, as well as repairing and training in the use of goods.
7. Age of goods and cost of care.
8. Capability and capacity of goods based on the experience of other vendors and users.
9. Should be in accordance to donor regulations (eg source and origin issues).

Local Partner at the early stage should be more carefully examine the complete document each offer, proposal from the Supplier or Vendor that at the early stage can be detected any problems that will occur.

If there is a miscalculation on the offer price so the number that is used is the price per unit. In the event of an error in the offer / proposal then the Procurement Manager (Procurement Manager) must request permission to repeat the offer but did not change the offer or proposal.

Offers or proposals for goods and services are highly complex / complicated / difficult then the applicant must provide the Request for Purchase of experts to evaluate the request; however, all pricing information is on offer or proposal should be removed / deleted before the technical evaluation. It can also be done at that time of discussing / price analysis meetings.

Should be considered as an offer to the vendor or supplier who had never had previous experience, the survey should be made to the vendor or supplier to collect or search information more about the capabilities, capacity and ability to manage finances. This should be done internally or with the use experts / companies to conduct surveys of vendors or suppliers.

All stages in the process of the price analysis and selection of vendors or suppliers need the right decision and any document in connection with the supplier or vendor selection process should be documented / on file.

Purchase orders (Purchase Order) or Services Contract (Service Contract) should be made by the vendor or supplier that has the capacity and quality, and choosing the lowest offer price and in accordance to the request. Each criterion is expected as the quality, the period of completion / delivery, payment schedules should be taken into consideration when making decisions as well.

6.2.1. Procedures For Procurement Of Goods

Definition of goods

Definition of "goods" in this guideline is that the traded goods such as office equipment and commodities to be bought by local partners through the procurement process will be described below.

How to Initiate a Purchase

All procurement of goods or services will be conducted in accordance with the method of purchase regardless of how much the cost of purchase. Procedures and documentation must be tightened when the purchase value is increased.

Small value purchases

Purchases with a value under \$ 100 or Rp1 million or infrequent purchases, so the Procurement staff, program administrators or staff may ask for cash as an operational check cash advance to purchase items that cost under Rp.1juta or the Procurement Department can directly purchase goods by using the credit receipts.

Regular purchases

If the value of goods or services to be purchased higher than Rp1 million (> USD 100) then the originator (requesting officers) should make a Purchase Request Form (Purchase Request Form) to the Procurement Department (Procurement Department).

Requesting Officers responsible for:

1. Provide complete information to the Procurement Department connected with the goods / services to be purchased, in order Procurement Department make the right purchase.
2. Ensure that the Request for Purchase (Purchase Requests) which is inserted accordance with the budget (budget) and the information contained in the budget.
3. The applicant must provide an estimation of the price of goods / services to be purchased and write down in the Purchase Request Form (based on previous experience, or a price offer ever done).
4. Ensure that the Request for Purchase (Purchase Requests) have been examined and approved by the relevant Manager.

Procurement Department (Procurement Department) will begin the process of buying after the Request for Purchase (Purchase Request) has been signed by the person who has authority. Some steps to different levels of expenditure will be described in the diagram below.

Documenting the procurement of goods

Procurement activities must be completely documented and transparent. The completed purchase must be completely supported by cross-reference file of an independent (a fully cross-referenced "stand alone"). Documentation must be fully complete and accurate in every case. Any alteration or deviation from the purchasing policies or procedures should be documented with an explanation or a "note to the file" that was signed. Complete supporting documentation must be able to answer any questions raised by the audit or external auditors, without the need to refer to the explanation of the procurement or finance staff.

Purchase Request

Purposes:

Demand for goods is a mechanism used by the Partner for the document:

1. type of goods or services needed

2. approval to a maximum purchase
3. approval and inspection process

Demand for goods that are completed and have been approved indicates that the Procurement Department will make the process of purchasing goods

The example Purchase Request Form:

LOGO			PURCHASE REQUEST			No: _____ Address: _____
No	Quantity	Unit		Estimated Cost	Total Estimated Total Cost	Remarks
				TOTAL		
Prepared by:			Reviewed by:		Approved by:	
Name: _____			Name: _____		Name: _____	
Position: _____			Position: _____		Position: _____	

Request for Quotation

Purpose:

Methods of collecting and offering should be standardized, to ensure efficiency / efficiency and transparency. The purpose of the Request for Quote Form (request for quotation/RFQ) is to ensure that all suppliers receive the same information, and ensure that the collection process conducted in a transparent bidding. This form can also be written down by the type and name of the goods, both in Indonesian and English.

Quote Request Form (request for quotation) will specify all the requirements to be met by the supplier to provide an offer to be evaluated by the Partner. Complete information must

be provided including, without limitation, quantity, description, delivery requirements, special conditions, drawings, notes offering of the effective date (expiry), etc.

Supplier offering received for the evaluation should contain:

- Name of supplier/vendor
- Address of supplier/vendor and phone number
- Price Quote
- Date of supply
- The validity period of offering
- Indication of the source and origin of goods (source and origin)
- Name, position and telephone number information from the individual who issued the offering
- Official stamp of the supplier
- Date of delivery

The example Form Request for Quote.

