

**DIRECTORATE GENERAL OF  
PRIMARY AND SECONDARY EDUCATION  
MINISTRY OF NATIONAL EDUCATION  
REPUBLIC OF INDONESIA**

**JAPAN INTERNATIONAL COOPERATION  
AGENCY (JICA)**

**THE STUDY ON REGIONAL EDUCATIONAL DEVELOPMENT AND  
IMPROVEMENT PROGRAM (PHASE 2)  
IN THE REPUBLIC OF INDONESIA  
(REDIP2)**

**FINAL REPORT**

**MARCH 2005**

**INTERNATIONAL DEVELOPMENT CENTER OF JAPAN  
PADECO Co., LTD.**

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## **PREFACE**

In response to a request from the Government of the Republic of Indonesia, the Government of Japan decided to conduct a study on “Regional Educational Development and Improvement Program (REDIP) (Phase 2)” and entrusted the study to Japan International Cooperation Agency (JICA).

JICA selected and dispatched a study team headed by Dr. Norimichi Toyomane of International Development Center of Japan (IDCJ) and consists of IDCJ and PADECO Co.,Ltd. to the Republic of Indonesia between December 2001 and March 2005. In addition, JICA set up an advisory committee headed by Dr. Hiromitsu Muta, Professor of Tokyo Institute of Technology which examined the study from specialist and technical points of view.

The team held discussions with the officials concerned of the Government of Indonesia and other stakeholders in the education sector, and conducted field surveys and a pilot project at the study area. Upon returning to Japan, the team conducted further studies and prepared this final report.

I hope that this report will contribute to the further development of Indonesian junior secondary education as well as to the enhancement of friendly relationship between our two countries.

Finally, I wish to express my sincere appreciation to the officials concerned of the Government of Indonesia for their close cooperation extended to the study.

March, 2005

Kazuhiisa Matsuoka  
Vice President  
Japan International Cooperation Agency

**THE STUDY ON REGIONAL EDUCATIONAL DEVELOPMENT AND  
IMPROVEMENT PROGRAM (PHASE 2)  
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**Final Report**

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<b>Abbreviations and Glossary</b>		
Agama		Religion
APBD	Anggaran Pendapatan dan Belanja Daerah	Provincial or District Budget
APBN	Anggaran Pendapatan dan Belanja Negara	National Budget
APPKD	Anggaran Penerimaan dan Pengeluaran Kas Desa	Village Budget
BAPPEDA	Badan Perencanaan Pembangunan Daerah	Regional Development Planning Board
BAPPENAS	Badan Perencanaan Pembangunan Nasional	National Development Planning Agency
BP3	Badan Pembantu Penyelenggaraan Pendidikan	Parents' Association
BPG	Balai Pelatihan Guru	In-Service Teacher Training Institute
Bupati		Head of District
Camat		Sub-District Head
COPSEP		Community Participation in Strategic Education Planning for School Improvement (JICA)
DAU	Dana Alokasi Umum	General Allocation Fund
DBO	Dana Bantuan Operasional	School Block Grant
Desa		Village
DIK	Daftar Isian Kegiatan	Routine Budget
Dinas		Provincial, District, Sub-District Office with sectoral responsibility
Dinas Kecamatan		Dinas at Sub-District Level
Dinas P&K	Dinas Pendidikan dan Kebudayaan	Provincial, District, Sub-District Education Office in charge of education
DPRD	Dewan Perwakilan Rakyat Daerah	Regional Legislative Assembly
EBTANAS	Evaluasi Belajar Tahap Akhir Nasional	National End-of-Level Examination
Gaji		Salary and Wages
GER		Gross Enrolment Rate
IKIP	Institut Keguruan dan Ilmu Pendidikan	Teachers' College
JPS	Jaring Pengaman Sosial	Social Safety Net Program
JSE		Junior Secondary Education
Kabupaten, Kab.	Kabupaten	District
Kacab	Kepala Cabang	Branch Head
Kades	Kepala Desa	Village Head
Kadinas	Kepala Dinas	Head of the Dinas
Kadin P&K (Diknas) Kecamatan	Kepala Dinas P&K (Diknas) Kecamatan	Head of the Dinas Kecamatan Education & Culture Office

Kakancam	Kepala Kantor Kecamatan	Head of Sub-District Office of Central Government Ministry
Kakandep	Kepala Kantor Departemen (Kabupaten)	Head of District Office of Central Government Ministry
Kakanwil	Kepala Kantor Wilayah (Propinsi)	Head of Provincial Office of Central Government Ministry
Ka K.U.A.	Kepala Kantor Urusan Agama	Head of Religion Affairs Office (Kecamatan Level)
Kancam	Kantor Kecamatan	Sub-District Office of Central Government Ministry
Kandep	Kantor Departemen	District Office of Central Government Ministry
Kandep Diknas	Kantor Departemen Pendidikan Nasional (P & K)	District Education Office
Kanin	Kantor Inspeksi	Inspection Office
Kanincam	Kantor Inspeksi Kecamatan	Kecamatan Inspection Office
Kanwil	Kantor Wilayah	Provincial Office of Central Government Ministry
Kasubdin	Kepala Sub-Dinas	Head of section
Kecamatan		Sub-district
Kepala Desa		Village Head
KIP		The Kabupaten Implementation Team
KKKS (K3S)	Kelompok Kerja Kepala Sekolah	Principal's Working Group
Kota		Autonomous City
Kyai		Veneration title for Islam religious teacher or leader
LKGI	Latihan Kerja Guru Inti	Training Program for Core Teachers
LKKS	Latihan Kerja Kepala Sekolah	Principals' Organization
LKMD	Lembaga Ketahanan Masyarakat Desa	Village Community Development Council
LMD	Lembaga Musyawarah Desa	Village Council
Lurah		Village Head (urban area)
LSM	Lembaga Swadaya Masyarakat	Non-Governmental Organization
MGMP	Musyawarah Guru Mata Pelajaran	Subject Teacher Support Program for Secondary Schools
MI	Madrasah Ibtidaiyah	Islamic Primary School
MKKS	Musyawarah Kerja Kepala Sekolah	Meeting of Principals' Working Group
MOF	DEPKEU (Departemen Keuangan)	Ministry of Finance
MOHA	DEPDAGRI (Departemen Dalam Negeri)	Ministry of Home Affairs
MONE	DEPDIKNAS (Departemen Pendidikan Nasional)	Ministry of National Education
MORA	DEPAG (Departemen Agama)	Ministry of Religious Affairs
MSC		Ministry of National Education's School Committee
MSS		Minimum Service Standard

MTs	Madrasah Tsanawiyah	Islamic Junior Secondary School
Negeri		State / National
NER		Net Enrolment Rate
NPO		The National Program Office
PIT		The Provincial Implementation Team
PROPEDA	Program Pembangunan Daerah	Regional Development Program
PROPEDATA	Program Pembangunan Daerah Tahunan	Regional Development Annual Program
RAPBS	Rencana Anggaran Pendapatan dan Belanja Sekolah	School Revenue and Expenditure Plan
REDIP		Regional Educational Development and Improvement Program (JICA)
REDIP2		REDIP Second Phase (Jan. 2002 - Jan. 2005)
RSC		REDIP2 School Committee
SLTP	Sekolah Lanjutan Tingkat Pertama	Junior Secondary School
SLTP Terbuka	Sekolah Lanjutan Tingkat Pertama Terbuka	Open Junior Secondary School
SMP	Sekolah Menengah Pertama	Junior Secondary School
Swasta		Private
TPK	Tim Pengembangan SLTP Kecamatan	Kecamatan SLTP Development Team
Walikota		Mayor
Yayasan		Private Non-profit Foundation

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**PART 1**

**BACKGROUND AND OUTLINE**

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## PART 1

# BACKGROUND AND OUTLINE

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## CHAPTER 1 INTRODUCTION

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### 1.1 Background

#### 1.1.1 Junior Secondary Education in Indonesia

Indonesia has largely achieved universal primary education (gross enrollment rate well over 110% in 1997/98). Following this remarkable achievement, Indonesian government set junior secondary education as the next aim. In 1990 it extended the duration of basic education from six to nine; in 1994 President declared that the national goal for junior secondary education should be 100% gross enrollment rate by 2013. The results from the following two years were so encouraging that Indonesian government in 1996 advanced the target year by 10 years to 2003. In fact the rate stood at about 67% in 1996, a very rapid increase from 53% in 1993. The progress, however, was nearly stalled in 1997 when the Asia-wide economic crisis hit the country. The rate has since then crawled slowly to reach 73% in 2000. The 100% gross enrollment target set for 2008/2009 now seems elusive and the effort to achieve universal junior secondary education should continue.

Despite these respectable enrollment figures, however, it is commonly acknowledged that quality of education lags behind. It is also a serious concern that hidden under the aggregate figures are wide disparities in various terms. For instance, gross enrollment rate in 1997/98 varies among provinces from 114.9% (Yogyakarta) to 55.8% (Irian Jaya). It is also evident that school environment is very different between urban and rural schools, between public and private schools, between large and small schools. The differences are generally reflected on the students' achievement scores.

Considering Indonesia's vast diversity in ethnic composition, culture, religion, geographic and economic conditions, etc., it would not be very surprising if nationwide drives or programs bring uneven results over the territory and across the communities. To make things harder, the previous system of educational administration of Indonesia, in line with the overall governmental system, was a highly centralized one, leaving little room for local or school initiatives or adaptation to local conditions. Stark contrast in educational performance among provinces, both in terms of quantity and quality, should be one clear reflection of this centrally oriented administration that was in force until the end of 2000.

### 1.1.2 REDIP Phase 1

It was against this backdrop that REDIP, the Study preceding this Phase 2 Study, was formulated and implemented for two and half years (March 1999 – September 2001) under the close cooperation between the Ministry of National Education (MONE) and JICA. Its objective was to identify effective measures for improving junior secondary education in Indonesia with promotion of community participation and school-based management. For this purpose, REDIP Phase 1 (or REDIP1) formulated six types of interventions and field-tested them for about one year in 15 kecamatan selected from Central Java and North Sulawesi. The six pilot interventions were as follows (Component A was implemented in all the 15 kecamatan while only one of the Component B menus was carried out in each site):

Component A:	Kecamatan Junior Secondary Schools Development Team (TPK)
Component B Menu 1:	KKKS (Kecamatan-based principal organization)
Component B Menu 2:	MGMP (Kecamatan-based in-service teacher training)
Component B Menu 3:	Textbook distribution and management
Component B Menu 4:	BP3 (Parents Association)
Component B Menu 5:	Block grant

Interim and end-of-term monitoring revealed that significant changes had taken place in almost all sites such as increase in enrollment and attendance, positive changes in attitude of parents and community members, and higher motivation among principals and teachers. A quantitative analysis using ante- and post-pilot data also indicate generally positive impact on various aspects. However, the results were not decisive enough to bear out the significant changes observed across the pilot sites.

Nonetheless, it is still possible to conclude that REDIP1 has made it clear that school-based management and community participation are quite useful means to improve quality of education at junior secondary schools in Indonesia. Particularly through its pilot projects, REDIP1 has demonstrated that kecamatan can be a highly appropriate base for implementing and supporting school- and community-based education activities.

### 1.1.3 REDIP1's Shortcomings

Despite its respectable achievements, REDIP1 was not without a few shortcomings:

REDIP1 was implemented within the previous framework of centralized educational management. Therefore, it could not be so designed as to fit into the new decentralized system set in force on January 1, 2001, making the kabupaten government responsible for the administration of basic education.

Due to a severe time constraint, the JICA study team for REDIP1 could not provide sufficient pre-pilot training to people concerned with the pilots. This created misunderstanding and confusion among the participants, and rendered some pilot activities less effective than were supposed to be.

Financial accountability could not be ensured in a few cases because no fixed system of financial reporting and auditing was set in place under REDIP1 and no training was given on accounting to TPK leaders or school principals.



Considering the significant results of REDIP1 pilot projects, it would be highly justified to extend REDIP for another period, correcting the shortcomings and refining the project design and management, in order to explore REDIP's potential as an appropriate means to improve Indonesia's junior secondary education.

#### 1.1.4 Government of Indonesia's Request for REDIP Phase 2

Out of this consideration, government of Indonesia in July 2001 formally requested Government of Japan to carry out a sequel of REDIP as Phase 2. In response to this request, JICA sent a preparatory mission in October 2001 to assess the proposed study's validity and feasibility. At the conclusion of the mission, the Directorate General of Primary and Secondary Education, Ministry of National Education, and JICA signed the Scope of Work and the Minutes of Meeting (see the Inception Report, January 2002). REDIP2 was formulated as a three-year study based on the Scope of Work and officially started in January 2002.

## 1.2 Outline of REDIP2

### 1.2.1 Objectives

The objectives of REDIP2 are:

- 1) To formulate a strategic plan and action plans to rectify quantitative and qualitative regional imbalances of junior secondary education with emphasis on capacity building of local education administrations in line with the current decentralization as well as empowerment of local communities and school-based management; and
- 2) To help strengthen planning capability of Indonesian counterpart personnel through implementation.

### 1.2.2 Coverage

For Year 1, a total of 33 kecamatan<sup>1</sup> were selected from the four pilot kabupaten/kota (10 from Kabupaten Brebes, 9 from kabupaten Pekalongan, 10 from Kabupaten Minahasa, and 4 from Kota Bitung). The total number of pilot schools including SLTP, MTs and Terbuka was 290.

Table 1-1: Number of Kecamatan and Schools

Site	Number of kecamatan	No. of SLTP/MTs/Terbuka
Central Java Province		
Kabupaten Brebes	10	94
Kabupaten Pekalongan	9	71
Subtotal	19	165

<sup>1</sup> Kabupaten Minahasa was recently divided into three kabupaten and one kota, namely Kabupaten Minahasa, Kabupaten South Minahasa, Kabupaten North Minahasa and Kota Tomohon. REDIP2 covers Kabupaten Minahasa, Kabupaten South Minahasa and Kabupaten North Minahasa. Because of Kabupaten Minahasa's division, several kecamatan were also divided into two or three, and the total number of REDIP2 covering kecamatan is increased from 10 to 16.

North Sulawesi Province		
Kabupaten Minahasa	10	99
Kota Bitung	4	26
Subtotal	14	125
Grand total	33	290

REDIP2 covers junior secondary education (Grade 7 to 9). All kinds of schools providing junior secondary education have been dealt with since April 2002. Schools to be covered are:

- State SLTP<sup>2</sup>
- Private SLTP
- State MTs (Madrasah Tsanawiyah)
- Private MTs
- SLTP Terbuka (Open Schools)

Figure 1-1 shows the area where REDIP2 covers. REDIP2 is implemented in two provinces of Central Java and North Sulawesi. There are two kabupaten (districts) in Central Java, and three kabupaten and one kota (city) in North Sulawesi. In those kabupaten and kota a group of kecamatan (sub-districts) were chosen in each kabupaten and kota as the numbers are shown in Table 1-1.

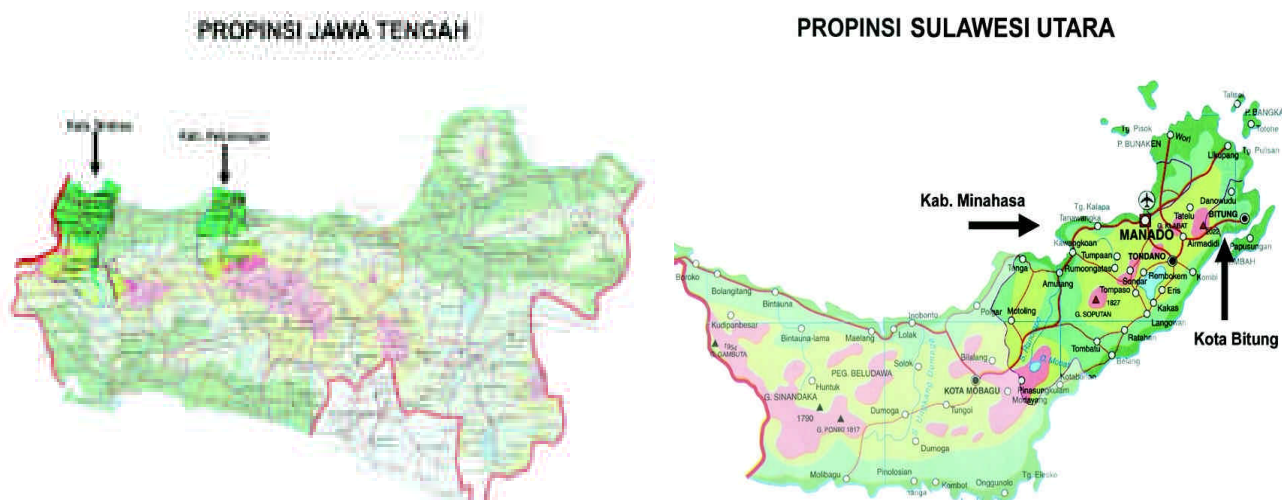


Figure 1-1: Pilot Project Site

The selected kabupaten and kota are:

- Central Java: Kabupaten Brebes  
Kabupaten Pekalongan  
North Sulawesi: Kabupaten Minahasa

<sup>2</sup> The name of SLTP (junior secondary school) was officially changed to SMP in late 2003. However, SLTP and SMP are used interchangeably in this report.

Kabupaten South Minahasa  
Kabupaten North Minahasa  
Kota Bitung

### 1.2.3 Main Components of REDIP2

The main components of REDIP2 lie in the following three points:

#### 1) TPK: Tim Pengembangan SLTP Kecamatan (Kecamatan SLTP Development Team)

This is a kecamatan-based organization to be created under REDIP2. TPK functions as a forum for education stakeholders to meet, discuss and act. KKKS (Principal's Working Forum) and MGMP (Subject Teacher's Forum) were reorganized as kecamatan-based organizations under TPK.

