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1. 要請書



REPUBLIC OF INDONESIA  
NATIONAL DEVELOPMENT PLANNING AGENCY  
JAKARTA, INDONESIA

DJ:17276-1

No.: 4380 /D.VII/8/1998

Jakarta, August 26, 1998

Mr. N. Hattori  
Minister  
Embassy of Japan

Dear Mr. Hattori,

Further to Bappenas letter No. 3391/D.VII/7/1998 dated July 3, 1998, regarding project proposal for Grant Aid 1999/2000, Project-Type Technical Cooperation 1998/99 and Development Study 1998/99, we herewith submit the project proposal for Strategic Education Planning for School Improvement under the scheme of Development Study 1998/99 and Japan Child Health under the scheme of Grant Aid 1998/1999.

Looking forward for your favorable response in due course and thank you for your kind cooperation.



Sincerely yours,

*Alijan*

Boenyo Soegiono S. Soegiono

Deputy Chairman

Cc.:

1. Vice Chairman of Bappenas
2. Head, Bureau of Foreign Technical Cooperation, Cabinet Secretariat

TECHNICAL COOPERATION  
BY THE GOVERNMENT OF JAPAN

APPLICATION

By the Government of Indonesia (hereinafter referred to as "the GOI") for a Development Study (hereinafter referred to as "the Study") on Education Development and Improvement to the Government of Japan.

1. Project Digest

- (1) Project Title : Strategic Education Planning for School Improvement
- (2) Location : Central Java and North Sulawesi
- (3) Responsible Agency : Ministry of Education and Culture (MOEC)
- Executive Agency : Directorate General of Primary and Secondary Education (DGPSE) under MOEC will be the Executive Agency for the Study and the Directorate of Secondary Education (DSE) of DEPSE will be directly responsible for coordination of the Study activities.

Collaborating Agencies : National Development Planning Board (BAPPENAS)  
Ministry of Home Affairs (MOHA)  
Ministry of Religious Affairs (MORA)

- (4) Justification of the Study: To date, nearly universal enrollment in primary education (six-year cycle) has been achieved in Indonesia. In 1994, the GOI introduced a program to achieve universal nine-year basic education (primary plus three-year junior secondary) with good quality by 2003 as its first priority for the education sector in light of both poverty reduction objective and expected future economic development in Indonesia. As the enrollment rate steadily increases, it becomes more difficult to reach the remaining segments of the population, and more important to improve the quality of basic education as well as to prepare for increasing demand for schooling at the senior secondary level. To meet these challenges, it is necessary to build capacity of local administration related to education development and improvement at the Kabupaten (District) and Kecamatan (Sub-District) levels through bottom-up process of education programming and management with greater community/school participation.

- (5) Desirable Time of Commencement of the Study : September 1998 (for three years until August 2001)

## 2. Terms of Reference (T/R) of the Proposed Study (See A Detailed T/R in Appendix I)

### (1) Background of the Study

The OOI has implemented a pilot project, "Community Participation in Strategic Planning for School Improvement" since July 1997 in two Kabupaten (Districts): Boyolali, Central Java, and Bolaang Mongondow, North Sulawesi. The purpose of the pilot project is to explore a model of the bottom-up process of basic education development in appropriately addressing situations, issues and priorities in local areas. Through the pilot project activities during 1997/98, several lessons have been identified leading to the further need to strengthen the capacity of local governments at the District, and Sub-District levels as well as communities/schools in the bottom-up programming and decentralized management of education as an essential element to expand access to nine-year basic education with good quality. Accordingly, it is proposed to formulate the Study entitled "Education Development and Improvement."

### (2) Necessity/Justification of the Study

To date, nearly universal enrollment in primary education (six-year cycle) has been achieved in Indonesia. In 1994, the OOI introduced a program to achieve universal nine-year basic education (primary plus three-year junior secondary) with good quality by 2003 as its first priority for the education sector in light of both poverty reduction objective and expected future economic development in Indonesia. Achieving this target will require significant public, private and community/school resources which must be utilized in the most effective and efficient manner. The strategy to achieve the national goal of the nine-year basic education with good quality must be different from one area to the other since Indonesia is a country with a wide range of diversity in geographic, socio-economic and cultural conditions. It should also be emphasized that the gross enrollment rate (GER) for junior secondary education is at 68.73 percent in 1996/97 and is projected at 84.78 percent in 2001/02, meaning that universal nine-year basic education would be nearly achieved within a few years. As the enrollment rate steadily increases, it becomes more difficult to reach the remaining segments of the population. At the same time, it becomes more important to improve the quality of basic education and to prepare for increasing demand for schooling at the senior secondary level. To meet these new challenges, it is necessary to strengthen capacity in local administration to develop more careful education development and improvement strategies based on information from Districts and Sub-Districts in which the concern of the community and the leadership of school headmasters are indispensable elements.