REQUEST FOR QUOTE/PERMINTAAN PENAWARAN

To. _____
 Address: _____
 Up. _____
 Phone Number: _____
 Fax: _____

Regards,
 We ask for price quote for the items given below:

No.	Total Qty	Unit	Goods Descriptions	Price Per Unit	Total Price
TOTAL					

Delivery Time/Status of goods (ready or indent):
 Term of Payment (cara pembayaran) :

Quotation Analysis

Purpose:

Bid analysis formulir is the price offer document used to summarize and compare offers from each supplier. This document is also an explanation of supplier selection.

The example of Bid Analisis

**LOGO
BID ANALISYS**

Date :
 Types of items to be purchased :
 Number of items to be purchased :
 No. Purchase requests :

NO	DESCRIPTION	INFORMATION*												
		SUPPLIER 1						SUPPLIER 2						
A.	COMPANY PROFILE :													
	1.	Name of Company												
	2.	Address of Company												
	3.	Name of contact person												
	4.	Phone number/Fax												
	5.	Types of goods												
B.	Specification/Types of goods	Number that will be purchased	Unit	Types of available goods	Number that will be purchased	Unit	Price/unit Rp	Total Price Rp	Types of available goods	Number that will be purchased	Unit	Price/unit Rp	Total Price Rp	
							Sub Total 1							Sub Total 1
							Discount							Discount
							Sub Total 2							Sub Total 2
							Grand Total							Grand Total

I. **General Information** (*explain about supplier 1, 2, dan 3*)

II. **Recommend to choose supplier 1, 2, atau 3** (*write down the name of supplier chosen*)

III. **Write down why you choose supplier recommended in no. II**

Disipakan Oleh:

Approved By:

Note: Number of supplier minimal 3 suppliers



Purchase Order

Purpose:

Purchasing Instruction Form is a document stating that all the details about the items to be purchased is received by the supplier, and this document is a legal agreement between partners and suppliers.

Purchase Order Formulir

LOGO			PURCHASE ORDER			No: _____ Address: _____
No	Quantity	Unit	Item with Spesification	Unit Cost	Total Cost	Remarks
				TOTAL		
Prepared by:			Approved by:		Approved by (Vendor):	
Name: _____ Position: _____			Name: _____ Position: _____		Name: _____ Position: _____	

Goods Received Note

Partner should appoint staff / person who can responsible for recording and checking of materials / goods received from vendors.

Good Received Note Formulir

LOGO			GOOD RECEIVED NOTE		No: _____ Address: _____
No	Quantity	Unit	Item with Spesification	Remarks	

Sent by by:			Received by:	
Name: _____			Name: _____	
Position: _____			Position: _____	

6.2.3. Tendering And Contracting Procedures

Types of Bid Solicitation

Bid solicitation offer can be done in several ways depending on the type and value of goods / services to be purchased as well as considering the time frame available for purchase.

Open Tender Creating an invitation to suppliers / vendors who wish to participate in the tender, open tender could be announced via electronic media, newspapers nationally and internationally, or may be announced in trade journals. The lowest bid (value for money (VFM)) is received. Tender open aims:

- Purchase of goods can be made if the purchase value of Rp.200, 000,001 (or USD 20.001) up to Rp.450, 000,000 (or USD 45.000).
- Purchasing Services can be made if the purchase value above Rp.450, 000,001 (or USD 45.001).

Close Tender (or limited). Conducted with closed tender invites supplier / vendor known (based on recent performance or quality-related factors), the lowest bid or value for money (VFM) is acceptable. Usually the bids submitted must be reasonable, and sealed tender will take time and preparation and involve several people.

- Purchase of goods can be made if the purchase value of Rp 50, 000,001 (or USD 50.001) up to Rp.200, 000,000 (or USD 20,000).
- Purchasing Services can be made if the purchase value of Rp 50, 000,001 (or USD 5.001) to Rp.450, 000,000 (USD 45.001).

In all methods of tendering, the tender document in the Procurement Department staff should be transparent. If there is a perception that there has been suspicious and practices that can harm the dishonest Mercy Corps and partner it is advisable not to choose a supplier chosen.

Remark: For all purchases of goods and services contracts with a value of more than \$ 5,000, please contact Procurement & Logistics Department, and Mercy Corps to coordinate the procurement of goods / services.

Contracts

A "contract" can use an oral agreement, or use a document that details every aspect of an agreement. Oral agreements are legal but are not legally binding, so it will press or prove the verbal agreement; for this reason the partner should make the purchase of goods / services only in the written contract.

6.2.4. Archiving procedures Purchases of Goods

Each stage of the procurement of goods and services must be clearly documented and transparent. Procurement Instructions which have been mentioned should dilaksanakan dengan true. Mercy Corps request procurement documents are complete to support the process of purchasing / payment. All documents in the procurement process will be examined by Mercy Corps, internal and external auditors and also to perform "checks and balances" the procurement process. Documentation is also to complete financial reports to be provided to Mercy Corps.

In general, the originals of the procurement forms and documents will be given to Finance Department and the copy of document should be hold by Procurement Department.