#### 2) Equal treatment of all schools

REDIP2 covers all junior secondary schools in one kecamatan: Public SLTP, private SLTP, public MTs and private MTs. There is no dichotomy under REDIP2.

#### 3) Proposal and block grant

Under REDIP2, TPKs and schools receive a block grant to finance their activities. To receive the grant, however, TPKs and schools should prepare their proposals and have them approved by Kabupaten/Kota Dinas Diknas.

Basically, TPK can and should do whatever activity it thinks appropriate and effective to expand and improve junior secondary education in the kecamatan. As the minimum requirement, however, their activities should cover all the three categories below:

- 1) General activities
- 2) KKKS activities
- 3) MGMP activities

Like TPK, the school can and should do whatever activity it thinks appropriate and effective to improve educational quality in the school. However, the possible activities should be based on the school improvement plan developed prior to the activity proposal, and should aim at improving the following areas:

- 1) Curriculum and teaching-learning process
- 2) Human resources
- 3) School management
- 4) School/classroom environment

Each proposed activity may in fact consist of "procurement," "rehabilitation" and "activity." It is strongly recommended that the school propose some combinations of these three elements. "Procurement only" or "rehabilitation only" proposals should be avoided.

### 1.2.4 Organization

The national Program Office (NPO) and teams are organized at the national, provincial and kabupaten/kota levels to implement REDIP2 (see Figure 1-2). TPK is established

at each pilot kecamatan to coordinate inter school activities and monitor individual school activities. Under decentralized administration system, kabupaten/kota roles are very crucial. Such an organizational setting by REDIP2, with explicitly designated functions and responsibilities, aims to foster administrative and operational capacity of kabupaten/kota and kecamatan educational offices under decentralized educational governance.

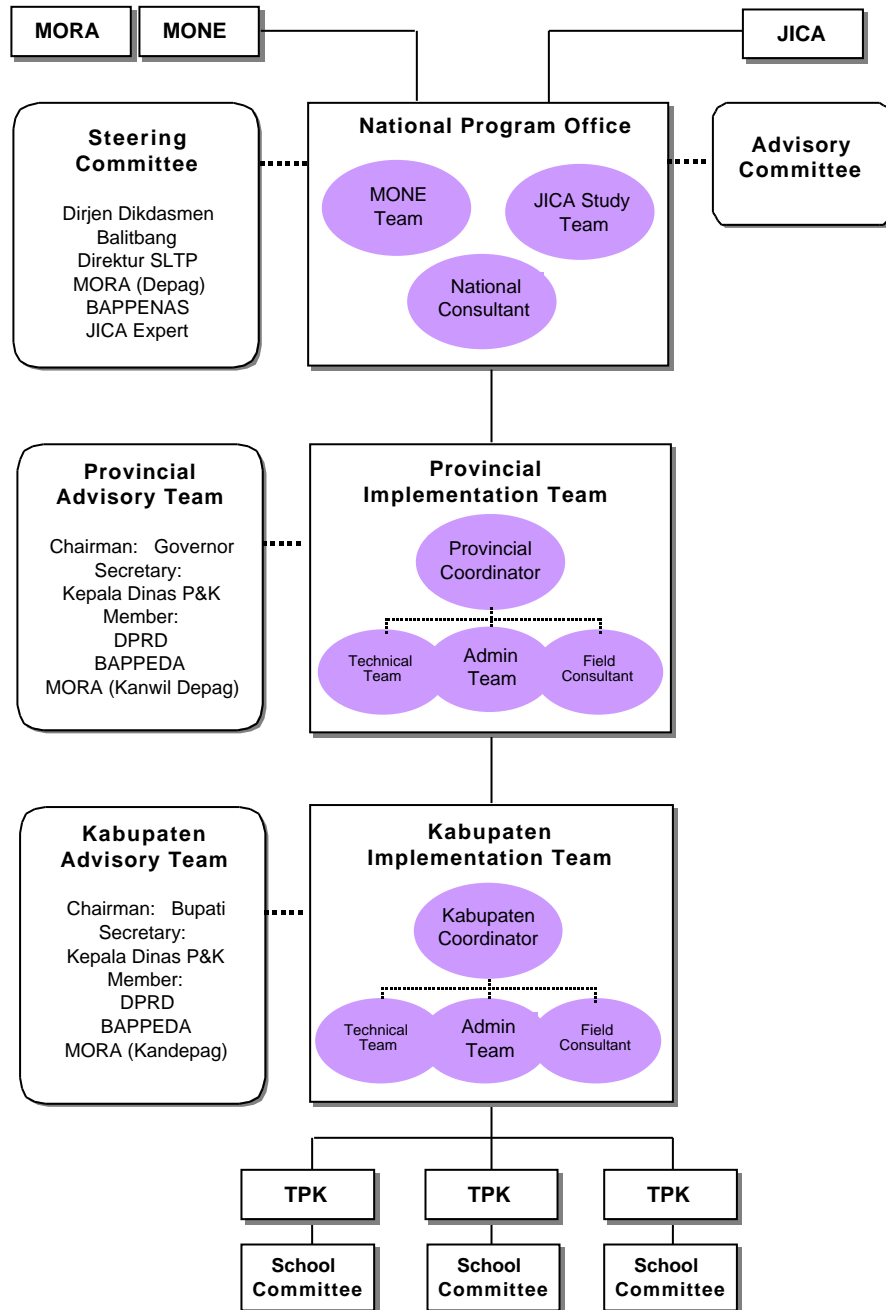


Figure 1-2: Organizational Structure of REDIP2

### 1.2.5 Program Schedule

REDIP2 has been implemented for three years from January 2002 to January 2005. The entire period is divided into four stages (Figure 1-3):

Stage 1	Pre-Pilot Preparation	January 2002 - June 2002
Stage 2	Pilot Project (Year 1)	July 2002 - June 2003
Stage 3	Pilot Project (Year 2)	July 2003 - June 2004
Stage 4	Post-Pilot Wrap-Up	July 2004 - January 2005

2002				2003				2004				2005
<i>1</i>	<i>6</i>	<i>7</i>	<i>12</i>	<i>1</i>	<i>6</i>	<i>7</i>	<i>12</i>	<i>1</i>	<i>6</i>	<i>7</i>	<i>12</i>	<i>1</i>
<b>Stage 1</b>				<b>Stage 2</b>				<b>Stage 3</b>				<b>Stage 4</b>
Pre-Pilot Preparation				Pilot Project (Year 1)				Pilot Project (Year 2)				Post-Pilot Wrap-Up

Figure 1-3: Four Stages of REDIP2

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## CHAPTER 2 SITUATION REVIEW

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### 2.1 Recent Trends in Educational Development in Indonesia

#### 2.1.1 Basic Policies

Significant policy development in recent years, as far as basic education (particularly junior secondary level) is concerned, can be observed in at least three important documents produced by the government, namely:

1. Law No 22, 1999, on Regional Autonomy, that stipulates, among other things, the decentralization of education in which basic education is administered by regional governments.<sup>1</sup>
2. Law No 25, 2000, on National Development Program, 2000-2004, popularly known as PROPENAS. Specifically, it outlined, among other things, the priority programs in preschool and basic education. (Later in this paper this is referred to as Law 25-00).
3. Law No 20, 2003 on National Education System, replacing the old education act No 2 (1989), in which it is explicitly stated that basic education includes all forms of education offered at the primary school and junior secondary school level (Article 17).

These documents are particularly significant because they are the basis for all operational policies, at the central as well as at the regional levels. However, mainly for the interest of REDIP2, Law 25-00 is examined in detail.

Law 25-00 outlined the programs that involve basic education, and more specifically junior school level, as follow.

Assistance will be provided to enable the junior secondary level institutions to participate in:

1. Providing wider educational accessibility to all children in the communities;
2. Increasing equal opportunity to deprived children;
3. Improving the quality of education offered at this level; and
4. Enabling the implementation of school- and community-based education management.

The targets of the above-mentioned programs, up to the end of 2004, are:

1. The increase of quantitative, absorptive and holding capacity of the schools;
2. The formation of a more democratic, transparent, efficient, and accountable school organization at the Kabupaten/Kota level, stimulating community participation; and

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<sup>1</sup> This law was amended in 2004 and became as Law No. 32, 2004.

3. The creation of the school-based management and community-based education, introducing *Dewan Sekolah*<sup>2</sup> or School Board at the Kabupaten/Kota level, and *Komite Sekolah* (School Committee) at every single school.

Main activities to achieve the goal of providing **equal educational opportunity** at this basic education level include:

1. Improving the needed educational infrastructure and support, including facilities for physical education, in every school;
2. Providing financial assistance to private schools in their efforts to help achieve the national goal;
3. Implementing alternative services to deprived youngsters (including those who live in isolated areas or slums, who are nomadic, who live in extreme poverty, street children, and all kinds of handicapped children), by means of managing the one-teacher small school, visiting teachers, tutorial system, distance class, and open school;
4. Introducing revitalization and regrouping of certain schools to maximize the efficiency and effectiveness of the schools with limited infrastructure;
5. Providing scholarship to promising students and/or to students from poor family, keeping in mind the gender problem proportionately; and
6. Intensifying educational accessibility by improving community participation, with some assistance by the government.

Main activities in the **qualitative enhancement** of the basic education level are:

1. Betterment of the teachers' welfare and professional competence, so that the teachers can play significant roles in the improvement of their quality, image, authority, morality, and dignity;
2. Designing competence-based curriculum, in accordance to the needs and potentials of the regions, to enable the teachers to develop their creativity and develop the inclusive education approach, free from gender bias, taking full account of the students' capacity and supporting their mastery of basic science and development of a noble and religious personality;
3. Increasing the supply, utilization, and maintenance of educational facilities and other infrastructure, including basic textbooks, reading materials, teaching aids for social and natural sciences and mathematics, library, laboratory, and other special rooms as needed;
4. Increasing the effectiveness and efficiency of the learning-teaching process by means of better mapping of school quality, evaluation process, and continuous learning, development of relevant assessment process, aimed at effective management and quality output; and

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<sup>2</sup> This organization later came to be referred to as *Dewan Pendidikan* (Education Board) by Ministerial Decree, No. 044/U/2202.



5. Increasing control and accountability of each institution, in cooperation with local government, legislative body, and the community at large to synergistically uplift the quality of education in the most realistic way.

Main activities in the effort to improve the **institutional management** include:

1. Implementing the decentralization process in a gradual, calculated, and professional manner, including the strengthening of the role of the school committees, and encouraging the regions to create the school board, *Dewan Sekolah*;
2. Developing the pattern of school-based management to increase the efficiency in the utilization of available resources, keeping in mind the conditions and needs of the local community;
3. Intensifying community participation in school management, such as in diversifying financial sources and utilizing the funds;
4. Developing an incentive or reward system that will promote healthy competition among the institutions or individuals, leading towards successful achievement of the educational objectives;
5. Empowering the schools and individuals, among others, through further training conducted by professional agencies. This is to ensure that the school performance can meet the quality standard required;
6. Reexamining all pervious formal policies that may be irrelevant to the changing direction and requirement of the present education; and
7. Pioneering the formation of an accreditation body and teaching certification in the regions to independently improve the quality of the educational manpower.

### 2.1.2 Operational Policy

In April 2003, the Directorate of Junior Secondary Education (*Direktorat Pendidikan Lanjutan Pertama*), Ministry of National Education, issued an operational policy<sup>3</sup> closely following up the basic policy mentioned earlier. In much greater details, the policy stipulates the comprehensive programs to be executed in the year 2003, continuing what were planned and achieved in the previous years. This policy recognizes three clusters of problems to be addressed to:

1. The problem of educational accessibility.
2. The problem of quality improvement.
3. The problem of decentralizing education.

In this section, these three aspects will briefly be described.

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<sup>3</sup> *Kebijakan Direktorat Pendidikan Lanjutan Pertama, Tahun 2003.*

### **Educational Accessibility**

Nationwide, the junior high school managed to show a gross and net enrollment rate of 72.6 % and 55.9 %, respectively, in 1997. The economic crisis that took place in mid-1997 resulted in a decline of the enrollment rates. By 2001, however, the situation seemed to have improved and stabilized, almost recovering the level achieved in 1997.

This is seen as a good sign in the implementation of the 9-year compulsory schooling program. In terms of absolute number, however, much is still to be done. Youngsters aged 13-15 who are not yet in school amount to 3,340,931, or 26.2 % of the total number 12,765,900, based on 2001/2002 data. To take care of this number alone means providing a lot of new buildings and other facilities.

An even more serious problem due to the prolonged crisis has been the declining parental support to send their children to school. In fact, many students have to drop out, directly endangering the success of the 9-year compulsory schooling program. Many of them, quite unprepared and unequipped, have to compete to enter the labor market. It is estimated that at the basic education level (including primary school), there are currently about 13,800,000 children in this category.

### **Quality Improvement**

A number of factors are assumed to directly contribute to the low level of educational attainment. Four of them are especially crucial, namely (a) the obsolete teaching and learning methodology still practiced in the school, (b) the uneven distribution and generally low level of competence of the teachers in many parts of the country, (c) highly structured and heavily loaded curricular content, being made irrelevant to the local need, and (d) the absence of suitable teaching and learning materials, equipment and other learning aids.

In quantitative terms alone, there is a serious lack of teachers in the field. Added to this situation, in many schools, especially those found in remote or tumultuous areas, the quality of schooling is lowest due to this lack of teachers, quantitatively as well as qualitatively. Due to the low level of professional competence, it is felt necessary to improve the way teachers are trained, assigned, and managed. The problem is further aggravated because of the way the curricular programs were designed in the past. The deteriorating physical condition of the school when coupled with the obsolete teaching and learning methodology practiced by the teachers makes the problem worse.

One recent effort to tackle the curriculum problem is the on-going program to introduce the competency-based curriculum. The Ministry of National Education launched the program in 2002 revising the curricula to be less structured and leaving some leeway for teachers to improvise and adjust the contents to the local conditions. The Ministry at the same time began organizing seminars nationwide to introduce the new concept to education officers, school principals and teachers in the provinces. As of this writing, it is too early to see any impact of this change but the initiative seems to be favorably received by the educational community.

## ***Decentralizing Education***

As there seem to be some misinterpretations of Law 22 on regional autonomy, the Ministry of National Education considers it highly necessary to emphasize the fact that decentralization is simply a means, not an end, to develop regional education within the national context. Some people seem to have misunderstood the very concept of decentralization as simply shifting the educational management from the central to the regional (Kabupaten/Kota) authority. For example, the idea of empowering the school community, as simple as it may sound, turns out to be quite hard to implement. Getting the community to participate, by involving stakeholders, still needs intensive socialization.

In brief, there still exists an alarming confusion regarding the decentralization policy, its objectives and its practical consequences. As a result, the regional *Dinas Pendidikan* (Education Office) is handicapped to effectively implement the policy. In many respects, this is mainly due to the lack of a truly capable and experienced education personnel. Many of the available personnel are still accustomed to some old-fashioned paradigms. Initiating the basic change in the school system, i.e., putting the concept of the school-based management into practice, means encountering a number of handicaps.

### **2.1.3 Searching for Solution**

In response to the problems identified by the Directorate, plans and programs have been formulated for implementation. An outline of them is as follows.

#### ***Overcoming Limited Access to Schooling***

Regarding the implementation of *Wajib Belajar* (compulsory education, literally "compulsory learning")<sup>4</sup> during the 2003 fiscal year, and to ensure that the target of completing *Wajib Belajar* in 2008 can be achieved, the Directorate puts priority on the following:

1. Intensify efforts to broaden access to schooling by providing more schools;
2. Develop *SLTP Kecil* (small junior high school) and *Madrasah Tsanawiyah* (religious school), and support private initiatives;
3. Develop *SLTP Terbuka* (open junior high school);
4. Empowerment of *Pesantren Salafiah* (traditional Islamic boarding school); and
5. Provision of scholarship.

#### ***Overcoming the Declining Quality***

In relation to the decline of the quality of education, the Directorate's priority solutions are:

1. Training of qualified teachers;
2. Improving curriculum development;
3. Improving evaluation system;
4. Developing relevant learning materials;
5. Developing bilingual schooling system;

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<sup>4</sup> *Wajib Belajar* is sometimes abbreviated as *Wajar*.

6. Improving the learning and teaching process;
7. Provision of school equipment;
8. Provision of education and training;
9. Reorganizing education components;
10. Distributing education funds;
11. Provision of funds for quality improvement; and
12. Introducing the life skill curricular approach.

### ***Overcoming Problems in Decentralizing Education***

Concerning the problems encountered in the efforts to decentralize education, the Directorate develops the following strategic plan:

1. Empowering the school;
2. Practicing school-based management;
3. Improving teaching-learning process;
4. Supervising school achievement towards greater accountability;
5. Creating atmosphere for democratization and decentralization;
6. Increasing community participation;
7. Providing funds and subsidy; and
8. Empowering personnel and institution.

#### **2.1.4 Competency Based Curriculum**

Concerning instructional programs, MONE finalized the new Competency-based Curriculum or *Kurikulum Berbasis Kompetensi* (KBK). This represents a major departure from the 1984 and 1994 curricular approaches. Booklets for each subject have been distributed to districts. Each booklet contains the competencies and their indicators that are to be learned by students at each grade level. It is the responsibility of local educational systems to determine the instructional approach. Also, the curriculum department of MONE has prepared a set of seven videos pertaining to contextual teaching/learning.