### (3) Objectives of the Study

The overall objective of the Study is to build capacity of local administration related to education development and improvement at the District and Sub-District levels through bottom-up process of education programming and management with greater community/school participation. More specifically, the Study is proposed to:

- (i) undertake a comprehensive review of education sector and strategies with a particular focus on the existing process and practices of education programming and management in the Indonesian context;
- (ii) develop and disseminate training manuals and procedural guidelines on bottom-up education programming and decentralized education management mainly based upon lessons and experiences obtained from the pilot project phase;

- (iii) provide a series of training workshops for District and Sub-District officials, school headmasters, and community leaders on bottom-up education programming and decentralized education management both in (a) the model project areas and (b) other project areas;
- (iv) develop an effective and efficient mechanism of bottom-up education programming and decentralized education management in implementing school development and improvement activities at the primary and secondary education levels; and
- (v) based upon the proposed mechanism, prepare detailed education development and improvement projects, both incorporating national and provincial strategies/policy framework and addressing more specific local situations, issues and priorities.

#### (4) Study Areas

Following up to outcomes of the pilot project phase in 1997/98, the proposed Study would target two categories of activities as its study areas for capacity building:

- (i) Activities as the Model Project will target - each of two Sub-Districts will be selected, respectively, from those four Sub-Districts in Boyolali in Central Java and ten Sub-Districts in Bolang Mongondow in North Sulawesi, which participated in the pilot project phase; and
- (ii) Activities Other Than the Model Project will target - six Districts (involving all Sub-Districts) from Central Java (among thirty five Districts) and four Districts (involving all Sub-Districts) in North Sulawesi, which will be divided into two batches of Districts with each batch consisting of three Districts in Central Java and two Districts in North Sulawesi.

#### (5) Scope and Contents of the Study

The scope and contents of the Study are proposed to be formulated on four major components which aim to build capacity of local administration for education development and improvement in the above targeted study areas: Component 1 - Study Formation and Management; Component 2 - the Model Project; Component 3 - Education Development and Improvement (1<sup>st</sup> Cycle and 2<sup>nd</sup> Cycle); and Component 4 - Evaluation of the Study. More details of each component are given as follows:

Component 1 - Study Formation and Management will be further divided into three sub-components: (i) preparatory workshops for providing overall guidance, setting up the Study implementation structure, forming core working groups at the National, Provincial and District levels, and "Education Development and Improvement Forum (hereinafter referred to as "the Forum") at the Sub-District level, and reaching consensus among working groups and the Forum on objectives, scope, methodology, and process of the Study; (ii) production of the *Training Manuals/Procedural Guidelines* (hereinafter referred to as "the Manuals/Guidelines") based upon lessons and experience obtained from the pilot project phase in 1997/98, which will be explained and disseminated during the National Preparatory Workshop to be held in December 1998; and (iii) education sector and strategy review and support studies (review and studies) which would form the basis for producing/refining the Manuals/Guidelines and for undertaking capacity building activities in support of bottom-up education programming and decentralized education management.

Component 2 - The Model Project: aims to, in four sub-components: (i) develop the bottom-up process of education programming and decentralized education management and propose adequate institutional arrangements in implementing the model project in selected Sub-Districts (Planning); (ii) implement initial and priority activities for education development and improvement by provisions under the proposed Study (Implementation); (iii) undertake a mid-term review of the model project implementation with the purpose of soliciting potential donors' support for further investment (Mid-Term Review); and (iv) monitor the progress of the model project implementation and assess impacts of the model project to the extent possible for soliciting a potential donor's support for further investment (Evaluation).