Completeness of procurement documents depends on the value of purchase as follows:

Purchase below \$500 or Rp.5 millions :

- Purchase Request Form
- Invoice(s)/Receipt(s)
- Goods Received Note
- Payment Disbursement Voucher stamped PAID by Finance Department
- Cheque issued or transfer slip

Purchase between \$501 or Rp.5 juta to \$5,000 or Rp.50juta :

- Purchase Request Form

- Request for Quotation – written specifications to vendors
- At least 3 bids or approved justification for not receiving 3 bids for purchases
- Quotation Analysis Form
- Purchase Order
- Goods Received Note
- Supplier's invoices, waybills, delivery notes or other documentation
- Payment Disbursement Voucher stamped PAID by Finance Department
- Cheque issued or transfer slip

Purchase above USD 5000 or Rp.50 Juta to USD 45,000 or Rp.450 juta :

- Purchase Request Form
- Contract and Tender

Contracts and tenders :

- Invitation to Tender – written specifications to vendors
- In case of open tender a copy of the advertisement of the Invitation to Tender
- At least 3 bids or approved justification for not receiving 3 bids for purchases
- Quotation Analysis Form with attached Compliance Check Report
- Signed and approved contract and/or tender documents.
- Completion report from the Originator's Program Department, validating each payment.
- Contractor's invoice for each (i.e. advance, partial or final) payment).
- Payment Disbursement Voucher stamped PAID by Finance Department.
- Cheque issued or transfer slip

Procurement of goods / services with the supplier / single vendor:

Document Purchasing / procurement with a "Sole Source" should go through the process of procurement of goods and services even though no competition because there is no supplier or vendor who can provide goods or services desired at that time. Each of the "sole source procurement" should be documented, legitimate reasons for his / her legitimacy must be declared in writing, with the following conditions:

- When goods or services to be purchased is truly unique and there is only one vendor or its suppliers;
- When purchasing berdasarkan Donor permit document that has been approved by the donor prior to purchase;

- When the bidding competition was awarded to the vendor / supplier but only one offer or proposal;
- When there is an emergency situation so that in a competitive purchasing process can not be implemented.

Note: Please Call Mecy Corps before making a purchase of goods and services above \$ 500 or Rp 5 million.

Other provisions:

- 1) Local partner should Storing copies of documents or bills for all expenses. For any expenses that do not have proof of such expenditures in general - the staff or the Consultant shall make the justification and the signature must be on. Example: Staff or consultants who do not get the note / receipt when using public transport or taxi, the staff or the consultant can make a statement by writing the name of transportation, travel destinations, dates and costs.
- 2) Payroll and Benefits / Salaries - Local Partners must complete the following documents::
 - a. Copy of check or direct deposit
 - b. Timesheet (attendance) and shows the allocation of working time for the project,
 - c. Payroll slips
 - d. Agreement / contract work out the amount of salary. And this Agreement is given only on first report only.
 - e. If there is a benefit for health insurance, the Local Partner attaches premium payment receipt.
- 3) Procurement – Local partners must follow the instruction of goods’ procurement mentioned in the goods’ procurement procedure. Local partners must record all documents of goods’ procurement.
- 4) Leases or other contract payments – the agreement should be prepared for Lease payments or contracts for goods and services.
- 5) Meeting or Training Expenses – Local Partners must provide the attendance sheet signed by participants. For the cost of meetings, list of names and positions in the organization who participated in the meeting should be provided. For the cost of training, the attendance list with name and signature must be equipped. For meals on training activities, Local Partners should obtain a receipt and bills from the caterers..

- 6) Stamps – All bills or notes / invoices must use the stamp in accordance with the laws regulated by the Indonesian Minister of Finance.
- 7) Bank charges – Local partner must provide the copy of bank statement to clarify bank charges.
- 8) Local Partners are required to make an inventory list that was purchased with a purchase value exceeding \$ 500 or Rp 5 million.
- 9) Local Partners are required to prepare all the documents and list of purchase in accordance with proof of purchase / invoice provided by Mercy Corps.

6.3. Standar of Correspondence

SOP mailing procedures for (1) ensuring the orderly administration of mailing activities, (2) ensuring accountability, transparency, authenticity, and validity of mailing activities. The details of SOP mailing procedures are as follows:

1. Letter issued by the Education Program comes from two sources, namely (a) Letter issued by the City / Bapeda as "project owner" and (b) Letter issued by the Rector of Unila as Person in Charge of Education Program.
2. Letter issued by the City / Bapeda has characteristics / functions and not just limited to the things as follows:
 - a. Outgoing mail addressed to the donors (Mercys Corps / Rockefeller Foundtation / ACCCCRN).
 - b. Used for activities that are more stakeholders involved.
 - c. Signed by the Mayor/Secretary of the City/Chairman of Bapeda or its representative.
 - d. Serial number of the letter follows the serial number on the City/Bapeda.
3. Letter issued by the Rector of Unila has characteristics/functions and not just limited to the things as follows:
 - a. Used for internal activities in order to coordinate the implementation of Education Programme Team.
 - b. Can be used for purposes of the Town Team, the City and Mercy Corps Indonesia.
 - c. Signed by the Rector of Unila or its representative.
 - d. Serial number does not have to follow the serial number on the official letter in Unila, by stating the code of Project Management Unit, so that it formally separate with the

mailing administration in the University of Lampung, with details of the sequential order as follows:

- Number : adjusted (01, 02, 03, etc.)
- Code of Unila : UN 26
- substance of the letter : adjusted (TPM, Kontrak, etc.)
- Code of PMU : PMU
- Month of the letter : adjusted with roman numerals (I, II, III, etc.)
- Year of the letter : adjusted to the year AD (2012, 2013, 2013)

CHAPTER 7

INFORMATION MANAGEMENT

7.1 The Purpose Of Disseminating Information

In general, the purpose of disseminating information is to be well known the all kinds of information related to the process and substance of the activity to outsiders of the project executive. Related to this project, the purposes of disseminating information are:

- The public is aware of the initiatives undertaken by the program (Mercy Corps, Bandar Lampung City and the University of Lampung) related to efforts to increase the adaptive capacity of communities to climate change. In turn, the result of disseminating information is expected to generate support from the community in project implementation.
- Education Department of Lampung Province, Education Department of Bandar Lampung City and Education Department of District / City area in the province of Lampung acknowledge and support the substance of the project and then have the desire to implement the scale of this project on a larger area in the province of Lampung, Bandar Lampung City and district / city area in Lampung province.
- The teachers and students in the city of Bandar Lampung acknowledge the project implementation and the purpose of the implementation of strengthening and empowering teachers and student capacities in urban climate change resilience (uccr) in bandar lampung city.

7.2 The Efforts and the media of disseminating information

Various efforts and strategies that will be carried out within the dissemination of information are:

- Record in detail all the results and the process of activities carried out in phases of the project.
- Involve the entire project team and especially the teachers at the pilot schools to be able to provide information about the learning that is gained during the implementation of project in pilot schools.

- Finding lesson learned and other matters that are specifically to be the privilege of this project which can then be learned and replicated in other areas.
- Involve stakeholders as many as possible to contribute to provide appropriate information to be disseminated.

In achieving this strategy, some media will be used for the effectiveness of the dissemination of information, they are:

- Publishing Bulletin ACCCRN Bandar Lampung, which will be conducted every three months, the person in charge is the Program Coordinator.
- Issuance of news through the print media in General daily Lampung Post and Others, performed for at least 8 times in one month, with Media Campaign Teas as in charge.
- Selected dialog through electronic media in Lampung Tegar TV, conducted once in a month, with the Program Coordinator as in charge.
- Publishing News via electronic media at Lampung University website (www.unila.ac.id), carried out for at least 8 times in one month, with Media Campaign Team as in charge.
- Publishing photos, news and activities ACCCRN in facebook / community climate resilience ACCCRN run by Mercy Corps Indonesia, carried out tentatively.
- Visual Documentation, tentatively done in every activity performed, with Program Coordinator as in charge.

CHAPTER 8

MONITORING AND EVALUATION STRATEGY

8.1 Logical Framework

Logical framework is a table that describes the details objectives of the project, outputs / expected results, main activities and indicators. Detailed targets are the key changes that are expected from the target to achieve its primary objective. Output is the product or concrete service, which must be produced to achieve the key changes. The main activity is what we will do to produce product / service to reach the key changes. At the same time, the indicator is a measurement unit which demonstrates our success in implementing the project. In detail, the logical framework of this project that describe all the information about the detailed objectives of the project, the outputs / expected outcome, key activities and indicators listed in table 8.1.

8.2 Tracking the Implementation of Activities

Tracking is the efforts to monitor whether the implementation stages of activity is appropriate with what is planned to its implementation. The results of tracking activities are needed by the project implementers to assess the progress of the activities so that strategic steps will be able to be taken if there is a mismatch between the plan and the implementation. The basic of setting tracking activities is each stage of the work plan. Tracking the implementation of activities will be carried out each end of the month and therefore, the monitoring and evaluation team will make work plan and schedule for implementation of activities as the basis for tracking as table 8.2.

8.3 Framework of Evaluation Activities

Framework of Evaluation Activities is a set of tools for monitoring the implementation of activities so it can be known whether the indicators specified in the logical framework project has been implemented or not. Therefore, the basis of an evaluation is indicator that is measured by identifying keyword indicators, measurement efforts, activities of program, activity of monitoring, data sources, data collection methods, baseline data, the measurement period, the frequency of data collection, status, data for verification ,

estimated funding, responsible, responsible person, and special notes. Further, framework of Evaluation Activities that describes all such information as can be seen in table 8.3.

8.4 Mechanism and Reporting Forms

Reporting mechanisms is carried out in stages from project executive to the City Team to be discussed in City Team meetings and next it is reported to Mercy Corps in accordance with reporting phasing that is planned. At the same time the reporting is done in written form in accordance with the reporting phasing by the Project Responsible.