According to the JICA study team's monitoring, many schools in the REDIP2 pilot project were ready to implement competency-based curriculum (KBK) in 2003 although KBK officially started in July 2004. Many teachers already tried out the new active-learning teaching methods such as contextual teaching-learning (CTL) in their classroom. Most of teachers in major subjects (English, Indonesian Language, Mathematics, Science) already prepared syllabus (annual program and semester program) as well as lesson plans before their lessons, after receiving training through REDIP2-MGMP. These syllabus and lesson plans were sometimes typed in a computer, and sometimes handwritten in the teacher's notebook. For English, most teachers were using MONE's English lesson plan sourcebooks, but for the other subjects, there seems to be no popular lesson plan sourcebooks, so individual teachers were making their own lesson plans.

MONE also developed a 'School Supervision Form' which checks whether the school has prepared the required documents such as five-year school master plan (RIPS), annual school budget plan (RAPBS), annual and semester teaching programs, lesson plans, teachers' bio data, student records, teacher/student attendance records, etc. It

also checks the condition of school environment, school facilities, administration and teaching-learning process.

## 2.1.5 Enrolment and Dropout

### Central Java and North Sulawesi Provinces

Table 2-1: NER, GER and Gross Dropout of Junior Secondary School in Central Java

	99/00	2000/01	01/02
Number of student	1,513,658	1,518,800	1,510,000
NER (%)	67.43	65.61	64.51
GER (%)	86.98	85.03	86.63
Gross Drop Out (%)	0.78	0.94	0.84

Source: Dinas P&K Central Java (2002)

NER of junior secondary school in both Central Java and North Sulawesi Provinces has been going down over 99/00 – 01/02, especially the drop from 01/02 to 02/03 in North Sulawesi is quite large.<sup>5</sup> On the other hand, GER in both provinces has slightly been fluctuating, and the width of fluctuation is larger in North Sulawesi.

Table 2-2: NER and GER of Junior Secondary School in North Sulawesi

	98/99	99/00	00/01	01/02	02/03
NER (%)	80.35	75.76	77.52	74.87	62.83
GER (%)	85.46	95.62	94.66	90.21	90.53

Source: Dinas P&K North Sulawesi, Figure 98

Gross drop out rate is only available in Central Java. Although the rate in 01/02 went down from that in 00/01, the rate in 01/02 is still higher than that in 99/00. Overall, it can be said that enrolment has not been improved after decentralization in either

province.

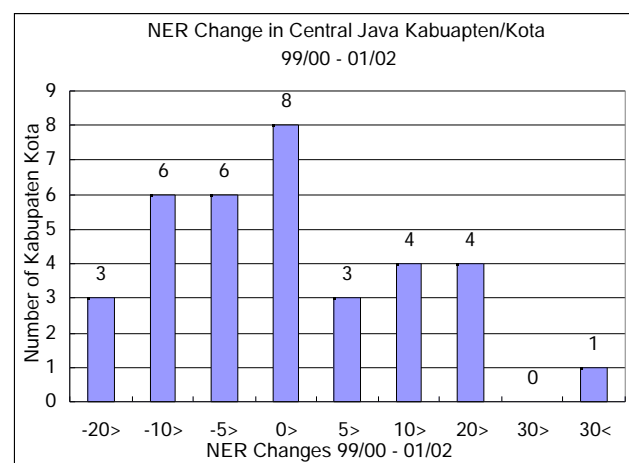
### Kabupaten/Kota in Central Java

NER gaps are widening among kabupaten/kota. Following are findings from Table 2-3 and Figure 2-1.<sup>6</sup>

Table 2-3: NER Change (SLTP + MTs), Selected Kabupaten in Central Java 99/00 – 01/02

Kabupaten / Year	99/00	00/01	01/02	99/00 – 01/02 Change
Kab Klaten	81.68	53.46	53.46	-28.22
Kab Wonogiri	56.70	65.50	34.89	-21.81
Kab Kendal	80.02	64.11	58.45	-21.57
Kab Pemalang	67.07	56.77	98.15	31.08
Entire Java	67.43	65.61	64.51	-2.93

Source: Dinas P&K Central Java (2002)



Source: Dinas P&K Central Java (2002)

Figure 2-1: NER Change in 35 Kabupaten/Kota in Central Java (99/00 – 01/02)

<sup>5</sup> The data in Table 2-2 may not be correct because some year-to-year changes are quite large. However, they are shown here with some caution.

<sup>6</sup> Table 2-3 indicates substantial fluctuations in NER and suggests that the data may be erroneous.

NER has drooped in 23 out of 35 kabupaten/kota in Central Java during the period of 99/00 – 2001/2.

NER has decreased by more than 20 points in three kabupaten.

In contrast, it has increased by more than 30 points in one Kota.

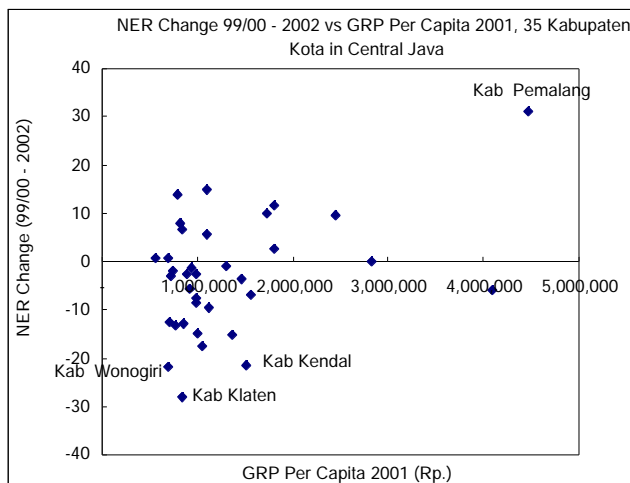
As shown in Table 2-4, GER of SLTP has been continuously increased since 1995/96. Even during the financial crisis period (97/98 and 98/99), GER (SLTP) continued to grow. However, in year 01/02 GER (SLTP) declined first time in the past 7 years, and this was the second year since decentralization started.

Table 2-4: GER (SLTP) in Central Java

	95/96	96/97	97/98	98/99	99/00	2000/01	01/02
Total # of SLTP Student	1,104,070	1,154,035	1,190,977	1,185,709	1,196,471	1,197,488	1,179,020
13-15-aged Population	2,124,006	2,188,192	2,128,826	2,105,347	1,975,526	1,968,871	1,974,416
GER (SLTP)	52.0%	52.7%	55.9%	56.3%	60.6%	60.8%	59.7%

▲ Financial Crisis      Decentralization ▲

Source: For 95/96 – 98/99: Bappeda Jawa Tengah & BPS Jawa Tengah (2000, 1997) Jawa Tengah in Figures 2000, Table 4.1.1 & Table 4.1.8, (2000), Table 4.1.7 (1997). For 99/00 – 01/02: Dinas P&K (2002) Laporan Kajian Dan Analisa Pelaksanaan Program Pnuntasan Wajib Belajar Pendidikan Dasar 9 Tahun Di Jawa Tengah



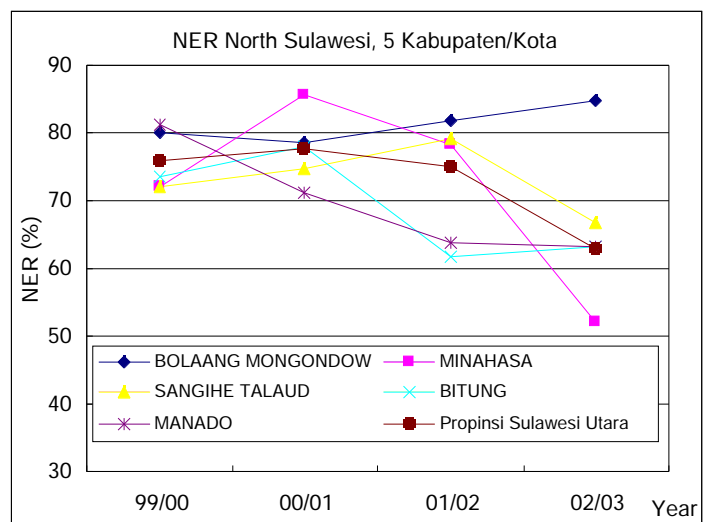
Further, Figure 2-2 tries to show whether GER changes (99/00 and 2002) in relation to kabupaten/kota GRP (Gross Regional Products) per capita. What can be read from the figure is that there is no clear relation between economic wealth of kabupaten/kota and GER. In this figure, Kab.Klaten, Kab.Wonogiri and Kab.Kendal are plotted. These kabupaten have different GRP per capita, but their NER changes over the three years are more or less the same level.

Source: Research Institute Indonesia University of Education and JICA (2003) for GRP. Dinas P&K Central Java (2002) for NER

Figure 2-2: NER Change (99/00 – 01/02) and GRP Per Capita (2001)

### Kabupaten/Kota in North Sulawesi

There are similar tendency observed in kabupaten/kota, North Sulawesi. The gap in NER is widening among kabupaten/kota since 1999/00. Especially, changes during 01/02 – 02/03 are significant in Sanghe Talud and Minahasa. The possible explanation for the Kab. Minahasa case is that parent contribution (BP3 fee) has been increased since decentralization because the Minahasa government cut school routine budget for each SLTP by



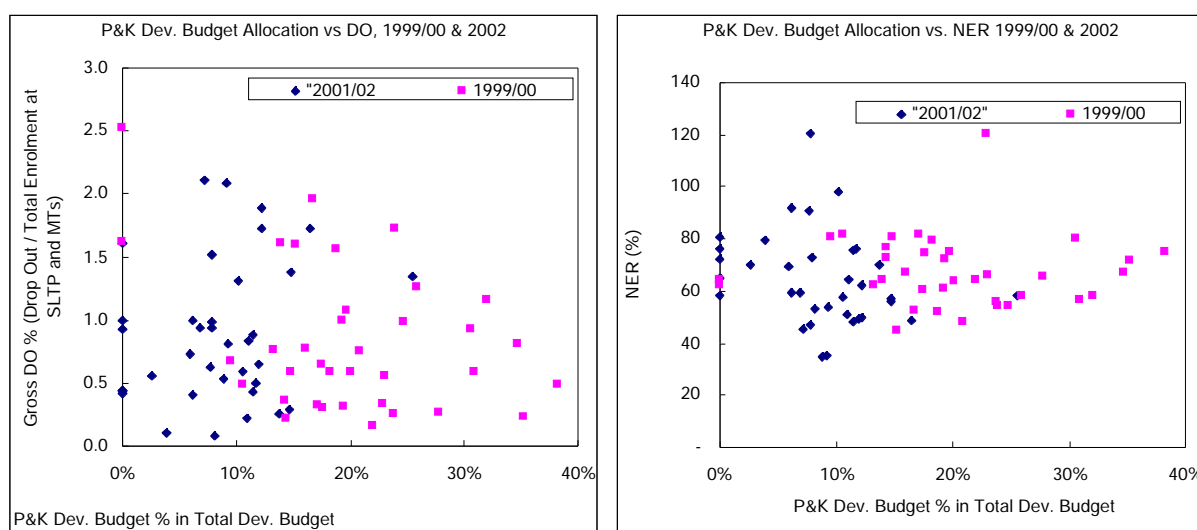
Source: Dinas P&K North Sulawesi

Figure 2-3: NER in North Sulawesi 5 Kabupaten/Kota

90%. Due to this, each school increased BP3 fee, and poor families cannot send their children any more.

### NER and Drop-out rate in Central Java

Following Figure 2-4 tries to show whether larger share of education development budget is related to increase in NER and decrease in drop-out during Year 1999/00 and Year 2001/02. The figure doesn't show any clear relation between size of education development budget and NER/Drop-out. The figure only shows that share of education development budget of kabupaten/kota shrank during 99/00 – 01/02.



Data source: Dinas P&K Central Java (2002), MOF (2003)

Figure 2-4: Relation between Education Development Budget and NER/Drop-out in 1999/00 and 2000/01 (35 Kabupaten/Kota in Central Java)

## 2.2 Decentralization

### 2.2.1 Educational Administration

#### Overview of Decentralization

The new policy of decentralization is outlined in Law No. 22, 1999 concerning "Local Government" and Law No. 25, 1999 concerning "The Fiscal Balance Between the Central Government and the Regions." Both laws are based on five principles: 1) democracy; 2) community participation and empowerment; 3) equity and justice; 4) recognition of the potential and the diversity within regions; and 5) the need to strengthen local legislatures. These five principles support Indonesia's push for "Reformasi", which aims to eradicate the practice of corruption, collusion and nepotism (known as KKN) within the government bureaucracy.

The administrative territory of Indonesia is divided into autonomous provinces, districts (*Kabupaten*) and municipalities (*Kota*). Districts and municipalities are technically the same level of government. This distinction is based on whether the government

administration is located in a rural area (district) or an urban area (municipality). Within districts and municipalities there are sub-districts (*Kecamatan*) which are smaller administrative government units. Each sub-district is further divided into villages. Villages in rural areas are called *Desa*, while in an urban areas they are referred to as *Kelurahan*.

Figure 2-5 shows a rough illustration of the local administration structure before decentralization. As the figure indicates the provincial government (Propinsi-Daerah Otonom Tingkat I) positioned in a higher level than the district/municipality government (Kabupaten/Kotamadya-Daerah Otonom Tingkat II), and the provincial government could turn down or postpone what the district/municipality proposed by law in the era of centralized government system. Including education sector administration, each ministry had a local agency called *Kanwil* at the provincial level and *Kandep* at the district/municipality level. At the same time, the provincial government and district/municipality government also had sectoral departments. Therefore, these duplicated and inconsistent local administration structures caused inefficiency of administrative management.

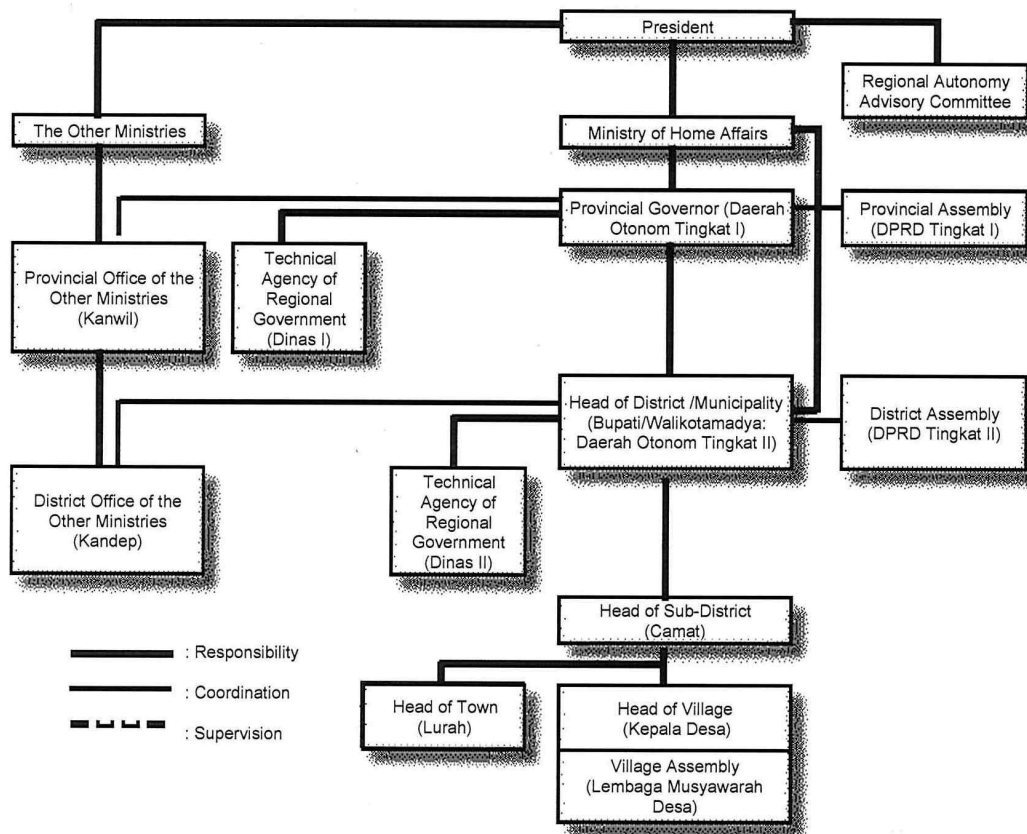


Figure 2-5: Local Administration Before Decentralization<sup>7</sup>

<sup>7</sup> Source: Local Administration and Decentralization (in Japanese), March 2001, Japan International Cooperation Agency and Institute for International Cooperation, translated by the JICA study team



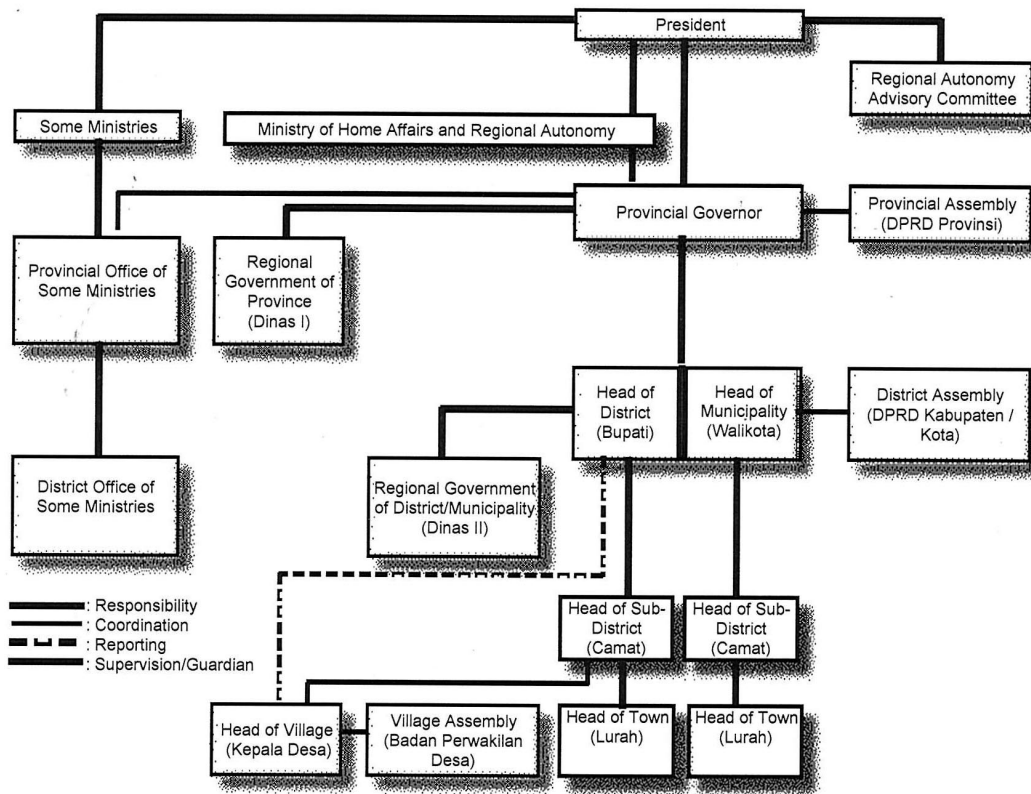


Figure 2-6: Local Administration After Decentralization<sup>8</sup>

Law No. 22, 1999, transfers functions, personnel and assets from the central government to the provincial, as well as the district and the municipality governments. Figure 2-6 shows the changes in the local administration structure after decentralization. This means that additional powers and responsibilities are being devolved to district and municipal governments, establishing a far more decentralized system compared to the deconcentrated<sup>9</sup> and co-administrated<sup>10</sup> systems of the past. The *Bupati* (district head) and *Walikota* (municipal head) as the head of the autonomous local government are now directly responsible to the local assembly (*Dewan Perwakilan Rakyat Daerah*, DPRD), while the deconcentrated agencies for devolved functions, *Kanwil and Kandep*, have been abolished and merged into the regional government departments, *Dinas*. Hence, the civil servants of these agencies have been placed under the authority of the regional governments.