Component 3 - Education Development and Improvement (1<sup>st</sup> and 2<sup>nd</sup> Cycles): consists of two cycles of activities targeted for project areas other than the model project. Under each cycle of activities, there are four sub-components: (i) Provision of Training Workshops; (ii) Its Evaluation/Consultation; (iii) Preparation of Education Development and Improvement Project (depending upon prospects of the potential donors' involvement in following up the Study for further investment); and (iv) Monitoring of the Project Implementation (also depending upon prospects of the potential donors' involvement in following up the Study for further investment).

A series of training workshops and its evaluation/consultation meetings for District, Sub-District and school level education programming and management will be delivered by the Study team in close cooperation with concerned Provincial government officials. Preparation of education development and improvement project would set targets for the District/Sub-District targets for education development and improvement, identify concrete steps and a time frame for achieving targets, prioritize inputs from education development and improvement plans at the District/Sub-District and school levels, delineate appropriate institutional arrangements for project implementation, and estimate required project cost and staff resources. Monitoring of the project implementation would ensure the smooth start-up of implementing the Education Development and Improvement Project.

Component 4 - Evaluation of the Study: prepares a final report of the Study, assessing the overall outcomes of the Study, especially the degree and effectiveness of capacity building efforts in education development and improvement through bottom-up programming and decentralized management. Through implementation of the model project and two cycles of Provision of Training workshops and Evaluation/Consultation, the format and contents of the *Manuals/Guidelines* should be also consolidated for more wider circulation and dissemination.

#### (6) Study Schedule

The duration of the Study would be approximately three years from September 1998 to August 2001, in which Study components/sub-components are sometimes overlapped one another and, therefore, should carefully be designed and delineated by meaningfully linking them with the existing planning process and practices. It is proposed that each component/sub-component would require the following duration:

Component 1 - would require seven months (September 1997 - March 1998):

Preparatory Workshops (September - December 1998)

Production of Training Manuals/Procedural Guidelines (September 1998 - March 1999)

Review and Studies (September 1997 - March 1999)

Component 2 - would require two years (September 1998 - August 2000):

Planning (September 1998 - March 1999)

Implementation (April 1999 - June 2000)  
 Mid-Term Review (November 1999)  
 Evaluation of the Model Project (July - August 2000)

Component 3 - would require two years and five months (April 1999 - August 2001) in which:

1<sup>st</sup> Cycle - requiring two years and six months (April 1999 - March 2001):

Provision of Training Workshops (October 1998 - September 1999)  
 Evaluation/Consultation (October - December 1999)  
 Preparation of Education Development and Improvement Project (January - March 2000)  
 Monitoring of the Project Implementation (April 2000 - March 2001)

2<sup>nd</sup> Cycle - requiring one year and eleven months (October 1999 - August 2001):

Provision of Training Workshops (October 1999 - September 2000)  
 Evaluation/Consultation (October - December 2000)  
 Preparation of Education Development and Improvement Project (January - March 2001)  
 Monitoring of the Project Implementation (April - August 2001)

Component 4 - would require five months (April - August 2001):

Evaluation of the Study (including Consolidation of the *Manuals/Guidelines*)

### 3. Undertakings of the GOI

In order to facilitate the smooth and efficient conduct of the Study, the GOI shall take necessary measures as follows:

- (1) to secure the safety of the Study team;
- (2) to permit the members of the Study team to enter, leave and sojourn in Indonesia in connection with their assignment therein, and exempt them from alien registration requirements and consular fees;
- (3) to exempt the Study team from taxes, duties and any other charges on equipment, machinery and other materials brought into and out of Indonesia for the conduct of the Study;
- (4) to exempt the Study team from income tax and charges of any kind imposed on or in connection with any emoluments or allowances paid to the members of the Study team for their services in connection with the implementation of the Study;
- (5) to provide necessary facilities to the Study team for remittance as well as utilization of the funds introduced in Indonesia from Japan in connection with the implementation of the Study;
- (6) to secure permission for entry into private properties or restricted areas for the conduct of the Study;
- (7) to secure permission for the Study team to take all data, documents and necessary materials related to the Study out of Indonesia to Japan; and
- (8) to provide medical services as needed. Its expenses will be chargeable to members of the Study team.