Table 8.1.
Logical framework of the Project

LOGICAL FRAMEWORK (LOGFRAME)				
Name of the Project: strengthening and empowering teachers and student capacities in urban climate change resilience (uccr) in bandar lampung city				
Main Purpose: Building the resilience of cities to climate change through improving adaptive capacity (by building understanding, awareness, and adaptive behavior) to reduce the vulnerability for teachers and students through education				
Proposal	Specific Objective	Output / Expected Outcome	Main Activities	Indicator
	Key changes that are expected from the target to achieve the main goal Question: what Key changes do we want on our targets? Changes in Knowledge / Behavior / habits?	The output is a concrete product or service, which must be produced to achieve the Key Changes Question: What final product or service will we provide to achieve the key changes?	What will we do to produce product / service to reach the Key Changes Question: What is the daily effort that can contribute to reach the product / service we want?	Indicator is a measurement unit which demonstrate our success in executing the project Question: How can we know that we have achieved key changes that we want?
1. Education (strengthening and empowering teachers and student capacities in urban climate change)	1. To increase the adaptive capacity of teachers and students from elementary grades 4 & 5 and junior high grade 7 & 8 of Pilot School in the city of Bandar Lampung for 10 months (July 2012-July 2013)	1/12-10/13: The UCCR capabilities of 17 Elementary school teachers and 8 Junior High School teachers in the pilot phase increase and can enhance students' understanding of UCCR at the end of the pilot period.	Training for Observer & Teachers in 2 Pilot Elementary Schools	1.1.1. 4 observers and 4 pilot school teachers have increased the understanding and teaching methods as well as the ability to monitor the implementation of the module UCCR in Grades 4 and 5 at 2 Elementary Pilot School after training

resilience (uccr) in bandar lampung city)			Training for Observer & Teachers in 2 Pilot Junior High Schools	1.1.2. 4 observers and 4 Pilot Junior High Schools teachers have increased the understanding and teaching methods as well as the ability to monitor the implementation of the module UCCR in Grades 6 and 7 at 2 Pilot Junior High Schools after training
			designing Monitoring Device and Evaluation and Module Testing Evaluation Framework	1.1.3. The monitoring and evaluation device composed within 1 month and held for 10 months (two semesters of lessons) to find out the results of the implementation of the module test in pilot school in cognitive, affective and psychomotor aspect
			Agreement with pilot school	1.1.4. 2 Elementary Schools and 2 junior high school committed to implement the module UCCR as study materials in the school for 2 semesters
			Module Testing at 2 Elementary schools and 2 junior high school	1.1.5. At least 800 students grade 4 and 5 Elementary School and 7 and 8 junior high school in 2 schools get UCCR learning for 2 semesters, so understanding and ability of UCCR increased
			Monitoring Trial Module	1.1.6. Capacity of 25 teachers and 800 students of participants test module can be monitored as well as the change of understanding and behavior by comparing the results of the assessment before and after the module is tested
	2. To provide learning materials of resistance to climate change for elementary grades 4 & 5 and junior grades 7 & 8 that become	1/12-10/13: Development and teaching materials of UCCR in the curriculum	Forming the module composer team	2.1.1. 4 Module Composer Team that is formed consist of 4 experts pedagogy and 4 experts environment / climate change which will compose module UCCR

a pilot in the city of Bandar Lampung in January 2012 - June 2012			grade 4,5,7 and 8
	Current Modules and Curriculum Regulations Review		2.1.2. Curriculum evaluation (Standard Competency + Basic Competency) in 4 subjects (Science, Social Studies, Civics, Indonesian language) that is taught in Grades 4, 5 elementary school, and 2 subjects (Integrated Science, Integrated Social Studies) that is taught in Years 7 and 8 junior high school
	Formulating the Criteria of selection and the selection of Model Schools (Pilot)		2.1.3. Criteria for selection of candidates for pilot schools arranged by agreement of Compiler Modules Team and the Education Office at Bandar Lampung City
	the selection of Model Schools (Pilot)		2.1.4. 2 elementary schools and 2 junior high schools was selected as pilot school of the implementation of UCCR module for 2 semesters (odd and even 2012/2013)
	Draft planning Meeting with the teachers		2.1.5. 50 stakeholders, including teachers and school supervisors and teachers deliberation subjects are included in the draft module UCCR design process through a workshop
	Focused group discussion		2.1.6. 60 stakeholders, including teachers, student representatives, and education experts involved in the process of composing modules UCCR through 2 FGD
	Comparative Study in Other Cities		2.1.7. 15 people (TPM + PMU + Observer +Team City) get a learning experience by visiting to other cities that have implemented module UCCR

		Expert Workshop on Education	2.1.8. 50 education experts were involved in the evaluation of draft module UCCR through a workshop
		Preparation of Design and the Draft Module	2.1.9. 4 designs and draft module Handbook for Teachers and Students grade 4, 5 elementary school and 7, 8 junior high school is composed as a basis for implementation in 4 pilot schools
		Completion Workshop Module	2.1.10. 40 stakeholders, including teachers, principals, student representatives, and education experts are involved in the improvement of module UCCR through a workshop after module is tested for two semesters
		Completion of Final Modules	2.1.11. 4 design and final module UCCR as Teacher and Student Handbook for grade 4 and 5 elementary school and 7 and 8 junior high school is composed as a basis for implementation in all schools in Bandar Lampung and other areas
3. to improve teachers' competency in giving the materials of Climate Change Resilience in elementary school grade 4 and 5 and junior high school grade 7 and 8 in bandar Lampung City in July 2013 – december 2013	1/12-10/13: 3.1. Stakeholders understand well and support UCCR	Kick Off Workshop Program (Joint Understanding)	3.1.1. 50 people main stakeholders consist of the mayor, Provincial Education Department and the City, Headmaster, MKKS and Teachers from all backgrounds understand and support the activities
		Socialization Major Regulation on the Use of Environment and Climate	3.1.2. Education stakeholders (Department, School Committee, Teachers, Students in Bandar Lampung) understand and support the implementation UCCR in all schools in Bandar Lampung