<sup>8</sup> Source: Local Administration and Decentralization (in Japanese), March 2001, Japan International Cooperation Agency and Institute for International Cooperation, translated by the JICA study team. This chart is based on Law No 22, 1999 on Regional Autonomy, and does not reflect the latest Law No. 32, 2004 on Regional Autonomy

<sup>9</sup> Deconcentration is the delegation of authority by the central government to the governor of a province and/or a central government official in the province.

<sup>10</sup> Co-administration is when higher levels of government direct lower levels to undertake tasks and functions and the higher level of government provides the costs, means, infrastructure and human resources to carry out the tasks. The lower level of government is obliged to report to the higher level of government regarding the execution of these task or function.

In all government bureau, the law has devolved central government functions to regional governments, with the exception of security and defense, foreign policy, monetary and fiscal matters, justice, and religious affairs. Provinces have a dual status as autonomous regions themselves and also as representatives of the central government in regions. As autonomous regions, provinces have the authority to manage certain matters that cross inter-district and inter-municipal administration and authorities that are not (or not yet) implemented by the districts and municipalities. As the representatives of the central government, the provinces carry out certain administration tasks delegated by the President to the Governors. The power of districts and municipalities cover all sectors of administrative authority other than those of the central government and the provinces, including public works, health, education and culture, agriculture, transportation, industry and trade, investment, environment, land affairs, cooperatives, and manpower.

### ***Decentralized System and Its Current Situation in Education Sector***

As mentioned above, the administrative authority in educational sector is now handled by district and municipality government. Although information about the merger of the regional ministry offices (Kanwil-provincial level, Kandep-district level, Kancam-sub-district level) with the local government (Dinas) was spread among the offices, there were no concrete guidelines released as to what function each office would take over or maintain before the realization of decentralization in January, 2001. The "merger" has simply been the absorption of the former into the latter. It was observed that those local offices were not well informed of the central government policy on decentralized functions and responsibilities to prepare for the coming transitional period.

Since decentralization came into effect on January 1<sup>st</sup>, 2001, the misunderstanding and confusion among the Provincial Dinas and Kabupaten Dinas have been reduced or settled down. Certain administrative guidelines have also been given to the local governments although the guidelines do not appear concrete yet. Table 2-5 is a rough summary that shows the changes in the administration for junior secondary education before and after decentralization.

As of March 2001, every official of former Kandep/Kanwil was still maintaining NIP status as a national civil servant. By now, they all have been transferred to local government civil servant,<sup>11</sup> and they now receive their salary from the local governments.

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<sup>11</sup> In central Java, an official of Provincial Dinas said that the NIP status is still maintained officially. It is still unclear whether the national civil servants' transfer has been completed or not.

Table 2-5: Previous and Current Responsibility of Key Educational Administration for Junior Secondary Education

Function	Previous Responsibility	Current Responsibility
System Planning & Programming:		BAPPEDA Kab./Kota led team to include all agencies
Curriculum Design and Content: <sup>a</sup>	MONE	MONE/Dinas P&K Province/ Dinas P&K Kab./Kota / School
Selection of Textbooks:	MONE	School
Procurement of Textbooks:	MONE	Dinas P&K Kab./Kota
Content of In-service Teacher Training:	MONE / Kanwil	MONE (Project Based)/(Dinas P&K Province)
Delivery of In-service Teacher Training:	Kanwil	<i>Dinas P&amp;K Kab./Kota</i>
Appointment and Promotion of Teachers:	MONE / Kanwil	Bupati / Walikota
Supervision of Teachers:	Kandep	Dinas P&K Kab./Kota
Evaluation and Assessment of Education Programs:	MONE	MONE
School Construction/Major Rehabilitation:	Kanwil / MONE	Dinas P&K Province / Dinas P&K Kab./Kota
School Rehabilitation and Maintenance:	MONE / Kanwil	<i>Community / School</i>
School Equipment and Furniture:	Kanwil	Dinas P&K Kab./Kota with School

<sup>a/</sup> The current policy allows schools to have their own curriculum which is said to be about 20 ~ 40 percent of the total curriculum.

Note: Entries in italics indicate a proposed change from the previous practice.

Source: Regional Educational Development and Improvement Project in the Republic of Indonesia, Final Report, September 2001, International Development Center of Japan and PADECO CO., LTD., and the JICA study team's update

### ***Some Instances of New Structure***

As is already known, Kanwil all over Indonesia was officially closed on March 1, 2001. Because of this government restructuring, for example, the Planning Unit at the North Sulawesi Province Dinas P&K is no longer an independent unit. Planning function has been absorbed into each section or the Sub-Dinas programs. On the other hand, in Central Java Province planning function is still maintained as the Department of Planning Development independently, instead of having been integrated into several sections. It is also observed that the international cooperation and research sections are newly attached under the department.

By contrast, MORA, which regulates the Islamic Junior Secondary Schools, still maintains Kanwil and no merging took place with local governments. Thus, the local administration of MORA remains as it was before January 2001.

As mentioned before, due to decentralization, *Bupati* and *Walikota*<sup>12</sup> as the head of the autonomous local government are now directly responsible to the local assembly (DPRD), and they have the authority of budget allocation for the education sector in

<sup>12</sup> *Bupati* means 'District Head', and *Walikota* means 'City Mayor'.

Kabupaten and Kota. Because of the new authority and responsibility that they had never experienced and handled before, there has been some confusion in kabupaten and kota.

### **Education Board and School Committee**

On April 2, 2002, Ministry of National Education Decree on Education Board and School Committee came into effect. In the Decree it is said that:

- 1) An education board is established in each kabupaten/kota upon community and/or kabupaten/kota government initiative;
- 2) In each education unit or education entity group a school committee is established upon community, education unit and/or kabupaten/kota government initiative;
- 3) Education Board is located in the kabupaten/kota, and School Committee is located in the education unit; and
- 4) Both Education Board and School Committee are independent, not having hierarchy relations with regional government or government institutions.

Table 2-6 shows the roles and functions written in the Decree on Education Board and School Committee.

In REDIP2 Guidelines, the pilot project kecamatan and schools are requested to establish TPK (Kecamatan SLTP Development Team) and school committee. The school committee established under REDIP2 should not be different from the school committee to be established by the Decree. REDIP2's school committee has the same objective, role and function with the Degree-based school committee.

As far as the Decree of Education Board and School Committee is concerned, the word "Kecamatan" is not be found. REDIP2 has clearly recognized the importance of kecamatan for improving quality of schools, and it is believed that by focusing on kecamatan REDIP2 can complement the Decree. There are three main reasons for establishing the TPK in REDIP2.

- 1) As the administrative system for junior secondary education is decentralized, there is a strong need for community participation in education. Kecamatan can be a very effective school cluster for junior secondary education both to facilitate school interactions and to empower community. On the other hand, Kecamatan is a part of Kabupaten/Kota government administration, then it implements administrative duty instructed by Kabupaten/Kota (Dinas P&K) and assist Kabupaten/Kota (Dinas P&K) tasks and activities such as monitoring. At present, there is no formal organization at the kecamatan level in which representatives of SLTPs and MTs, kecamatan administration and local community can meet together. There is a strong need for such an organization at the kecamatan level to foster community-SLTP linkages.

Table 2-6: Roles and Functions in Education Board and School Committee

	Acts	Functions
Education Board	<ol style="list-style-type: none"> <li>1) Advisory agent in determining and implementing education policy.</li> <li>2) Supporting agency, in the form of finance, ideas, and manpower in education governance.</li> <li>3) Controlling agency for transparency and accountability in education governance and output.</li> <li>4) Mediator between the government (executive) and DPRD (legislature) with the community.</li> </ol>	<ol style="list-style-type: none"> <li>1) Provide guidance, direction, input on education governance in the Kabupaten/Kota and schools.</li> <li>2) Provide support, in the form of finance and ideas for education governance in Kabupaten/Kota and schools.</li> <li>3) Implement monitoring, evaluation and controlling on education governance in the Kabupaten/Kota and schools to achieve education governance accountability.</li> </ol>
School Committee	<ol style="list-style-type: none"> <li>1) Advisory agent in determining and implementing education policy in the education unit.</li> <li>2) Supporting agency, in the form of finance, ideas, and manpower in education governance in the education unit.</li> <li>3) Controlling agency for transparency and accountability in education governance and output in the education unit.</li> <li>4) Mediator between the government (executive) with the community in the education unit.</li> </ol>	<ol style="list-style-type: none"> <li>1) Encourage community interest and commitment on qualified education governance.</li> <li>2) Conduct cooperation with the community (individual/organization/business sector/industry sector) and government related to qualified education governance.</li> <li>3) Accommodate and analyze education aspiration, idea, demand and various needs proposed by the community.</li> <li>4) Provide input, consideration, and recommendation to education unit on:               <ol style="list-style-type: none"> <li>a) Education policy and program</li> <li>b) Draft school budget (RAPBS)</li> <li>c) Education unit performance criteria</li> <li>d) Education manpower criteria</li> <li>e) Education facility criteria</li> <li>f) Other matters related to education</li> </ol> </li> <li>5) Encourage parent and community to participate in education to support quality improvement and education equal distribution.</li> <li>6) Generate funds to finance education governance in the education unit.</li> <li>7) Implement evaluation and monitoring on education policy, program, management and output in the education unit.</li> </ol>

- 2) Kecamatan can also play a very effective role in linking individual schools to the kabupaten/kota education office. On the one side, kecamatan-level activities support management of individual schools. On the other, the kabupaten/kota office can utilize education plans developed at the kecamatan and school levels to appropriately reflect the communities' needs. A

- kecamatan-level organization, therefore, can foster SLTP-kabupaten/kota linkages.
- 3) An immediate need is the coordination of the REDIP2 pilot projects. The TPK is created to meet this requirement.

### ***School-Based Management***

In April 2001, Ministry of National Education revised the Book Series on the Management of School Based Quality Improvement (*Managemen Peningkatan Mutu Berbassis Sekolah/MPMBS*) published in 2000. MPMBS aims at making school independent or empowered by providing autonomy to school and encouraging school to do participative decision-making. MPMBS can be defined as a management model that gives greater autonomy to school and encourages school to conduct participative decision-making to fulfill the quality need of school or to achieve the quality objective of school in the framework of national education.

In "Planning and Evaluation" of MPMBS, it is written that *"school is given authority to conduct evaluation, especially internal evaluation. School members in order to monitor the implementation process and to evaluate the results of implemented programs conduct internal evaluation."*

In "Curriculum Management" of MPMBS, it is also written that *"curriculum made by the central government is the valid standardized national curriculum, even though school condition generally various. Hence, in its implementation school can develop (deepen, enrich, modify) but not reducing the valid national curriculum. Apart from that school is given freedom to develop local content curriculum."*

As read in these two paragraphs quoted above, schools are now given authority for school planning and their own curriculum management. From the elaboration of the MPMBS concept, there is mentioned that the new management pattern is emphasized more on making school independent and empowered. This implies that school is the main unit of education activity, while bureaucrat and other elements are the supporting service unit. Therefore, the framework of old management that emphasized subordinating, directing, regulating, controlling and a few officials' decision-making should be abandoned. It should be replaced by a new management that emphasizes granting autonomy, facility, cultivation of school's self-motivation, granting assistance and participative decision taking.

## **2.2.2 Educational Finance**

### ***Dinas P&K Kabupaten/Kota as Primal Provider of Junior Secondary Education***

In the past three decades, education in Indonesia has achieved remarkable results in quantitative expansion. Yet, quality is behind the international standard, and inequality in educational provision is inevitable. Though junior secondary education (JSE) has become a part of 9-year compulsory education, it has not been consolidated yet. Particularly, high dropout and repetition in primary cycle, and less enrolment (NER/GER) in JSE are prominent (Fasli Jalal et al. (2001), Clark et al. (2000)). In the decentralization era, kabupaten/kota government (Pemda) needs to redress these issues as the primary institution responsible for provision of basic, compulsory education, as well as for education finance.

Before decentralization, the kabupaten/kota governmental organization functioned as a focal point of dis-/aggregating JSE budget information. Kandep Kabupaten/Kota collected information on budget needs from each school, and passed it to Kanwil P&K Province after aggregation. Then Kanwil P&K Province did the same to report to MONE. The final budgetary decision was made by the central government through negotiation among MONE, MOF (for routine budget), and Bappenas (for development budget). After being approved by National Assembly (DPRD), the central government cascaded JSE budget through Kanwil P&K Province down to respective schools.

After decentralization, the kabupaten/kota government became responsible to draft, examine, approve, and disburse budget for public services. For JSE (and PE), Dinas P&K Kabupaten/Kota initially prepares a draft education budget bill covering both routine and development purposes. It needs to be agreed by the district head (Bupati), before the budget bill is sent to DPRD for their final approval. The main resource of kabupaten/kota government budget (APBD) is the DAU (*Dana Alokasi Umum*: General Allocation Fund), which is determined by the central government and directly allocated to kabupaten/kota.<sup>13</sup> While kabupaten/kota is responsible for APBD, the majority of APBD is financed through DAU. Thus in general the kabupaten/kota are very much dependent upon the central government in finance. Increasing its own revenue is the key to a further consolidation of Indonesian regional autonomy in terms of both authority and finance.

Beside the DAU budget, there are several possible funding sources for kabupaten/kota APBD:

- 1) Locally-collected resources (local taxation, fee collection, income from state-owned enterprises, other authorized incomes)
- 2) Loan/borrowing by kabupaten/kota government
- 3) DAK (Special allocation fund financed by the central government)

In addition to the above, there is earmarked sector-subsidization by the central government for specific purposes. Though the subsidization is not counted as part of APBD budget, kabupaten/kota function as the agent of the central government to handle activities financed by the subsidization (de-concentration).

Table 2-7 below outlines a comparison of education finance between before and after decentralization.

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<sup>13</sup> DAU is a general-purpose grant without earmarks, and is determined by the central government and directly transferred to kabupaten/kota government. DAU is at least 25% of domestic revenue which has been stipulated in state budget. 10% of it is for provinces, and the remaining 90% is for kabupaten/kota (Law 25/1999, Article 7 (1) and (2)). For further details on DAU allocation formulas, refer to DSEF (2002).

Table 2-7: Comparison of JSE Budget: Before and After Decentralization

	Before Decentralization	After Decentralization
Draft budget bill	Needs information (RAPBS*) collected by individual school Information aggregated by kabupaten/kota (Kandep P&K), and forwarded to MONE	Needs information (RAPBS*) collected by individual school Information aggregated at kabupaten/kota government (Dinas P&K Kabupaten/Kota)
Budget bill draft/ negotiation	National education budget bill prepared among MONE, MOF (Routine budget: DIK), and Bappenas (Development budget: DIP)	Dinas P&K Kabupaten draft budget bill. It is negotiated among Dinas P&K Kabupaten/Kota, Bupati, and DPRD
Final decision maker	Central government, approved by DPR	Kabupaten/kota government, approved by DPRD (Budget committee)
Budget resource	DIK DIP	DAU DAK De-concentration Fund (APBD off budget) Local revenues (local taxation, fee collection, income from state-owned enterprises, Loan/Borrowing, etc.)

\*RAPBS: Rencana Anggaran Pendapatan dan Belanja Sekolah (School revenue and expenditure plan)

### **Financial Commitment of Kabupaten/Kota Government to JSE**

After the decentralization each kabupaten/kota government needs to determine their financial commitment to JSE to secure quality provision of JSE. This may be based upon their own "vision and mission". In determining "vision and mission", there are two key documents issued by the central government: Law of 22/1999 25/1999, and Minimum Service Standard (MSS).