In addition, the GOI shall take necessary measures more specifically related to the Study as follows:

- (1) to provide counterpart personnel and support staff for the Study in national and provincial government;
- (2) to secure coordination among related ministries and directorates in national and



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- local government;
- (3) to provide office space for the Study along with standard furniture and fixtures as well as stationary in MOEC and in Provincial Offices at Sites;
  - (4) to secure budget to conduct planning activities in national and local government and in schools; and
  - (5) to provide maps, data, reports and other materials relevant to the Study.
4. The GOI shall bear claims, if any arise against member(s) of the Japanese Study team resulting from, occurring in the course of or otherwise connected with the discharge of their duties in the implementation of the Study, except when such claims arise from gross negligence or willful misconduct on the part of the member of the Study team.
5. DGPSE, the Executing Agency, shall act as a counterpart agency to the Japanese Study team and also as a coordinating body in relation with other governmental and non-governmental organizations concerned for the smooth implementation of the Study.

The GOI assures that the matters referred to in this form will be ensured for the smooth conduct of the Development Study by the Japanese Study team.

Signed : \_\_\_\_\_

Title : \_\_\_\_\_

On behalf of the Government of Indonesia

Date: \_\_\_\_\_

2. 実施細則 (S/W)

SCOPE OF WORK  
FOR  
THE STUDY  
ON  
THE REGIONAL EDUCATIONAL DEVELOPMENT AND IMPROVEMENT  
PROJECT  
IN  
THE REPUBLIC OF INDONESIA  
AGREED UPON  
BETWEEN  
OFFICE OF RESEARCH AND DEVELOPMENT  
MINISTRY OF EDUCATION AND CULTURE  
THE REPUBLIC OF INDONESIA  
AND  
THE JAPAN INTERNATIONAL COOPERATION AGENCY

Jakarta , December 24 , 1998

*Boediono. -*

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Dr. Boediono  
Director General,  
Office of Research and Development,  
Ministry of Education and Culture

*Hiromitsu Muta*

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Prof. Dr. Hiromitsu Muta  
Leader,  
Preparatory Study Team,  
Japan International Cooperation Agency

## I. INTRODUCTION

In response to the request of the Government of the Republic of Indonesia (hereinafter referred to as "GOI"), the Government of Japan (hereinafter referred to as "GOJ") has decided to conduct the Study on Regional Educational Development and Improvement Project in the Republic of Indonesia (hereinafter referred to as "the Study"), in accordance with the relevant laws and regulations in force in Japan. Accordingly, the Japan International Cooperation Agency (hereinafter referred to as "JICA"), the official agency responsible for the implementation of the technical cooperation programs of the GOJ, will undertake the Study in close cooperation with the authorities concerned of the GOI.

The present document sets forth the Scope of Work with regard to the Study.

## II. OBJECTIVES OF THE STUDY

The objectives of the Study are the followings;

1. to formulate a emergency plan to prevent the decline of the enrollment rate of junior secondary education which has been caused by the current economic crises.
2. to formulate a medium-term strategic plan and a short term action plan to rectify the quantitative and qualitative regional imbalances of junior secondary education with an emphasis on capacity building of local education administrations as well as empowerment of local communities.
3. to strengthen institutional capacity of concerned organizations.

In addition, the Study will be conducted in consideration of:

- (1) preventing the decline of enrollment rate of junior secondary education, by taking into account
  - a) review of the current scholarship and block grant scheme,
  - b) motivation of local community for retaining school enrollment,
- (2) strengthening the administrative capability of regional education offices (hereinafter referred to as "REO") as well as Ministry of Education and Culture (hereinafter referred to as "MOEC"),
- (3) mobilization of stake holders such as parents and communities, and also strengthening their tie with REOs for sustainable regional education development.

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### III. STUDY AREA

The study is to be implemented in two(2) provinces, namely Central Java and North Sulawesi.

### IV. SCOPE OF THE STUDY

The scope of this study consists of the following three phases. The scope of the latter two phases will be confirmed after the result of the first phase would be jointly reviewed by the both parties.

Phase 1; Problem analysis and formulation of an emergency plan for prevention of further decline of enrollment rate of junior secondary education.

Phase 2; Formulation of medium-term strategy to rectify regional imbalances in junior secondary education.

Phase 3; Formulation of short-term action plan for priority projects and programs in Central Java and North Sulawesi.

Components of each phase are as follows.