		Documentation and Project Visualization	3.1.3. 250 copies bulletin of 8 pages are published each three months so that stakeholders understand and know the process / project activities and progress of implementation activities
4. The support of Bandar Lampung City Government through policies to implement the climate change study materials in elementary grades 4 & 5 and grade 7 & 8 all over the city of Bandar Lampung in July 2013 - December 2013	7/13-9/16: 4.1. Education department of Bandar Lampung officially adopt UCCR to the curriculum through Mayor publication of Regulation	Formation of the Recommendation team / Academic Paper	4.1.1. Team alignment of academic script of members of the City team is composed to design a model of policy implementation module UCCR
		Preparation of Major Regulation or Other Legal Regulations	4.1.2. Mayor regulatory about obligation all elementary and secondary schools in Bandar Lampung must implement module UCCR in schools
5. To increase the adaptive capacity of teachers and students from elementary grades 4 & 5 and junior grades 7 & 8 in the City of Bandar Lampung through the implementation of climate change resilience of the material as a inserts module began in July 2013 - December 2014)	7/13-9/16: 5.1. All teachers in Bandar Lampung get UCCR training	Internal City Team Meeting	5.1.1. once in 2 months Climate Change Resilience Coordination Team Bandar Lampung City gathered to evaluate the activities and the design of dissemination information of the activities
		Submission Module to Bandar Lampung City for Use in All Cities	5.1.2. 302 elementary school/MI and 137 junior high school / MTs throughout the city of Bandar Lampung get modules UCCR as instructional materials in schools
		Composing training module for all teachers	5.1.3. learning module UCCR composed as teachers' handbook
		Training for all elementary school teachers	5.1.4. 604 elementary school/MI teachers' knowledge about UCCR in Bandar Lampung have improved
		Training for all junior high school teachers	5.1.5. 274 senior high school/MTs teachers' knowledge about UCCR in Bandar Lampung have improved

6. Interest from Lampung Province and National to replicate the study materials of resilience to climate change for teachers & students grades 4 & 5 elementary and junior high grades 7 & 8 in July 2013 – December 2014	7/13-9/16: 6.1. Best Practice modul UCCR is adapted in another city	Preparation of Exemplary Practices documentation	6.1.1. Every three months, documentation of exemplary practice of learning UCCR in schools arranged in the bulletin issued
		Seminar of Dissemination Module for All Schools in Bandar Lampung	6.1.2. The entire principal and teacher representatives from 302 elementary school / MI and 137 junior high school / MTs throughout the city of Bandar Lampung improve the understanding to implement the module UCCR in the school
		Dissemination to Lampung Province Education Department	6.1.3. Lampung Province Education Department are interested in and agree to the module UCCR in Bandar Lampung and support to implement the module in the districts / cities outside Bandar Lampung
		Dissemination module for other cities in Lampung Province through provincial workshop	6.1.4. District Education Office / City outside Bandar Lampung find the module UCCR in Bandar Lampung and have initiatives to implement it in his district / city
		Dissemination module for national	6.1.5. Culture and education Minister and KLH are interested in and agree to the module UCCR in Bandar Lampung and support to implement in other areas
		Alignment process	6.1.6. module UCCR of Bandar Lampung aligned with the curriculum of environmental education or climate change at national level
		peer learning	6.1.7. Bandar Lampung received a visit and a place of learning for other areas that want to implement the module UCCR to its the region

			Implementation of city resilience module to climate change for city and district level in Lampung province	6.1.8. Elementary or junior high school outside Bandar Lampung City that implement the module UCCR

Table 8.2.
Indicator of detail object

No	specific objective	Indicator	Baseline	Target
1.	To increase the adaptive capacity of teachers and students from elementary grades 4 & 5 and 7 & 8th grade junior high pilot school in the city of Bandar Lampung for 10 months (July 2012-July 2013)	a.% adaptive improvement of elementary teacher b.% adaptive improvement of junior high teacher	5% 5%	75% 75%
2.	To provide learning materials resistance to climate change for elementary grades 4 & 5 and junior grades 7 & 8 that become a pilot in the city of Bandar Lampung in January 2012 - June 2012	a. 1 module elementary school grade 4 handbook for teacher b. 1 module elementary school grade 4 worksheet for students c. 1 module elementary school grade 5 handbook for teacher d. 1 module elementary school grade 5 worksheet for students e. 2 module junior high school grade 7 sciences and social study f. 2 module junior high school grade 8 sciences and social study	Not available yet Not available yet Not available yet Not available yet Not	2 book material inserts 2 book material inserts 2 book material inserts 2 book material inserts