- 1) Law of 22/1999 and 25/1999 determined authorities to be transferred from central/provincial governmental organization to provincial/kabupaten/kota government.
- 2) MSS was issued by MONE in 2001 (see Box). According to MONE, National MSS is minimum requirement and kabupaten/kota governments (Dinas P&K Kabupaten/Kota) are expected to develop their own MSS which is relevant to local condition.

The decree and MSS could outline decentralized public administration, but do not clearly determine details of decentralized education finance; e.g., roles of government in financing government and non-government schools, and cost-sharing with community/parents are not clearly presented. These are to be determined by each kabupaten/kota by taking their local situation into account. None of REDIP2 kabupaten/kota has developed their own MSS at the time of this report preparation.



In a training activity for REDIP2, kabupaten/kota figured out their financial commitment to JSE (Table 2-8).<sup>14</sup> Though the outcome of the practice is very preliminary and needs to be further refined, the following points can be made:

- 1) Different kabupaten/kota have different understanding about their financial commitment to JSE.
- 2) It is agreed that "teacher salary & wages" is to be covered by government in the ideal case, whilst others (e.g., good supply of textbook, stationary, school construction, etc.) vary among kabupaten/kota.
- 3) In the "ideal case," school construction and maintenance costs are to be shared between government and parents/community in some kabupaten/kota.
- 4) Yayasan is not supposed to cover full cost of teacher salary/wages for private SLTP.
- 5) Dinas P&K Kabupaten/Kota and Depag Kabupaten could enhance their collaboration (e.g., P&K could employ teacher for private MTs).

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<sup>14</sup> The training was held in April 2002 for 5 days respectively for REDIP2 kabupaten/kota in Central Java and North Sulawesi. Participants of the training were staff and the head of JSE and finance/planning sections. Most of them were aware of the decree, but only limited participants knew SPM.

**Box: Minimum Standard of Service for Junior Secondary Education: Financial Management**

1. Financing resources:

(Junior secondary) Education can be financed from

- a. Regional government, which provides budget for both state and private SLTP
- b. Community-raised fund including contribution/donation from parents / community / business, to improve quality of teaching (-learning) and other program agreed by the parents
- c. Other resources such as loan and grant, in accordance with existing laws and regulations

2. Items to be financed:

- a. Implementation of education / teaching-learning process (curriculum implementation and evaluation (of student)
- b. Supporting activities to operationalize classroom teaching and extra-curricular activities
- c. Maintenance of facilities and materials (i.e., building, furniture, teaching-aid equipment and media)
- d. Maintenance of supporting activities (i.e., school environment)
- e. Welfare of teacher and school employees (salary, overtime allowances, incentives, and travel cost)
- f. Power and other services (electricity, telephone, water, etc.)
- g. Special program for sustainable school quality improvement

3. Unit cost

Unit cost can be calculated based on (1) fixed cost (/year/school) and (2) variable cost linked to (a) the number of students, (b) school location, and (c) particular school activities that are financed accordingly to the type and contents of activities.

4. Determination of budget

Cost to be charged to community/parents needs to be proposed in proposal jointly prepared by school principal and "community participation agency (i.e., school committee, BP3)," and it needs to be approved by regional government in charge.

5. Financial management

Financial management needs to be carried out in a transparent and accountable way, and an annual report should be submitted to the donors (i.e., school committee/BP3/school board/regional government).

6. RAPBS (School revenue and expenditure plan)

Every school is obliged to prepare RAPBS. Stakeholders (BP3, community, and other parties having interest in school) should be involved in preparation of RAPBS. Financing sources must be recorded in a transparent and accountable way.

7. Auditing

Every revenue and expense must be audited properly and regularly.

8. Reporting

Every reporting must be carried out properly and regularly.

Source: MONE (2001) (unofficial translation)

### **Medium-Term Education Plan and Annual Financial Plan at Kabupaten/Kota**

There are several key planning activities conducted at kabupaten/kota level. Kabupaten/kota develops a comprehensive 5-year and annual development plan respectively called (a) "Propeda" (*Program Pembangunan Daerah*) and (b) "Propedata" (*Program Pembangunan Daerah Tahunan*). The latest Propeda covers year 2001-

2005. Education is one of the sectors addressed in these comprehensive regional planning documents. In addition, education-specific annual and 5-year plans are prepared in line with these comprehensive plans. Furthermore, an annual performance report regarding 9-year compulsory education is prepared by some kabupaten/kota. Description in these plan documents tends to be more qualitative than quantitative. Normally, quantitative projection of key educational (and financial) indicators is not part of the 5-year plans, and thus there are no clear financial implications.<sup>15</sup>

In turn, schools annually prepare RAPBS (*Rencana Anggaran Pendapatan dan Belanja Sekolah*: School revenue and expenditure plan). RAPBS is for the annual budgeting purpose, and prepared and submitted by respective school to kabupaten/kota government. The following chart shows approximate schedule and stakeholders' involvement in annual education budget preparation at kabupaten/kota government. Details may differ among kabupaten/kota.

Reflecting on decentralization, most of the procedures are handled at kabupaten/kota level, particularly at Dinas P&K Kabupaten/Kota offices, with involvement of both school level stakeholders (i.e., school committee, Yayasan, parents, BP3, etc.), and kabupaten/kota government stakeholders (DPRD, Bappeda, Bupati, etc.). The annual budget bill for education is initially drafted by Kabupaten/Kota Dinas P&K office, then it is examined by Bappeda budget committee for budget conformation with other sectors. After being approved by Bappeda and Bupati, the budget bill is submitted to DPRD budget committee for its approval.

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<sup>15</sup> Out of 4 REDIP2 kabupaten/kota, one kabupaten uses a quantitative projection model developed by MONE Office of Research and Development.

Table 2-8: Kabupaten's Perception of their Financial Commitment to JSE: Outcomes of Discussion from REDIP2 Training (April 2002)

Kab. PEKALONGAN (CJ*)	SLTPN	SLTP Terbuka	SLTP Swasta	MTsN	MTs Swasta
IDEAL CASE					
Routine					
Salary & Wages of Teacher/Staff	PK	PK	PK, P, Y	D,PK	D,P,Y
Goods Supply	PK	PK	PK, P, Y	D	D,P,Y
Maintenance	PK, P	PK, P	P, Y	D,P	P,Y
Textbook	PK, P	PK, P	P,Y	D,P	P,Y,PK
Stationary	PK, P	PK	P,Y	D,P,Y	D,P,Y
Uniforms	PK	PK	PK, P	D	D,P,Y
School Meal	?	?	?	?	?
Extra Curricular Activities	PK, P	PK	PK, P, Y	D,P	D,P,Y
Development					
Construction	PK	PK	PK, P, Y	D	D,P,Y
Facility Rehabilitation/Improvement	PK	PK	Y	D	Y
REALISTIC CASE					
Routine					
Salary & Wages of Teacher/Staff	PK	PK	PK,Y	D	D,Y
Goods Supply	PK,P	PK	PK,P,Y	D,P	D,P,Y
Maintenance	PK,P	PK	P	D,P	P,Y
Textbook	PK,P	PK	DK,P	D,P,DK	P,Y
Stationary	PK,P	PK	P,Y	D,P	P
Uniforms	P	?	P	P	P
School Meal	?	?	?	?	?
Extra Curricular Activities	PK,P	PK	P,Y	P	P,Y
Development					
Construction	PK,P	PK	P,Y	P	P,Y
Facility Rehabilitation/Improvement	PK,P	PK	P,Y	P	P,Y

\* CJ: Central Java

PK: Commitment by Dinas P&K	P: Commitment by parents/community	Y: Commitment by Yayasan
D: Commitment by Depag	?: Items could not be determined in the training	

Kota Bitung (NS*)	SLTPN	SLTP Terbuka	SLTP Swasta	MTsN	MTs Swasta
IDEAL CASE					
Routine					
Salary & Wages of Teacher/Staff	PK	PK	PK,P,Y	-	D,Y
Goods Supply	PK	PK	PK,P,Y	-	D,P,Y
Maintenance	PK,P	PK	PK,P,Y	-	D,P,Y
Textbook	PK,P	PK	PK,Y	-	D,P,Y
Stationary	PK,P	PK	PK,P,Y	-	D
Uniforms	PK,P	PK	PK,Y	-	DY
School Meal	PK,P	PK	PK,P,Y	-	D,Y
Extra Curricular Activities	PK,P	PK	P,Y	-	D,P,Y
Development					
Construction	PK,P	PK	PK,P,Y	-	D,Y
Facility Rehabilitation/Improvement	PK,P	PK	PK,P,Y	-	D,Y
REALISTIC CASE					
Routine					
Salary & Wages of Teacher/Staff	PK,P	PK	PK,Y	-	PK,Y
Goods Supply	PK,P	PK	PK,Y	-	P
Maintenance	PK,P	PK	PK,P	-	PK,Y
Textbook	PK	PK	PK	-	D
Stationary	PK	PK	PK,Y	-	Y
Uniforms	P	?	P	-	P
School Meal	✓?	?	?	-	?
Extra Curricular Activities	PK,P	PK	P	-	P
Development					
Construction	PK	?	PK,Y	-	D,Y
Facility Rehabilitation/Improvement	PK,P	PK	PK,P	-	D,P

\* There is no MTsN in Kota Bitung / NS: North Sulawesi

PK: Commitment by Dinas P&K	P: Commitment by parents/community	Y: Commitment by Yayasan
D: Commitment by Depag	?: Items could not be determined in the training	

**Table 2-9: Approximate Process of Annual Education Budget Preparation at Kabupaten /Kota Government**

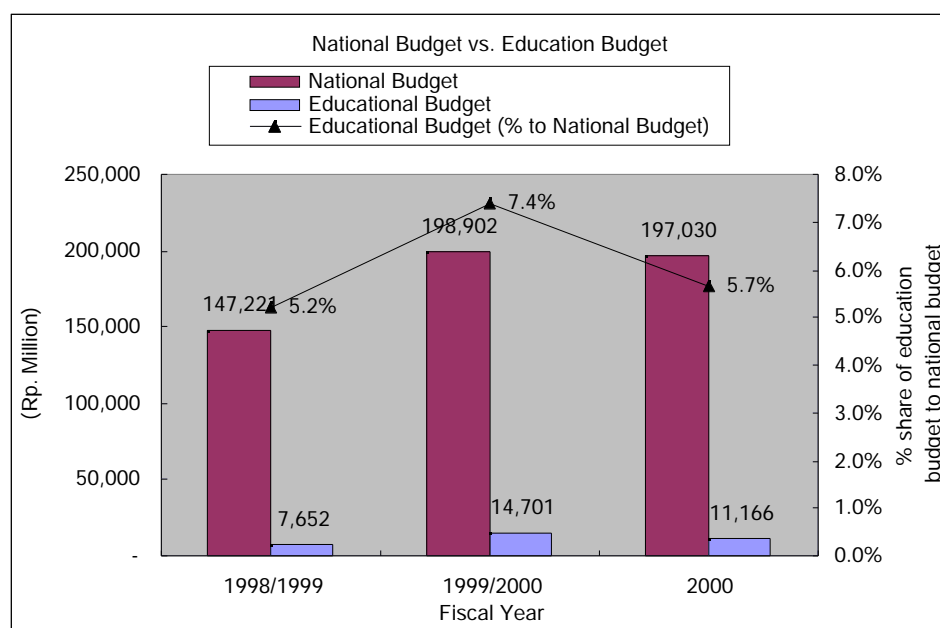
Procedure	Approximate timing	Notes
Needs/Request information collection from individual schools (through RAPBS form)	August-October	Individual school submits RAPBS form to Kabupaten/Kota Dinas P&K office. RAPBS is an annual budget plan, which indicates necessary amount to be financed from Kabupaten/Kota budget (APBD) and from other sources.
↓		
Draft education budget bill preparation: Dinas P&K	October-November	Based upon aggregated information from RAPBS, SLTP Sub-Dinas and Planning Sub-division collaborate to prepare draft budget bill. Planning/finance sub-division coordinate inter-sub-sectoral allocation of education budget (i.e., allocation among primary, secondary and other sectors).
↓		
Examination at Bappeda budget coordination meeting	November-December	Once draft education budget bill is prepared by Kabupaten/Kota Dinas P&K, it is examined at Bappeda budget committee for negotiation with other sub-sector of public services: e.g., health, social welfare, construction, commerce, etc.). Kabupaten Dinas P&K and DPRD Commission E may collaborate to justify education budget bill. After the bill is finalized by the Bappeda committee, Bupati approve it to submit it to DPRD budget committee.
↓		
Budget bill examination and approval by DPRD Budget Committee for APBD	December	DPRD budget committee examines budget bill to approve.
↓		
Monitoring and reporting	January-December (following year)	As budget disbursement starts, individual school submits monthly or bi-monthly financial report to Kabupaten/Kota government. In addition, individual school prepare annual financial statement at the end of each fiscal year.

Notes: Based on interviews of Dinas P&K officials from Brebes, Pekalongan, Minahasa and Bitung during April – May 2002.

### ***Budget Allocation to JSE – National Overview and REDIP2 Kabupaten/Kota***

MONE expenditure ranges from 5.2% to 7.4% of national budget during fiscal year 1998/99 to 2000 (on average 6.2% during the three years). Due to the Indonesian fiscal management, MONE budget here excludes education-related budget allocated to other ministries/programs, i.e., impress for primary school construction, MOHA (primary teacher salary), and MORA (religious schools). If they are included, it is estimated that government education budget can be doubled.<sup>16</sup>

<sup>16</sup> Though a bit dated, Clark et al. (1998) estimates that, in 1995/96, actual educational budget accounted for 15.3% of central government expenditure, while MONE budget only accounted for 7%. MONE has not updated such a consolidated inter-ministerial education budget information.



Source: MONE (2001)

Figure 2-7: National Budget and Education Budget<sup>17</sup>

During 1998/1999-2000, on average, approximately 60% and 40% of total education budget allocated to MONE was respectively disbursed for routine and development expenditures. During the same period 30-40% of MONE education budget was allocated to the Basic Education Sector (Table 2-10). “Basic education” consists of primary (6 years) and junior secondary (3 years). One caution here is that, as described above, MONE budget excluded majority of expenditure for primary education that was disbursed through MOHA. Thus majority of “basic education” expenditure actually goes to Junior Secondary Education.

Table 2-10: Education Budget – Routine and Development (Rp. 1,000)

	1998/1999		1999/2000		2000	
	Amount	(%)	Amount	(%)	Amount	(%)
MONE Budget	7,651,780,708	100.0%	14,701,459,649	100.0%	11,166,336,715	100.0%
Routine	5,667,388,008	74.1%	7,494,729,123	51.0%	6,955,043,581	62.3%
Development	1,984,392,700	25.9%	7,206,730,526	49.0%	4,211,293,134	37.7%
Basic Education	2,298,944,542	100.0%	5,457,485,668	100.0%	4,443,303,489	100.0%
Routine	1,628,103,942	70.8%	2,172,452,665	39.8%	2,151,764,875	48.4%
Development	670,840,600	29.2%	3,285,033,003	60.2%	2,291,538,614	51.6%
Basic Education % to MONE Budget	30.0%		37.1%		39.8%	

Source: MONE (2001) Indonesia Educational Statistics in Brief 2000/2001

It is noted that routine-development share fluctuates annually. This is because of that major part of development budget has been financed with international assistance.<sup>18</sup> No data are available at MONE regarding regional education

<sup>17</sup> Due to the change of fiscal year, fiscal year 2000 covers only 9 month during April – December. From 2001 on, FY covers January to December.

<sup>18</sup> Clark et al. (1998) further illustrates following constraints in education finance, especially after the financial turmoil in 1997: (1) Teacher’s/staff’s monthly salary paid for less than one week’s living cost; (2) Many teachers abandoned the teaching profession in favor of more

expenditure through DAU since FY 2001 and on, as MONE does not have particular information collection activity on this.

Through the transition period of decentralization, civil servant salary and wage (including teacher/staff salary) has been held the same at the pre-decentralization level. In this context, non-salary routine budget can indicate "seriousness" of kabupaten/kota in financing education. Taking REDIP2 kabupaten/kota as example, Table 2-11 and Figure 2-8 show that non-salary (*non-gaji*) budget allocation per school (maximum Rp. 33 mil., minimum. Rp. 3 mil.) and per students (maximum Rp. 79,000 and minimum Rp. 12,000) varies very much among the four kabupaten/kota. This implies that there would be considerable inter-kabupaten/kota gap nationwide after decentralization.

Table 2-11: Non-salary Routine Budget Allocated for JSE: 4 REDIP2 Kabupaten/Kota

	Kab. Brebes 2002	Kab. Pekalongan 2002	Kab. Minahasa 2002	Kota Bitung 2002
Total Non-salary Routine Budget (Rp.)	1,573,752,000	1,237,022,370	273,000,000	329,500,000
Goods Purchase (Rp.)	885,902,000	751,155,970	273,000,000	114,500,000
Maintenance Cost (Rp.)	219,850,000	485,866,400	-	119,000,000
Travel Expense (Rp.)	-	-	-	-
Other (Rp.)	468,000,000	-	-	96,000,000
# of public school	52	41	91	10
# of student at public school	32,333	19,927	22,345	4,155
Average # of student at public school	622	486	246	416
Average non-salary routine budget per public school (Rp.)	30,264,462	30,925,559	3,000,000	32,950,000
Average non-salary routine budget per public school pupil (Rp.)	48,673	62,078	12,217	79,302

Source: Dinas P&K (Kab. Brebes, Kab. Pekalongan, Kab. Minahasa, and Kota Bitung)

In this particular case presented here, Dinas P&K Kab. Minahasa simply forgot to request the budget initially, and somehow managed to obtain Rp. 3 million for each Public SLTP for 2002 APBD through supplementary budgeting. Yet the amount is approximately 10% of budget in other kabupaten/kota which ranges between Rp. 30-35 million. There is a concern of inequitable financial distribution due to mismanagement of Dinas P&K Kabupaten/Kota.