#### Phase 1

##### 1-1. Problem Analysis

- (1) Current situation of junior secondary education
- (2) Socio-Economic condition
- (3) Performance of related on-going projects and programs

##### 1-2. Detailed base-line study in selected districts

##### 1-3. Formulation of an emergency plan for prevention of further decline of enrollment rate

- (1) Designing scholarship and block-grant scheme
- (2) Designing empowerment of local community programs
- (3) Designing Programs for Capacity building of local administrators, teachers, principals and supervisors
- (4) Validation of the intervention activities and recommendations

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## Phase 2

Formulation of medium-term strategy to rectify regional imbalances in junior secondary education

- (1) Detailed review of institutional aspects of local educational administration system
- (2) Designing Program for Capacity building of local administrations including an effective and efficient education management information system
- (3) Designing community empowerment program based on such concepts as school cluster system and PTA
- (4) Designing the implementation plan of the pilot project
- (5) Implementation of the pilot project
- (6) Evaluation of the pilot project and recommendations

## Phase 3

3-1. Formulation of short-term action plan for priority projects

- (1) Formulation of priority projects and programs
- (2) Cost estimate
- (3) Economic and financial evaluation
- (4) Designing Implementation and management plan

3-2. Overall recommendations

## V. STUDY SCHEDULE

The Study will be carried out in accordance with the attached tentative schedule which would be reviewed upon the completion of the first phase.

## VI. REPORTS

JICA shall prepare and submit the following reports in English to the Government of Indonesia.

### 1. Inception Report;

Thirty (30) copies at the commencement of the field study in Indonesia.

### 2. Progress Report ;

Thirty (30) copies at the end of problem analysis of Phase 1.

### 3. Interim Report (1) ;

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Thirty (30) copies at the completion of Phase 1.

4. Interim Report (2) ;

Thirty (30) copies at the completion of phase 2.

5. Draft Final Report;

Thirty (30) copies at the completion of phase 2. The Government of Indonesia will provide JICA with its comments on the Draft Final Report within one (1) month after receipt of the Draft Final Report.

6. Final Report;

Forty (40) copies within two (2) months after receipt of the Government of Indonesia's comments on the Draft Final Report.

## VII. UNDERTAKING OF THE GOVERNMENT OF INDONESIA

1. To facilitate smooth conduct of the study, the Government of Indonesia shall take necessary measures:

1-1. to secure the safety of the Japanese study team,

1-2. to permit the members of the Japanese study team to enter, leave and sojourn in the Republic of Indonesia for the duration of their assignment therein, and exempt them from foreign registration requirements and consular fees,

1-3. to exempt the members of the Japanese study team from taxes, duties, fees and any other charges on equipment, machinery and other materials brought into the Republic of Indonesia for the conduct of the Study,

1-4. to exempt the members of the Japanese study team from income tax and charges of any kind imposed on or in connection with any emoluments or allowances paid to the members of the Japanese study team for their services in connection with the implementation of the Study,

1-5. to provide necessary facilities to the Japanese study team for the remittance as well as utilization of the funds introduced into the Republic of Indonesia from Japan in connection with the implementation of the Study,

1-6. to secure permission for entry into private properties or restricted areas for the implementation of the Study,

1-7. to secure permission for the Japanese study team to take all data and documents (including photographs and maps) related to the Study out of the Republic of Indonesia to Japan and

1-8. to provide medical services as needed. Such expense will be chargeable to the members of the Japanese study team.

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2. The Government of Indonesia shall bear claims, if any arise, against the members of the Japanese study team resulting from, occurring in the course of, or otherwise connected with, the discharge of their duties in the implementation of the Study, except when such claims arise from gross negligence or willful misconduct on the part of the members of the Japanese study team.

3. Office of Research and Development, Ministry of Education and Culture (hereinafter referred to as " ORD-MOEC ") shall act as the counterpart agency to the Japanese Study Team. ORD-MOEC shall bear responsibility as an executing agency as well as will be the implementing and coordinating body in relation with other governmental organizations, international agencies, donors, non-governmental organizations, and any related bodies.

4. ORD-MOEC shall, at its own expense, provide the Japanese Study team with the following, in cooperation with other organizations concerned:

- 4-1. available data and information related to the Study,
- 4-2. counterpart personnel,
- 4-3. suitable office spaces with necessary equipment and furniture in Jakarta and study sites, and
- 4-4. credentials or identification cards

#### VIII. UNDERTAKING OF JICA

For the implementation of the Study, JICA shall take the following measures:

- 1. to dispatch, at its own expense, study team to the Republic of Indonesia, and
- 2. to pursue technology transfer to the Indonesian counterpart personnel in the course of the Study.