No	specific objective	Indicator	Baseline	Target
			available yet Not available yet	
3.	To enhance teachers' competence in providing the material resilience to climate change in elementary grades 4 & 5 and junior high grades 7 & 8 in the entire city of Bandar Lampung in July 2013 - December 2013% improvement of teacher's competency.....	10%	75%
4.	The support of Government of Bandar Lampung City through policies to implement the climate change study materials in elementary grades 4 & 5 and grade 7 & 8 junior high school all over the city of Bandar Lampung in July 2013 - December 2013	a. Mayor's policy to support the implementation of materials of UCCR b.% the implementation of the materials in education	Not available yet 0%	SK of Mayor 100%
5.	To increase the adaptive capacity of teachers and students from elementary grades 4 & 5 and junior grades 7 & 8 in the City of Bandar Lampung through the implementation of climate change resilience of the material as a module inserts begin in July 2013 - December 2014)	a.% adaptive improvement of elementary and junior high teachers b.% adaptive improvement of elementary and junior high students c.% the school that do the trial	5% 5% Not available yet	60% 60% 4 schools
6.	Interest from Lampung Province and National to replicate the resilience to climate change study materials for teachers & students grades 4 & 5 elementary and junior high grades 7 & 8 in July 2013 - December 2014	a.the interest of Lampung Province b.National interest	Not available yet Not available yet	5 schools outside Bandar Lampung Bandar Lampung became the pace for comparative studi

CHAPTER 9

POST PROJECT PLAN

9.1 Identification of Sustainability Opportunities Support Project

After the pilot project proves successful, there will be workshops conducted to attract the attention of the wider stakeholders, including other schools within and outside the city. If the majority of schools in the area of Bandar Lampung are interested in, then there will be a request to apply UCCR as a local subject in the curriculum of schools in Bandar Lampung. Thus, the opportunity to attract the support of local government for the project is high. Government support will ensure the sustainability of the project, especially if the Mayor Regulation of the integration module process can be validated.

UCCR module integration process into the national education curriculum will take at least five years or more. Apart from issues of time, the process of curriculum revision should be based on political decisions, thus requiring numerous attempts to convince the central government that climate change education curriculum is important to be integrated in the national education curriculum. Beside creating a success story that is documented in the implementation of module UCCR, Bandar Lampung City Department of Education also needs to communicate with the Ministry of Education and Culture which will be followed by several meetings (hearings) with DPR before approving. Regardless of what happens at the national level, the replication module can still be reached from city to city or other districts. Because it is the government's decision to implement the curriculum, the opportunities of this module to be used in other cities or counties is quite high.

If the project is successfully implemented in elementary and secondary schools in Bandar Lampung, it will be the potential to combine these modules into the curricula of schools in every town and every province in Indonesia. This can be done through workshops and seminars together with municipalities and districts in their respective regions. National seminars and workshops can also be done in Jakarta to disseminate modules and best practices, and gain the support of relevant authorities to recognize UCCR material for educational materials and local content. This can be done with the support of a network of the Ministry of Environment, Ministry of Education and Culture as well as institutions such as the Hanns Seidel Foundation (HSF).

With support from the network and support of HSF at the national level, climate change education modules will be recognized as educational material adaptation to climate change in the school curriculum. Synergies between the modules and other environmental education materials in Bandar Lampung can also be driven either by the University of Lampung, local NGOs and the Department of Education. NGOs had been trained as change agents in the dissemination of materials, by taking account of their activities in the midst of the poor and vulnerable communities. Deployment module can also be done through the Indonesian Teachers Association (PGRI). This association is very strategic because they have a branch in every district, city and provinces throughout Indonesia.

In addition to the Ministry of Environment and Ministry of Education and Culture, Mercy Corps and the University of Lampung also need to work with APEKSI (Association of Indonesian Municipal Government) to conduct a national deployment and to gather recommendations from the city government. Recommendations from APEKSI means that there is an agreement among all the Mayor to apply UCCR modules in school curricula. The first deployment can be performed at the annual meeting APEKSI in 2013.

Beside that, the National Education Strategic Plan 2010-2014 in section 4.2.13 point 2, states that there should be coordination between the national and provincial, regional, and city to work together in educational planning, implementation, monitoring and evaluation of education. That means that local governments will always be involved in all planning that is done by the central government, which can be a pathway for the city of Bandar Lampung to make UCCR module as a module at the national level.

A number of actors (stakeholders) can be used as potential partners and collaboration in supporting the sustainability of post-project with the support of various institutions, namely:

- a. Hans Seidel Foundation (HSF) will provide the appropriate module (up to 75 modules) for the training of teachers of elementary and secondary schools in Bandar Lampung and pilot projects (up to 50 modules) in the three junior high schools. HSF publishes non-specific climate change module for adaptation actions or issues of local content. Module is only present climate change: causes, impacts, mitigation and adaptation effort and it is designed for junior high students. A version focused to students is distributed in 2012. Groups of Project target are teachers throughout Indonesia, to strengthen teachers'

expertise by combining the materials of climate change into existing subjects in school curricula.