Turning to school revenue, there is a big difference between public and private schools in terms of budget received from government/Yayasan. Kabupaten/kota government finances the majority of public school revenue. Since JSE became compulsory education in 1994, students/parents are exempted from tuition fee of JSE, and government covers teacher salary. Some private schools receive support from government in terms of supply of teacher who are appointed as civil servants. Meanwhile, budget allocated by Yayasan for private schools is quite limited, and parents/community contribution is the main revenue sources for private schools.

lucrative occupations; (3) Salary payments frequently arrived late or not at all; (3) The government found it necessary to pay educational personnel partially in goods (rice, sugar, clothing); (4) Schools suffered a critical shortage of textbooks and other instructional materials; (5) School buildings and equipment deteriorated; (6) Funds were unavailable for building new schools or expanding existing ones to accommodate the annual increases in numbers of children reaching school age (7) Parents had difficulty in providing clothes and transportation for their children; and, (8) In violation of official government regulations, individual schools sought to survive by creating special fees that parents were obliged to pay.

Because of such a difference, cost shared by parents is higher at private schools. The baseline survey for REDIP1 revealed that parents sending their children to private SLTP/MTs have to pay more, yet children get less from government/Yayasan in terms of education finance (Figure 2-9).

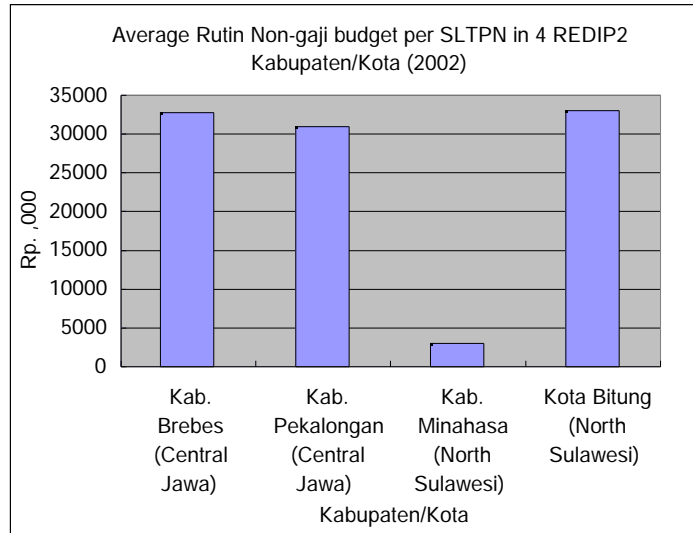


Figure 2-8: Average Routine Non-Salary (*Non-Gaji*) Budget per SLTPN in 4 REDIP2

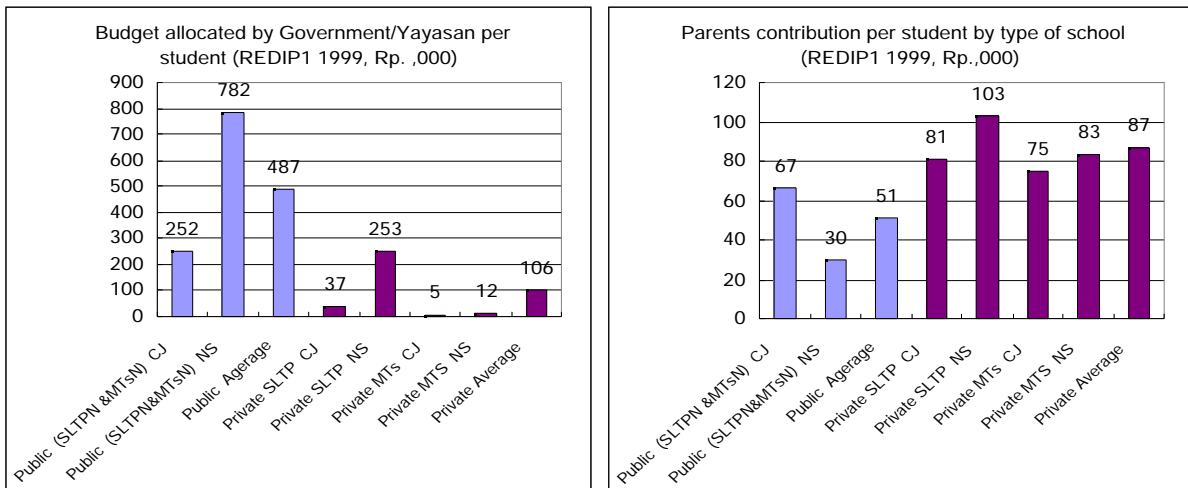


Figure 2-9: Budget Allocation by Government/Yayasan and Parents Contribution per Student

Clark et al. (1998) question if the current level of fee charged and other incidental cost (transportation, stationary, etc.) for primary and junior secondary education are justifiable as cost for compulsory basic education. It argues that the cost of education is onerous for those families already unable to meet their basic education cost. Such an argument still holds in the decentralization era, and the JICA study team has following anxieties:

- 1) The gap between richer and poorer Desa/Kecamatan can be further expanded. Mobilization of non-governmental stakeholders may increase financial resources for education, especially in richer areas, while it is also likely that education in poorer areas may stay the same or even get deteriorated.



2) There is a higher risk of dropout with children from poorer families. Though most of public junior secondary schools do not reject students because of financial reasons,<sup>19</sup> such a risk would be more inevitable in:

- a) Private schools that depend on contribution by parents; and
- b) All types of junior secondary schools in kabupaten/kota that have limited financial input from government.

### ***Issues and Concerns – Implications for REDIP2 Activities***

Being in its 2<sup>nd</sup> year, decentralization of education finance in Indonesia is still at the “trial-and-error” stage, and kabupaten/kota governments are struggling to adjust themselves to the new system. Though it is too early to evaluate all the consequences of decentralization, the following observations can be made.

In general, personnel at kabupaten/kota government are psychologically ready for decentralized education finance. They welcome expanded duties and responsibilities, and feel more encouraged and motivated to work. In terms of institutional readiness, however, there are several concerns in achieving a coherent, efficient, relevant, and equitable education finance. Following are key concerns found in activities of the JICA study team during January – May 2002:

- 1) Unfamiliarity of Dinas P&K Kabupaten/Kota with decentralization may cause errors in regional education finance.
- 2) Incoherent financial commitment by different kabupaten/kota governments may deteriorate national conformity in JSE provision. Inter-Kabupaten/Kota and public-private gaps would further widen without intensified interventions for financially disadvantaged groups.
- 3) Political interruption may drastically reduce regional budget for education, and it would deteriorate JSE provision. Political influence of Bupati and DPRD are particularly strong for the education budget. Being one of the most money-consuming sectors, basic education can be easily “targeted.”
- 4) Kabupaten’s/kota’s MSS has not been developed, and a standard budgeting formula is not localized to kabupaten/kota. If the formula exists, it needs to be rationalized by being linked to MSS.
- 5) Less or mis-communication among governmental stakeholders (subsections under Dinas P&K Kabupaten/Kota, Bappeda, DPRD, School Council, etc.) would distract appropriate budget arrangement at kabupaten/kota.
- 6) Readiness of Dinas P&K Kabupaten and school for accountability and transparency is insufficient. There is a potential risk for them to be distrusted by community/parents.
- 7) Budget allocated to education is not sufficient to meet the existing standard budget formula (prepared by MOF, Dinas P&K Province, Kabupaten, etc.).
- 8) Medium-term education planning is done in a “passive” manner, and thus education system management would be less “proactive” in achieving 9-year compulsory education.

Above issues were intentionally raised in REDIP2 socialization activities and training programs during April-May 2002, to draw attention of personnel at Dinas P&K Kabupaten/Kota, DPRD members, Bupati, and other key stakeholders. Recognizing

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<sup>19</sup> Meanwhile, SPM allows an SLTP school to reject applicants through an entrance examination when they have insufficient capacity. Such notion would be justified only if such rejected students are reallocated to other schools, thus they are not rejected from JSE.

above concerns, the JICA study team anticipates that following are the keys to foster institutional "readiness" of kabupaten/kota through REDIP2 activities:

- 1) Develop job descriptions of Dinas P&K Kabupaten/Kota personnel which focus on budgetary process, accountability, transparency, etc.;
- 2) Determine financial commitment of kabupaten/kota government to JSE;
- 3) Collaborate with political factions;
- 4) Justify and localize budget formulas for education finance, and link it with MSS;
- 5) Enhance budget revenue for education (possible ear-mark of DAU budget, additional budget resources for education other than DAU, etc.);
- 6) Facilitate inter-kabupaten communication to secure national/regional conformity in JSE provision;
- 7) Facilitate communication between Dinas P&K Kabupaten/Kota and Depag;
- 8) Share coherent vision and mission among sub-dinas and sub-division of Dinas P&K Kabupaten in medium-term planning and annual budgeting; and
- 9) "Co-finance" REDIP2 (kabupaten/kota government and JICA funds).

In a broader view, it should be pointed out that there is no institutional/regulatory protection for basic education budget in Indonesia after 2001. Given that DAU is the main source of public education finance, there are serious risks that would lead to flaws:

- 1) No regulation/role to protect basic education budget to be allocated from DAU at kabupaten/kota. It is prone to the "bias" of political factions, e.g., Bupati and DPRD.
- 2) No monitoring system of regional education expenditure of kabupaten/kota, by Dinas P&K Province or central government.
- 3) No preventive/enabling measure is determined for possible kabupaten/kota failures in basic education provision.

To avoid unrecoverable deterioration of basic education finance, MONE needs to develop a comprehensive back-up system, which may include the following components:

- 1) Set earmark for DAU allocation to secure basic education budget;
- 2) Determine amount to be earmarked based on education financial needs calculation linked to MSS;
- 3) Install central monitoring system of regional education budget allocated from DAU/APBD; and
- 4) Set up role/regulations to install preventive/enabling measures to cope with possible failure of kabupaten/kota in provision of basic education.

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**PART 2**  
**REDIP2 PILOT PROJECT**

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## PART 2

## REDIP2 PILOT PROJECT

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### CHAPTER 3 REDIP2 PREPARATION: FRAMEWORK

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#### 3.1 School Coverage

##### 3.1.1 Lessons Learned from REDIP1

REDIP1 covered all kinds of junior secondary schools; public SLTP, private SLTP, public MTs, private MTs, and SLTP Terbuka, and treated them equally under its pilot projects. This arrangement was rather novel in Indonesia where SLTP and MTs are administered separately by two ministries and development projects usually cover only segments of the schools (for instance, MTs only, private SLTP only, SLTP Terbuka only, or selected schools only). The new arrangement worked nicely and created a strong sense of unity and comradeship among the schools and residents. It was clear that this equal treatment of all junior high schools in kecamatan was a fundamental reason for the highly successful achievements by the pilot kecamatan in REDIP1. REDIP2 should keep the same arrangement intact.

##### 3.1.2 Results

REDIP2 adopts the same arrangement. It covers all junior secondary schools in a given kecamatan irrespective of their status or affiliation.

#### 3.2 Kabupaten and Kecamatan Selection

##### 3.2.1 Lessons Learned from REDIP1

Since it was an experiment, REDIP1 selected pilot kabupaten and kecamatan as representatives of diverse geographic, socio-economic and educational conditions. The result was as follows:

##### ***Central Java***

Kabupaten Brebes

Kecamatan Banjarharjo  
Kecamatan Ketanggungan

Kabupaten Demak

Kecamatan Mranggen  
Kecamatan Guntur

Kabupaten Klaten

Kecamatan Manisrenggo  
Kecamatan Juwiring

Kabupaten Semarang

Kecamatan Susukan  
Kecamatan Banyubiru

Kabupaten Wonosobo

Kecamatan Kejajar  
Kecamatan Kepil

### **North Sulawesi**

Kabupaten Minahasa

Kecamatan Kombi  
Kecamatan Tenga  
Kecamatan Tombatu  
Kecamatan Likupang

Kota Bitung

Kecamatan Bitung Tengah

The overall performance of pilot projects clearly indicated that the REDIP model could be effective irrespective of the local conditions. The model could be equally applied to any kabupaten or kecamatan at least in Central Java and North Sulawesi.

However, the performance also revealed one shortcoming of this scheme: kabupaten/kota government was not fully involved in the program. This happened because REDIP1 was implemented during the pre-decentralization era and its central counterpart was *kanwil* at the provincial level, not *kandep* at the kabupaten/kota level. Furthermore, that particular arrangement of pilot kecamatan (only two kecamatan in one kabupaten, where 10 to 20 kecamatan are quite usual) did not encourage *kandep* officials to think of the REDIP experiment as a major activity in their locality. Thus it is quite understandable that kabupaten/kota government did not take a full part in REDIP1.

### **3.2.2 Results**

#### **Kabupaten/Kota Selection**

When it was decided to extend REDIP as Phase 2, expanding its coverage as well, one immediate question was how to select the pilot kabupaten/kota and kecamatan this time. The JICA study team's (hereafter called 'the team') own experience indicated that the total number of target schools should be less than 400, considering the administrative work involved.<sup>1</sup> Given this limitation, there were two possible alternative arrangements:

- 1) Select a few kecamatan only from one kabupaten/kota. Select as many kabupaten/kota as possible (REDIP1 arrangement).
- 2) Select some kabupaten/kota only but cover all kecamatan in them.

REDIP1's lessons favored the second alternative, which would ensure that kabupaten/kota be fully involved in the pilot projects.

However, the limitation of 400 target schools at maximum meant that in actuality we could cover only one kabupaten/kota from each province. This appeared to be an excessive concentration that should be avoided. Thus, our conclusion was a

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<sup>1</sup> The number was 150 for REDIP1.

compromise: two kabupaten/kota from each province and a half number of kecamatan from each kabupaten/kota. The selected kabupaten/kota are as follows:

**Central Java**

Kabupaten Brebes	The best performer of REDIP1
Kabupaten Pekalongan	The best performer of COPSEP 2001

**North Sulawesi**

Kabupaten Minahasa	Continuation from REDIP1
Kota Bitung	Continuation from REDIP1

**Kecamatan Selection**

The total number of pilot kecamatan was first decided to be 33 in consideration of the administrative as well as budgetary limitation on the part of the team. The number was then allocated among the four kabupaten/kota selected above: 10 (out of 17) for Brebes, 9 (out of 16) for Pekalongan, 10 (out of 30) for Minahasa and 4 (out of 5) for Bitung. The selected pilot kecamatan are as listed in Table 3-1. Basically, in the REDIP1 kabupaten/kota, all former pilot kecamatan and control group kecamatan were first selected. Dinas P&K of respective kabupaten/kota nominated the remaining kecamatan.

Table 3-1: Pilot Kecamatan and Number of Target Schools

Kabupaten/ Kota	Pilot Kecamatan	SLTP			MTs			SLTP/MTs	SLTP	School	REDIP 1 Status
		Public	Private	Total	Public	Private	Total	Total	Terbuka	Total	
Brebes	Brebes	7	3	10	1	2	3	13	1	14	
	Wanasari	4	2	6	1	2	3	9	1	10	
	Bulakamba	3	4	7	0	5	5	12	1	13	
	Tanjung	3	0	3	0	2	2	5	1	6	
	Losari	3	1	4	0	4	4	8	1	9	
	Jatibarang	4	1	5	0	2	2	7	1	8	Control group
	Larangan	3	1	4	0	6	6	10	0	10	
	Ketanggungan	3	2	5	1	3	4	9	1	10	Pilot
	Kersana	3	0	3	0	2	2	5	0	5	Control group
Banjarharjo	3	0	3	0	5	5	8	1	9	Pilot	
<b>Total</b>		<b>36</b>	<b>14</b>	<b>50</b>	<b>3</b>	<b>33</b>	<b>36</b>	<b>86</b>	<b>8</b>	<b>94</b>	
Pekalongan	Tirto	2	0	2	0	1	1	3	2	5	(COPSEP)
	Wiradesa	5	2	7	0	2	2	9	1	10	(COPSEP)
	Sragi	5	1	6	0	1	1	7	2	9	
	Kedungwuni	4	4	8	1	4	5	13	1	14	(COPSEP)
	Wonopringgo	1	2	3	0	2	2	5	1	6	
	Karanganyar	2	0	2	0	2	2	4	1	5	
	Bojong	3	1	4	0	1	1	5	1	6	
	Kajen	4	1	5	0	1	1	6	2	8	(COPSEP)
	Kesesi	3	2	5	1	1	2	7	1	8	
<b>Total</b>		<b>29</b>	<b>13</b>	<b>42</b>	<b>2</b>	<b>15</b>	<b>17</b>	<b>59</b>	<b>12</b>	<b>71</b>	
<b>Central Java Total</b>		<b>65</b>	<b>27</b>	<b>92</b>	<b>5</b>	<b>48</b>	<b>53</b>	<b>145</b>	<b>20</b>	<b>165</b>	
Minahasa	Likupang	5	12	17	0	0	0	17	1	18	Pilot
	Wori	3	2	5	0	0	0	5	1	6	Control group
	Tondano	5	3	8	0	1	1	9	0	9	Control group
	Kombi	3	3	6	0	0	0	6	0	6	Pilot
	Tompaso	2	3	5	0	0	0	5	0	5	Control group
	Tareran	5	6	11	0	0	0	11	0	11	Control group
	Tumpaan	4	1	5	0	0	0	5	1	6	
	Tombatu	6	4	10	0	0	0	10	1	11	Pilot
	Tenga	7	3	10	0	1	1	11	1	12	Pilot
Motoling	8	6	14	0	0	0	14	1	15		
<b>Total</b>		<b>48</b>	<b>43</b>	<b>91</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>93</b>	<b>6</b>	<b>99</b>	
Bitung	Bitung Utara	5	2	7	0	1	1	8	1	9	
	Bitung Tengah	1	6	7	0	0	0	7	0	7	Pilot
	Bitung Timur	1	3	4	0	1	1	5	0	5	
	Bitung Selatan	3	1	4	0	0	0	4	1	5	Control group
<b>Total</b>		<b>10</b>	<b>12</b>	<b>22</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>24</b>	<b>2</b>	<b>26</b>	
<b>North Sulawesi Total</b>		<b>58</b>	<b>55</b>	<b>113</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>117</b>	<b>8</b>	<b>125</b>	
<b>REDIP 2 Total</b>		<b>123</b>	<b>82</b>	<b>205</b>	<b>5</b>	<b>52</b>	<b>57</b>	<b>262</b>	<b>28</b>	<b>290</b>	

Source: JICA Study Team

### 3.3 Field Consultants

#### 3.3.1 Lessons Learned from REDIP1

##### *Field Consultants*

Field consultants played a crucial role in REDIP1. A total of eight field consultants<sup>2</sup> were charged with two kecamatan each. As facilitator, they assisted TPKs and schools with every step of the pilot project. The respectable achievements by TPKs and schools depended much on their professional services and dedication. Judging from their overall performance, we can safely conclude that assigning two kecamatan to one field consultant is a workable and appropriate scheme.