#### IX. CONSULTATION

JICA and ORD-MOEC shall consult with each other in respect of any matter that may arise from or in connection with the Study.

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## Tentative Study Schedule

| Month<br>(from the beginning) | 1         | 2        | 3 | 4 | 5 | 6 | 7 | 8            | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18           | 19 | 20 | 21 | 22        | 23 | 24       |
|-------------------------------|-----------|----------|---|---|---|---|---|--------------|---|----|----|----|----|----|----|----|----|--------------|----|----|----|-----------|----|----------|
| Work in Indonesia             | PHASE 1   |          |   |   |   |   |   | PHASE 2      |   |    |    |    |    |    |    |    |    |              |    |    |    |           |    |          |
| Work in Japan                 | ■         |          |   |   |   |   |   | ■            |   |    |    |    |    |    |    |    |    | ■            |    |    |    | ■         |    | ■        |
| Work Shop &<br>Report         | ▲<br>IC/R | ▲<br>P/R |   |   |   |   |   | ▲<br>IT/R(1) |   |    |    |    |    |    |    |    |    | ▲<br>IT/R(2) |    |    |    | ▲<br>DF/R |    | ▲<br>F/R |

[Legend]

- IC/R : Inception Report
- P/R : Progress Report
- IT/R : Interim Report
- DF/R : Draft Final Report
- F/R : Final Report



3. 協議議事録 (M/M)

MINUTES OF MEETING  
ON  
SCOPE OF WORK  
FOR  
THE STUDY  
ON  
THE REGIONAL EDUCATIONAL DEVELOPMENT AND IMPROVEMENT  
PROJECT  
IN  
THE REPUBLIC OF INDONESIA  
AGREED UPON  
BETWEEN  
OFFICE OF RESEARCH AND DEVELOPMENT  
MINISTRY OF EDUCATION AND CULTURE  
THE REPUBLIC OF INDONESIA  
AND  
THE JAPAN INTERNATIONAL COOPERATION AGENCY

Jakarta, December 24, 1998

*Boediono.* —

Dr. Boediono  
Director General,  
Office of Research and Development,  
Ministry of Education and Culture

*Hiromitsu Muta*

Prof. Dr. Hiromitsu Muta  
Leader,  
Preparatory Study Team,  
Japan International Cooperation Agency

B 11.17.

The preparatory study team for the Study on the Regional Educational Development and Improvement Project in the Republic of Indonesia (hereinafter referred to as " the Study ") organized by the Japan International Cooperation Agency ( hereinafter referred to as " JICA ") headed by Prof. Dr. Hiromitsu MUTA visited the Republic of Indonesia from 17th to 24th December, 1998, and had a series of discussions with representatives of Ministry of Education and Culture (hereinafter referred to as MOEC) and other concerned organizations of the Government of Indonesia. The list of the participants is shown in Attachment.

As the result of the discussions, both sides came to the agreement on the Scope of Work (hereinafter referred to as " the S/W ") of the Study, and signed it on 24th December, 1998. This document summarizes major points discussed by the both sides and is meant to supplement the S/W for the smooth implementation of the Study.

#### 1. Objectives of the Study

Concerning the objectives stated in the S/W of the Study, the Indonesian side reiterated that an effective and sustainable system for bottom-up programming combined with decentralized management is to be established urgently in the junior secondary education sector in order to mitigate adverse impacts of the economic crisis and to achieve overall development of the sector. The Japanese side, sharing the same view with the Indonesian side, expressed its readiness to give an emphasis on capacity building of communities and schools as well as regional education offices.

#### 2. Methods of the Study

Both sides agreed that the Study should be action - oriented one and its outputs should be practical and feasible enough to be incorporated into policies and various activities of MOEC. From this point of view, the Indonesian side stressed the importance of quantitative, practical as well as logical approach in the Study, referring to the effectiveness of pilot projects as an tool for verification of validity of various intervention activities in this kind of community-oriented social development projects . The Japanese side agreed on the point and reminded the Indonesian side of its intention to make the best use of the pilot projects to come up with institutionally, economically as well as socially feasible policy options for MOEC.