- b. Lampung University (Faculty of Teacher Training and Education and the Institute for Community Empowerment) will support the project through the Practice Field (PKL) or Field Work Experience (KKN) for students. Unila will provide students to assist the implementation of UCCR curriculum in schools across the province of Lampung.
- c. Local NGO programs can also be a capital sustainability of project. Up to the moment, most local NGOs working in an unofficial context to educate vulnerable communities. It is possible to coordinate and cooperate with NGOs to implement the module for these community groups.
- d. Sources of potential funding are from the program of Corporate Social Responsibility-CSR. Because of the rules that companies must prioritize their activities on environmental issues, many companies are now supporting this kind of project. Potential companies will be identified throughout the project but there are some companies that are targeted and have given the support previously for education and environmental issues such as Bank of Lampung, PT. Bukit Asam, PTPN 7, and PT Bumi Waras.
- e. Settlement Office Lampung Province, the Provincial Health Office Lampung, Lampung Province Education Department, the Forest Service of Lampung Province, Provincial Environment Management Agency Lampung and Disaster Management Agency Bandar Lampung city and Lampung Province, Department of Hygiene Bandar Lampung City, Bandar Lampung Social Services , Department of Agriculture, Livestock, and Forestry plantation Bandar Lampung; through sectoral programs they can be directed in schools.
- f. Government of Bandar Lampung City, then publishes the module widely for replication, as well as by contributing in the form of facilities and resources including human resources for implementation of post-project. Bandar Lampung City Department of Education also needs to allocate funds to support the implementation of the module UCCR in Bandar Lampung city budget after the pilot project proves successful (in early 2013).
- g. Regional Planning Board and the Legal Secretariat Bandar Lampung Urban, who also became an institution that is likely to help the sustainability of the program in order to encourage the preparation of regulations at the municipal level to implement the module UCCR widely.

9.2 Strategy of Optimization Support of Sustainability Project

Optimization strategies the sustainability support of the project is a set of efforts to optimize the role of actors in the previous sub-chapters have been identified as (stakeholders) can be used as potential partners and collaboration in supporting the sustainability of post-project. The main strategy is to always communicate all the stages and processes that have been run through the information media in the previous chapter will be done to support the dissemination of information. In detail, the optimization strategy to support the sustainability of the project on each actor is as follows:

- a. Hans Seidel Foundation (HSF), will be carried out the strategy by inviting HSF within every activities of workshops, seminar, FGD which will be done, will ask for HSF to evaluate draft module which already compiled by the TPM, and will work together and collaborate within implementation of training for teachers so that the more teachers involved in the project and have the ability to teach the material UCCCR in school.
- b. University of Lampung will be asked to support the project through Field Internship program (PKL) and the Field Work Experience (KKN) for students. Unila is expected to provide students to assist the implementation of UCCR curriculum in schools throughout the province of Lampung so that more areas will apply UCCR materials in schools.
- c. Local NGO. The strategy taken is to coordinate and ask NGOs to implement the module for community groups outside the formal school, so that more people will know about UCCR and act adaptively to climate change.
- d. Bank Lampung, PT. Bukit Asam, PTPN 7, and PT Bumi Waras and other private companies. Strategy that is done is to ask them to help the procurement of teaching aids to make the material of UCCR more interesting and help with equipment and other infrastructure that supports the implementation UCCR especially for schools.
- e. Settlement Office Lampung Province, the Provincial Health Office Lampung, Lampung Province Education Department, the Forest Service of Lampung Province, Provincial Environment Management Agency Lampung and Disaster Management Agency Bandar Lampung city and Lampung Province, Department of Hygiene Bandar Lampung City, Bandar Lampung Social Services , Department of Agriculture, Livestock, and Forestry plantation Bandar Lampung; Strategy taken is to ask them to contribute in sectoral programs that is aimed at its implementation location of schools in order to strengthen the implementation of learning materials UCCR. Pemerintah Government of Bandar Lampung City, is expected to be able to publish the module widely for the replication.

- f. Bandar Lampung City Department of Education is expected to allocate funds to support the implementation of the module UCCR in Bandar Lampung city budget after the pilot project proves successful (in early 2013) so that the sustainability of the program can be done.
- g. Regional Planning Board and the Legal Secretariat Urban Bandar Lampung. Strategy taken is to work together and encourage the two agencies in order to be able to issue regulations (regulations mayor) for the application of the material UCCR widely across schools in Bandar Lampung.

9.3 Scaling Up Strategy

9.3.1 ...Module Ownership

Ownership of climate change education modules in the end is the City of Bandar Lampung and legalize the module with the mayor's remarks in home page all the modules that attach to a letter issued by the Mayor of the obligation of the school implement learning modules UCCR in school. Government of Bandar Lampung City has rights to double the module extensively.

9.3.2 ...Efforts to Disseminate Module

Although ownership of the module is in the City of Bandar Lampung, but the dissemination can be done by anyone. Efforts of dissemination will be done by distributing module (hold teachers and students) to all elementary and junior high schools in Bandar Lampung, send it to the central level, and send it to District Education Office / City in Lampung Province and other regions in Indonesia. As part of learning materials, the education module of climate change will be very likely to always be refined in subsequent publications.