Nonetheless, we were not completely free from unsatisfactory practices in the field.

<sup>2</sup> One field consultant was charged with only one kecamatan in Bitung.



- 1) Some field consultants could not understand their role as "facilitator." They tended to instruct people of TPK and schools. They seldom visited the kecamatan in their charge. Instead they summoned TPK members and school principals to their offices. Ex-*kanwil* officials particularly had this difficulty.
- 2) One field consultant had a difficulty to cooperate with the provincial and kabupaten officials due mainly to a perceptual difference. He particularly refused to get controlled by the provincial counterpart on the ground that he was only responsible to the team according to the contract.
- 3) One field consultant conducted malpractices concerning procurement. Another insisted that his colleague should be invited to speak at an MGMP training.

These incidents suggest the following lessons to learn:

- 1) Fully consult the provincial counterpart in advance on the prospective candidates.
- 2) In principle, avoid ex-*kanwil* officials.
- 3) Strictly reject those who have a record of financial malpractices.

### ***National Consultant***

In REDIP1, one national consultant was recruited mainly to advise and supervise the group of eight field consultants. It turned out, however, that the national consultant could do a greater service to REDIP2 by delivering the message of the REDIP model not only to the people involved in REDIP2 but to the general Indonesian public as well. His terms of reference should be revised accordingly.

### **3.3.2 Results**

In January 2002, the team requested the two provincial counterpart teams to nominate appropriate candidates. Criteria were as follows:

#### ***Nationality***

The Field Consultant must be Indonesian.

#### ***Experience***

The Field Consultant shall have a relevant working experience in the field of basic education in Indonesia. Experience of community work is particularly relevant and preferred.

#### ***Time availability***

The Field Consultant shall work on a full-time basis.

### **Personality**

The Field Consultant shall have such personal characteristics and skills as:

- Honesty and integrity
- Sense of responsibility and commitment
- Ability and skills to perform facilitator
- Ability of teamwork

### **English proficiency**

English proficiency is not a primary requirement. However, it is helpful and advantageous if the Field Consultant is fluent in English conversation and capable of writing and reading in English.

The team interviewed all the candidates and selected 16. Table 3-2 summarizes the outcome.

**Table 3-2: Selection of Field Consultants**

Province	Application	Interviewed	Selected
Central Java	14	12	9
North Sulawesi	8	8	7
Total	22	20	16

As to the national consultant, the team selected Dr. Winarno Surakhmad, who served as the same in REDIP1, after consulting the MONE counterpart.

The consultants' names, kecamatan in charge and brief background are listed in Table 3-3.

**Table 3-3: Names and Background of Field Consultants**

Name	Kecamatan in Charge	Background
<b>National Consultant</b>		
Winarno Surakhmad	--	Former Rector, IKIP Jakarta (currently, Jakarta State University)
<b>Field Consultant</b>		
<b>Central Java (9)</b>		
Sunarto	Brebes, Bulakamba	Lecturer, Semarang State University Chairman, Research Center on Educational Development (1996-99) Field Consultant for REDIP1 (1999-2000)
Wiyono	Wanasari, Jatibarang	Lecturer (history education), Semarang State University
Heri Yanto	Tanjung, Losari	Lecturer, Semarang State University Junior Field Consultant for REDIP1 (1999-2000) Advisor for school policy research for Kabupaten Brebes

Sugiarto	Larangan, Ketanggungan	Teacher, senior high school (1977-1987) Member of Regional Parliament, Kabupaten Kebumen (1987-97) Deputy of Regional Parliament, Kabupaten Kebumen (1992-97) Head of Curriculum Section, Kanwil Central Java Province (1998-2001) Facilitator for COPSEP (1999- )
Sudarjono	Kersana, Banjarharjo	Teacher, junior high school (1966-1983) Principal, junior high school (1986-96) School supervisor, Central Java Province (1996- )
A. Gunawan Sudyanto	Tirto, Wiradesa, Sragi	Teacher, senior high school (1967-75) Principal, senior high school (1993-99) School supervisor, Kabupaten Semarang (1999- ) Field Consultant for REDIP1 (1999-2000)
Sukarno	Kedungwuni, Wonopringgo	Lecturer, Tidar University of Magelang Dean, Faculty of Education and Teacher Training, Tidar University of Magelang (1996-2000) Junior Field Consultant for REDIP1 (1999-2000) Trainer for COPSEP (2001)
Sudaryanto	Karanganyar, Kajen	Teacher, junior high school (1979-1991) Principal, junior high school (1992-1999) School supervisor, Kota Semarang (2000- )
Saratri Wilonoyudho	Bojong, Kesesi	Lecturer (civil engineering and architecture), Semarang State University Head, Scientific Research Center, Semarang State University
<b>North Sulawesi (7)</b>		
Daniel C. Kambey	Tondano, Kombi	Lecturer, Manado State University Head, Department of Educational Management, Manado State University (1998- ) Field Consultant for REDIP1 (1999-2000)
Elisa F.A. Regar	Likupang, Wori	Principal, senior high school (1984) Lecturer, University of Sam Ratulangi (1990-2001) Member of Provincial Parliament, North Sulawesi (1999-2001)
Diane Joke Wowor	Tompaso, Tareran	Principal, junior high school (1987-1991) Lecturer, Manado State University (1991- )
Martha Watania	Tumapaan, Tombatu	Head, Private School Section, Kanwil North Sulawesi (1991-97) Head, Teacher Development Administration Section, Kanwil North Sulawesi (1997-2001) School supervisor, North Sulawesi Province (2001- )
Ricky Norman Djodjobo	Tenga, Motoling	Assistant Branch Service Manager, Bank Danamon in Toli-toli (1996-99) Operational staff, 7 <sup>th</sup> Regional Office, Bank Danamon (1999) Junior Field Consultant for REDIP1 (1999-2000)

Jahja Djodjobo	Bitung Utara, Bitung Tengah	Head, Sports Division, Kanwil North Sulawesi (1993-97) Head, Community Education Division, Kanwil North Sulawesi (1993-97) Facilitator for COPSEP (1998-99) Consultant for ADB-JSE II (1999-2000) Field Consultant for REDIP1 (1999-2000)
Petrus Kolantung	Bitung Timur, Bitung Selatan	Teacher, senior high school (1968-75) Head, Primary Education Facility Sub-division, Kanwil North Sulawesi (1980-89) Head, Primary Education Division, Kanwil North Sulawesi (1989-96) Head, Kandep Manado (1995-96) School supervisor, North Sulawesi Province (2001- )

### 3.4 Pilot Project Design

#### 3.4.1 Lessons Learned from REDIP1

##### **Organization**

As pointed out earlier, kabupaten/kota (*kandep*) did not fully participate in REDIP1. Under the current decentralized administrative system, this should be corrected.

##### **Flow of Funds**

REDIP funds were directly disbursed from the team to the individual bank accounts of TPKs and schools. Participants unanimously favored this arrangement. There is no need to adjust it in REDIP2.

##### **Pilot Project Components**

Three lessons can be drawn:

- 1) The two-component structure of the pilot project (Component A for kecamatan, Component B for school) is highly appropriate and should be maintained.
- 2) Five "menus" of Component B all proved more or less effective. No menu needs to be eliminated. However, to meet individual schools' varying needs, restriction on menu activities should be removed. Schools should be free to propose any activities under Component B.
- 3) Among the five menus, KKKS (menu 1) and MGMP (menu 2) should be better implemented as part of TPK activities because they are both organized kecamatan-wise.

##### **TPK and Its Activities**

TPKs generally performed well and achieved their purposes. They in most cases followed their guidelines for activities but some new ideas were put into practice as well. TPK's membership composition was perceived good. However, one shortcoming was that Kakancam P&K was designated as Chairman. Some Kakancam P&K showed

ineffective leadership. To avoid this problem, TPK should be given freedom to elect Chairman from among its members.

### ***School Committee and Its Activities***

Under REDIP1, school committee was not explicitly organized to avoid excessive bureaucratization at the school level. However, it turned out that almost all schools already had school committee formed to participate in the social safety net program. Furthermore, all schools which chose menu 5 (block grant) spontaneously organized school committee and administered the grant through the committee. This experience suggests that the REDIP model can and should formally integrate the school committee into its organizational structure.

### ***Funds Allocation***

One important lesson learned hard from REDIP1 was about how to allocate funds to TPKs and schools.

The easiest and safest way of funds allocation from the administrative viewpoint is to divide the available budget equally among the TPKs and schools. The Team rejected this conventional way mainly because it would not foster the creativity, initiative or sense of ownership among the participants of the pilot projects. Moreover, the "equal" amount allocation is not necessarily "fair." Instead, the Team asked TPKs and schools to propose their activities and budget plan, without indicating the amount they would receive. Their funds would be decided on the basis of their proposals.

This scheme worked too well. The Team started to receive a flood of proposals asking for an astronomical amount of budget, which the Team could only turn down. This caused a great deal of disappointment and anger among the Indonesian participants. The REDIP team, on the other hand, lost a significant amount of time to deal with the situation. As a result, the time schedule of REDIP1 pilot projects was delayed by about one month.

Funds allocation is always a delicate matter to deal with. The unconventional way that the Team adopted for REDIP1 may be good only when the total budget is large enough and sufficient time is available to go through the lengthy process of proposal evaluation and revision. If these two conditions are not met, it should not be used. Instead, advance notification of available funds to TPKs and schools is the simple and proper way in such a case. However, care should be taken to ensure that the allocation is fair, systematic and transparent.

## **3.4.2 Results**

### ***Organization***

The organizational structure for REDIP2 is illustrated in Figure 3-1. The point is that the Kabupaten/Kota Implementation Team should perform its functions as designated, given more explicit responsibility.

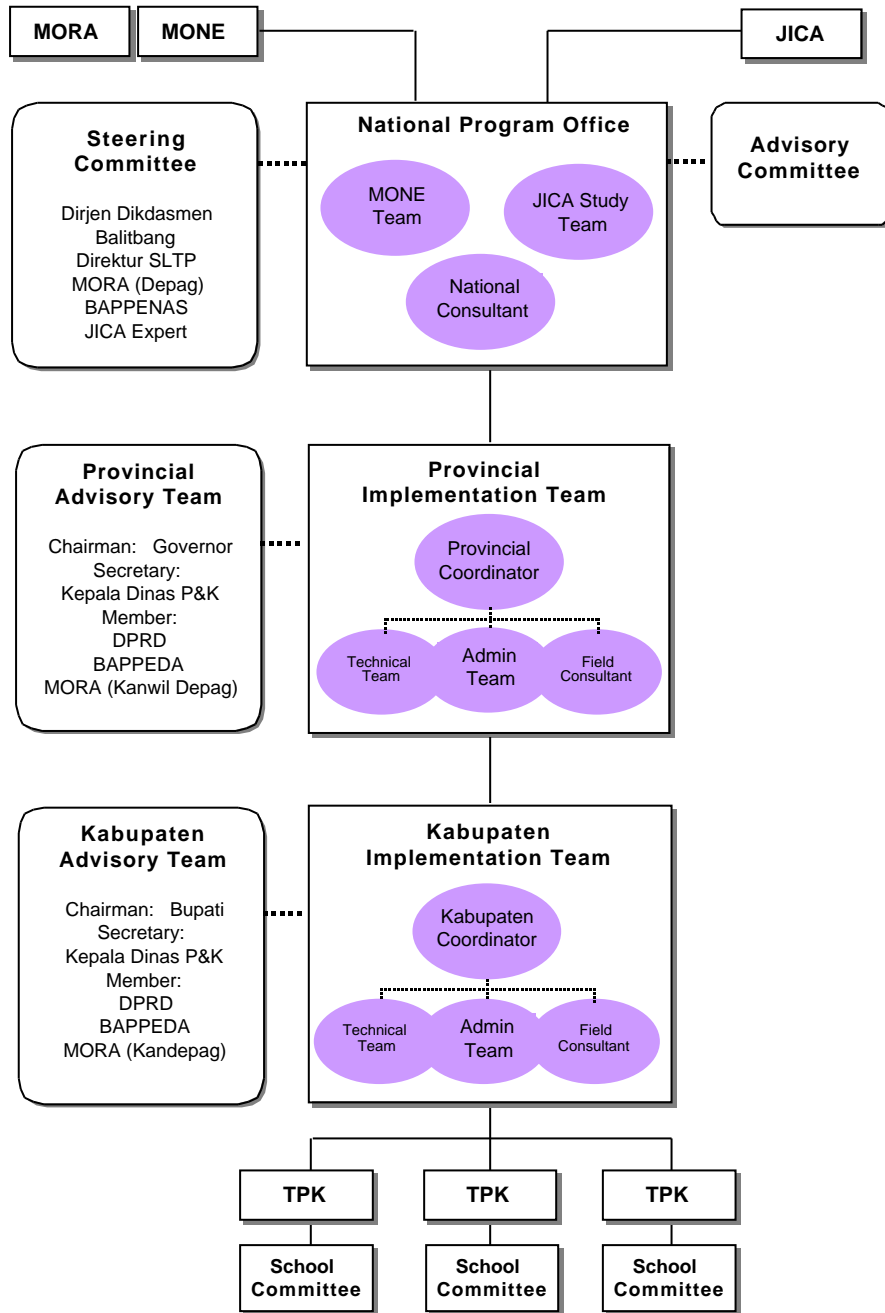


Figure 3-1: Organizational Structure of REDIP2

**Flow of Funds**

Figure 3-2 shows how funds flowed from the Team to the individual recipients.

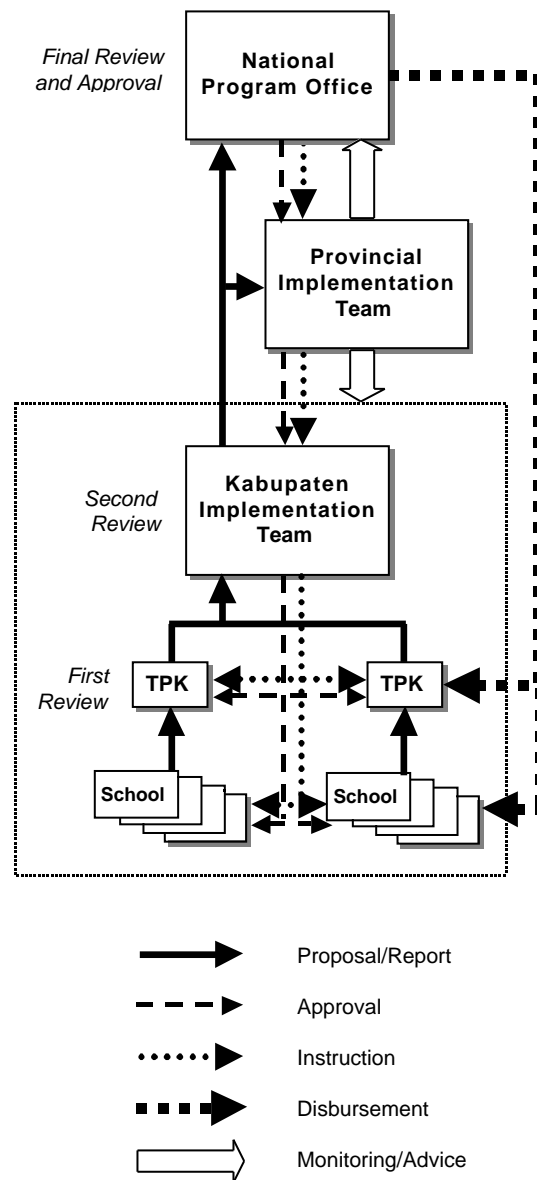


Figure 3-2: Flow of Funds

### ***Pilot Project Components***

The pilot project consists of two components as before: Component A for kecamatan and Component B for schools. Component A is to establish and support the Kecamatan SLTP Development Team (TPK: Tim Pengembangan SLTP Kecamatan). Component B is directed toward the individual schools in each kecamatan but its content varies according to the schools' needs and priority.

Component A contains general activities by TPK, KKKS activities by school principals and MGMP activities by subject teachers.

Unlike in REDIP1, Component B no longer offers “menus” for the schools to choose. Schools are free to propose any activities they think necessary to implement as long as the activities are in line with the medium-term plan they prepare and meet the conditions specified in the guidelines.