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### 3. Review of the Study

Both sides agreed that scope of the second and the third phase of the Study will be jointly reviewed upon the completion of the first phase and modified if necessary.

### 4. Coordination with related projects

Both sides agreed that the outputs of the Study should be effectively utilized to the extent relevant for the implementation of related projects in North Sulawesi and Central Java with a view to maximizing effectiveness of the resources mobilized for the common objectives and avoiding duplications. In this context, both sides agreed that review and impact analysis of current scholarship and block grant program would be carried out in the first phase of the Study while the Study also supports and facilitates existing secondary education projects.

### 5. Areas for the pilot projects

Both sides agreed to select around three districts of each of Central Java and North Sulawesi for the pilot projects based on an mutually agreed objective criteria during the first phase of the Study while targeted sub-districts and school clusters are also selected based on preliminary baseline surveys to be conducted in the phase.

### 6. Schedule of the Study

The Indonesian side requested the Japanese side to start the Study not later than March 1999 so as to feed back the findings of the Study to the programming process of the next academic year, and also to avoid any inconveniences which might be caused during the course of the preparation of the coming general election scheduled in June 1999. The Japanese side promised to try to commence the Study in March 1999.

### 7. Duration of the Study

The Indonesian side proposed that duration of the second phase of the Study

B H.M.

should be extended further to enhance effectiveness of the pilot projects. Both sides agreed to get the matter discussed later in the review session of the first phase.

#### 8. Coordination body

Both sides agreed that a steering committee should be set up for the effective implementation of the Study. The committee consists of representatives of Office of Research and Development, Directorate of Secondary Education, and provincial education offices of Central Java and North Sulawesi. Membership would be expanded during the course of the Study if necessary.

On the other hand, both sides agreed that provincial level coordinating bodies would be set up in both provinces, of which membership would be decided before the commencement of the Study.

#### 9. Counterpart agency

While Office of Research and Development is the counterpart agency of the Study, in order to make the Study relevant to rapidly changing circumstances of junior secondary education in Indonesia, both sides agreed that Directorate of Secondary Education should play an active role from the initial stage of the Study.

#### 10. Counterpart team

Considering the objectives of the Study, which is directly related to the policies of MOEC, both sides agreed that the Study should be conducted in a manner of a joint work of Indonesian counterparts and the Study team under the former's initiatives. In this context, the Indonesian side agreed to set up a counterpart team consists of concerned officials of MOEC. The Japanese side agreed to inform the Indonesian side of a tentative assignment schedule of the Study team so that the latter could mobilize the counterpart team before the commencement of the Study.

#### 11. Undertaking of the Government of Indonesia

The Indonesian side agreed to provide suitable office space both in central and provincial level for the period of the Study.

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## ■ The Indonesian Side

| Name                  | Position  |
|-----------------------|---|
| Dr. Boediono          | Director General of Office of Research and Development            |
| Dr. Indra Djati Sidi  | Director General of Basic and Secondary Education                 |
| Drs. Umaedi, MED      | Director of Secondary Education                                   |
| Drs. Abdul Manan, MSC | Director of Innovation Center, Office of Research and Development |
| Drs. D.P.Togas        | Director of Regional Office of North Sulawesi, MOEC               |
| Drs. APS. Mongan, MED | Head of General Education Div., Regional Office of North Sulawesi |
| Dr. Harris Iskandar   | Project Director, Junior Secondary Project                        |
| Dr. Syafiq Dhanani    | Consultant, Junior Secondary Project                              |
| Dr. Ery Kusuma        | Official, Office of Research and Development                      |
| Dr. Boerhanudin Tola  | Official, Office of Research and Development                      |
| Dr. Ella Yulaelawati  | Official, Office of Research and Development                      |
| Mr. Jun Sakuma, MA    | JICA Expert, Directorate of Secondary Education                   |

## ■ The Japanese Side

|                          |  |
|--------------------------|--|
| Prof. Dr. Hiromitsu Muta | Leader of JICA Preparatory Team<br>Professor, Graduate School of Decision Science & Technology,<br>Tokyo Institute of Technology |
| Mr. Masaei Matsunaga     | Member of JICA Preparatory Team<br>Deputy Director, 1st Development Study Div.,<br>Social Development Study Dept., JICA          |
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| Mr. Kazuto Kitano        | Assistant Resident Representative, JICA Indonesia Office   |

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