### ***TPK and Its Activities***

The TPK is composed of representatives of the seven categories of stakeholders:

- Camat’s Office
- Kecamatan Education Office (Cabang Dinas P&K)
- SLTP/MTs principals
- BP3s
- SLTP/MTs teachers
- Community and/or religious leaders
- Village heads

At least one representative each is required to be present from the seven categories. For administrative reasons, on the other, the total number should not exceed 30. The TPK should elect Chairperson, Secretary, Treasurer and Internal Auditor from among the members. In addition, an External Auditor is appointed by Dinas P&K Kabupaten/Kota.

TPK activities should consist of 1) general activities, 2) KKKS activities, and 3) MGMP activities.

### ***School Committee and Its Activities***

Each pilot school is required to organize the school committee. However, if it already has the school committee organized under the social safety net program, it does not have to create a new one. Basically, the school committee should consist of:

- School principal
- BP3 representative(s)
- Teacher representative(s)
- OSIS representative(s)
- Community representative(s)

The committee should elect Chairperson, Treasurer and Internal Auditor. Similarly to TPK, an External Auditor is also appointed by Dinas P&K Kabupaten/Kota.

Pilot school activities under REDIP2 should aim at improving educational quality at the school. Their main targets should be:

- Curriculum/teaching-learning process
- Human resources
- School management
- School/classroom environment



### **Funds Allocation**

In REDIP2, the amount of funds each TPK or school receives was determined and announced in advance of its proposal writing. Each TPK or school prepared its proposal according to the budget available.

The REDIP funds are allocated to individual TPKs and schools according to the following procedure:

- 1) JICA budget for 2002/03 in Japanese yen is equivalent to Rp. 8,343 million.<sup>3</sup>
- 2) The rupiah budget is first divided into two. Rp. 1,422 million is set aside for the 33 TPKs. Rp. 6,921 million is for the 262 SLTP/MTs.
- 3) For TPKs, the total funds are allocated in the following manner:
 

<b>Base allocation</b>	All TPK receives the same amount, Rp. 25 million, each.
<b>Proportional allocation</b>	The remaining funds are allocated in proportion to the number of SLTP/MTs in kecamatan.
<b>Base allocation (extra)</b>	Rp. 6 million is further added to the base allocation above to make up the loss due to the rupiah appreciation.
- 4) For schools, the total funds are allocated in five categories:
 

<b>Base allocation</b>	All SLTP/MTs receive the same amount, Rp. 15 million, each.
<b>Addition 1</b>	Those schools which did not receive assistance from other projects in the past two years receive additional Rp. 10 million each. <sup>4</sup>
<b>Addition 2</b>	Those schools which have Terbuka but did/will not receive a grant from the life-skill program receive additional Rp. 5 million each. <sup>5</sup> This money should be earmarked for activities to promote and improve Terbuka education.
<b>Addition 3</b>	Those schools which are located in remote areas receive additional Rp. 3 million each. <sup>6</sup>
<b>Proportional allocation</b>	The remaining funds are allocated to all schools in proportion to the number of students.

Table 3-4 and 3-5 show the amounts individual TPKs and schools received.

<sup>3</sup> This amount is subject to the yen-rupiah exchange rate.

<sup>4</sup> "Other projects" are defined as BOMM (MONE), JSE project (World Bank), JSE project (ADB) and Dutch grant project. MTs project by ADB is excluded from this consideration because MTs (private ones in particular) are generally in poor financial condition. Those schools which received less than Rp10 million in the past two years receive the balance between Rp10 million and the past receipt.

<sup>5</sup> The grant from the life-skill program (MONE) was Rp20 million per Terbuka in 2001 and Rp30 million in 2002.

<sup>6</sup> Criteria for the eligible schools are: 1) Road or sea distance from Camat's Office is over 8km; 2) Road sections impassable by car are over 4km; and 3) Located in an economically underdeveloped village.

Table 3-4: TPK Fund Allocation for Year 2

JICA Budget	JPY	123,000,000	
Exchange Rate	(JPY1=Rp)	67.83	
Rp Budget	Rp	8,343,000,000	
TPK Funds Total	Rp	1,422,000,000	17%
School Funds Total	Rp	6,921,000,000	83%

Kabupaten/ Kota	TPK	SLTP/MTs Total	Base Allocation (Rp million) 1	Proportional Allocation (Rp million) 2	Special Allocation (Rp million) 3	TOTAL (Rp million)	Term 1 25% of 1+2 plus 3 (Rp million)	Term 2 75% of 1+2 (Rp million)
Brebes	Brebes	13	25	19.80	6	50.80	17.20	33.60
	Wanasari	9	25	13.71	6	44.71	15.70	29.01
	Bulakamba	12	25	18.27	6	49.27	16.90	32.37
	Tanjung	5	25	7.61	6	38.61	14.20	24.41
	Losari	8	25	12.18	6	43.18	15.30	27.88
	Jatibarang	7	25	10.66	6	41.66	15.00	26.66
	Larangan	10	25	15.23	6	46.23	16.10	30.13
	Ketanggungan	9	25	13.71	6	44.71	15.70	29.01
	Kersana	5	25	7.61	6	38.61	14.20	24.41
Banjarharjo	8	25	12.18	6	43.18	15.30	27.88	
Pekalongan	Tirto	3	25	4.57	6	35.57	13.40	22.17
	Wiradesa	9	25	13.71	6	44.71	15.70	29.01
	Sragi	7	25	10.66	6	41.66	15.00	26.66
	Kedungwuni	13	25	19.80	6	50.80	17.20	33.60
	Wonopringgo	5	25	7.61	6	38.61	14.20	24.41
	Karanganyar	4	25	6.09	6	37.09	13.80	23.29
	Bojong	5	25	7.61	6	38.61	14.20	24.41
	Kajen	6	25	9.14	6	40.14	14.60	25.54
Kesesi	7	25	10.66	6	41.66	15.00	26.66	
Minahasa	Likupang	17	25	25.89	6	56.89	18.80	38.09
	Wori	5	25	7.61	6	38.61	14.20	24.41
	Tondano	9	25	13.71	6	44.71	15.70	29.01
	Kombi	6	25	9.14	6	40.14	14.60	25.54
	Tompaso	5	25	7.61	6	38.61	14.20	24.41
	Tareran	11	25	16.75	6	47.75	16.50	31.25
	Tumpaan	5	25	7.61	6	38.61	14.20	24.41
	Tombatu	10	25	15.23	6	46.23	16.10	30.13
	Tenga	11	25	16.75	6	47.75	16.50	31.25
Motoling	14	25	21.32	6	52.32	17.60	34.72	
Bitung	Bitung Utara	8	25	12.18	6	43.18	15.30	27.88
	Bitung Tengah	7	25	10.66	6	41.66	15.00	26.66
	Bitung Timur	5	25	7.61	6	38.61	14.20	24.41
	Bitung Selatan	4	25	6.09	6	37.09	13.80	23.29
Total	33	262	825	399	198	1,422.00	505.40	916.60

Table 3-5: School Fund Allocation for Year 2 in Kabupaten Brebes, Central Java Province

JICA Budget	JPY	123,000,000	
Exchange Rate	(JPY1=Rp)	67.83	
Rp Budget	Rp	8,343,000,000	
TPK Funds Total	Rp	1,422,000,000	17%
School Funds Total	Rp	6,921,000,000	83%

Note: Base allocation is Rp15 million per school.  
 Addition 1 is Rp10 million if the school did not receive assistance from other projects.  
 Addition 2 is Rp5 million if the school has Terbuka attached and does (did) not receive a grant from Depdiknas.  
 Addition 3 is Rp3 million if the school is located in a remote area.  
 Proportional allocation is calculated according to the number of students.

Kabupaten Kota	Kecamatan	REDIP2 School ID	Type	School Name	Students (excluding Terbuka)	FY2000/2001 Assistance (Rp million)	Terbuka	Terbuka Assistance	Remote Area	Base Allocation (Rp million)	Addition 1 No Assistance (Rp million)	Addition 2 Terbuka (Rp million)	Addition 3 Remote Area (Rp million)	Proportional Allocation (Rp million)	TOTAL (Rp million)	Term 1 25% of Total (Rp million)	Term 2 75% of Total (Rp million)	
Brebes	1 Brebes	01010101	SN	SLTP N1 Brebes	833	0	1	0	0	15	10	5	0	7.89	37.89	9.50	28.39	
		01010102	SN	SLTP N2 Brebes	790	0	0	0	0	15	10	0	0	7.49	32.49	8.20	24.29	
		01010103	SN	SLTP N3 Brebes	1,093	0	0	0	0	15	10	0	0	10.36	35.36	8.90	26.46	
		01010104	SN	SLTP N4 Brebes	518	0	0	0	0	15	10	0	0	4.91	29.91	7.50	22.41	
		01010105	SN	SLTP N5 Brebes	702	0	0	0	0	15	10	0	0	6.65	31.65	8.00	23.65	
		01010106	SN	SLTP N6 Brebes	497	0	0	0	0	15	10	0	0	4.71	29.71	7.50	22.21	
		01010107	SN	SLTP N7 Brebes	342	0	0	0	0	15	10	0	0	3.24	28.24	7.10	21.14	
		01010108	SS	SLTP PGRI Brebes	708	0	0	0	0	15	10	0	0	6.71	31.71	8.00	23.71	
		01010109	SS	SLTP Puspo Brebes	66	0	0	0	0	15	10	0	0	0.63	25.63	6.50	19.13	
		01010110	SS	SLTP Muh. Brebes	237	0	0	0	0	15	10	0	0	2.25	27.25	6.90	20.35	
		01010111	MN	MTs N Brebes	1,247	0	0	0	0	15	10	0	0	11.82	36.82	9.30	27.52	
		01010112	MS	MTs Ma'arif 1 Brebes	305	0	0	0	0	15	10	0	0	2.89	27.89	7.00	20.89	
		01010113	MS	MTs Darul Abror	55	0	0	0	0	15	10	0	0	0.52	25.52	6.40	19.12	
		2 Wanasari	01010201	SN	SLTP N1 Wanasari	1,181	0	0	0	0	15	10	0	0	11.19	36.19	9.10	27.09
			01010202	SN	SLTP N2 Wanasari	512	0	1	1	0	15	10	0	0	4.85	29.85	7.50	22.35
			01010203	SN	SLTP N3 Wanasari	474	52.286	0	0	0	15	0	0	0	4.49	19.49	4.90	14.59
			01010204	SN	SLTP N4 Wanasari	240	0	0	0	0	15	10	0	0	2.27	27.27	6.90	20.37
			01010205	SS	SLTP Muh Wanasari	223	0	0	0	0	15	10	0	0	2.11	27.11	6.80	20.31
	01010206		SS	SLTP Ma'arif Wanasari	230	0	0	0	0	15	10	0	0	2.18	27.18	6.80	20.38	
	01010207		MN	MTs Muh. Wanasari	133	0	0	0	0	15	10	0	0	1.26	26.26	6.60	19.66	
	01010208		MS	MTs Ma'arif Wanasari	336	0	0	0	0	15	10	0	0	3.18	28.18	7.10	21.08	
	01010209		MS	MTs Wachid Hasyim	430	0	0	0	0	15	10	0	0	4.07	29.07	7.30	21.77	
	3 Bulakamba		01010301	SN	SLTP N1 Bulakamba	830	0	0	0	0	15	10	0	0	7.86	32.86	8.30	24.56
		01010302	SN	SLTP N2 Bulakamba	793	0	1	1	0	15	10	0	0	7.51	32.51	8.20	24.31	
		01010303	SN	SLTP N3 Bulakamba	438	0	0	0	0	15	10	0	0	4.15	29.15	7.30	21.85	
		01010304	SS	SLTP Muh. Kluwut	351	0	0	0	0	15	10	0	0	3.33	28.33	7.10	21.23	
		01010305	SS	SLTP Muh. Banjaratma	121	0	0	0	0	15	10	0	0	1.15	26.15	6.60	19.55	
		01010306	SS	SLTP PGRI Banjaratma	120	0	0	0	0	15	10	0	0	1.14	26.14	6.60	19.54	
		01010307	SS	SLTP Sayamina Bulakamba	85	0	0	0	0	15	10	0	0	0.81	25.81	6.50	19.31	
		01010308	MS	MTs Nurul Huda	248	0	0	0	0	15	10	0	0	2.35	27.35	6.90	20.45	
		01010309	MS	MTs Assalafiyah Lw Ragi	472	0	0	0	0	15	10	0	0	4.47	29.47	7.40	22.07	
		01010310	MS	MTs Sunan Kalijaga	581	0	0	0	0	15	10	0	0	5.50	30.50	7.70	22.80	
		01010311	MS	MTs Al Ikhlas Cipelem	108	0	0	0	0	15	10	0	0	1.02	26.02	6.60	19.42	
		01010312	MS	MTs Hasyim Asyari	58	0	0	0	0	15	10	0	0	0.55	25.55	6.40	19.15	
		4 Tanjung	01010401	SN	SLTP N1 Tanjung	975	30	0	0	0	15	0	0	0	9.24	24.24	6.10	18.14
			01010402	SN	SLTP N2 Tanjung	423	0	1	0	0	15	10	5	0	4.01	34.01	8.60	25.41
	01010403		SN	SLTP N3 Tanjung	551	0	0	0	0	15	10	0	0	5.22	30.22	7.60	22.62	
	01010404		MS	MTs Al Mubarak Tanjung	352	0	0	0	0	15	10	0	0	3.34	28.34	7.10	21.24	
	01010405		MS	MTs Dar Es Salam	160	0	0	0	0	15	10	0	0	1.52	26.52	6.70	19.82	
	5 Losari	01010501	SN	SLTP N1 Losari	930	0	0	0	0	15	10	0	0	8.81	33.81	8.50	25.31	
		01010502	SN	SLTP N2 Losari	745	0	1	1	0	15	10	0	0	7.06	32.06	8.10	23.96	
		01010503	SN	SLTP N3 Losari	529	0	0	0	0	15	10	0	0	5.01	30.01	7.60	22.41	
		01010504	SS	SLTP Islam Losari	779	0	0	0	0	15	10	0	0	7.38	32.38	8.10	24.28	
		01010505	MS	MTs Al Ikhlas Losari	447	0	0	0	0	15	10	0	0	4.24	29.24	7.40	21.84	
		01010506	MS	MTs An Nur Karang Juntl	390	0	0	0	0	15	10	0	0	3.70	28.70	7.20	21.50	
		01010507	MS	MTs Nurul Huda Kali Buntu	235	0	0	0	0	15	10	0	0	2.23	27.23	6.90	20.33	
		01010508	MS	MTs Darul Ulum Lumpur	54	0	0	0	0	15	10	0	0	0.51	25.51	6.40	19.11	

Table 3-5: School Fund Allocation for Year 2 in Kabupaten Brebes, Central Java Province

Kabupaten Kota	Kecamatan	REDIP2 School ID	Type	School Name	Students (excluding Terbuka)	FY2000/2001 Assistance (Rp million)	Terbuka	Terbuka Assistance	Remote Area	Base Allocation (Rp million)	Addition 1 No Assistance (Rp million)	Addition 2 Terbuka (Rp million)	Addition 3 Remote Area (Rp million)	Proportional Allocation (Rp million)	TOTAL (Rp million)	Term 1 25% of Total (Rp million)	Term 2 75% of Total (Rp million)	
	6	Jatibarang	01010601	SN	SLTP N1 Jatibarang	855	0	1	1	0	15	10	0	0	8.10	33.10	8.30	24.80
			01010602	SN	SLTP N2 Jatibarang	750	34.2	0	0	0	15	0	0	0	7.11	22.11	5.60	16.51
			01010603	SN	SLTP N3 Jatibarang	672	68	0	0	0	15	0	0	0	6.37	21.37	5.40	15.97
			01010604	SN	SLTP N4 Jatibarang	480	0	0	0	0	15	10	0	0	4.55	29.55	7.40	22.15
			01010605	SS	SLTP Pancasila Jtbrg	442	0	0	0	0	15	10	0	0	4.19	29.19	7.30	21.89
			01010606	MS	MTs Miftahul Huda Jtbrg	254	0	0	0	0	15	10	0	0	2.41	27.41	6.90	20.51
			01010607	MS	MTs As Syafiyah Jtbrg	989	0	0	0	0	15	10	0	0	9.37	34.37	8.60	25.77
	7	Larangan	01010701	SN	SLTP N1 Larangan	778	0	0	0	0	15	10	0	0	7.37	32.37	8.10	24.27
			01010702	SN	SLTP N2 Larangan	359	0	0	0	0	15	10	0	0	3.40	28.40	7.20	21.20
			01010703	SN	SLTP N3 Larangan	493	0	0	0	0	15	10	0	0	4.67	29.67	7.50	22.17
			01010704	SS	SLTP Muh. Larangan	419	0	0	0	0	15	10	0	0	3.97	28.97	7.30	21.67
			01010705	MS	MTs Assalafiyah Sitanggal	697	0	0	0	0	15	10	0	0	6.60	31.60	8.00	23.60
			01010706	MS	MTs Nurul Islam Slatri	188	0	0	0	0	15	10	0	0	1.78	26.78	6.70	20.08
			01010707	MS	MTs Ma'arif Temukerep	356	0	0	0	0	15	10	0	0	3.37	28.37	7.10	21.27
			01010708	MS	MTs Istiqomah Larangan	136	0	0	0	0	15	10	0	0	1.29	26.29	6.60	19.69
			01010709	MS	MTs Ma'arif Siandong	199	0	0	0	0	15	10	0	0	1.89	26.89	6.80	20.09
			01010710	MS	MTs Miftahul Ulum Larangan	556	0	0	0	0	15	10	0	0	5.27	30.27	7.60	22.67
			8	Ketanggungan	01010801	SN	SLTP N1 Ketanggungan	965	0	1	1	0	15	10	0	0	9.14	34.14
	01010802	SN			SLTP N2 Ketanggungan	476	0	0	0	0	15	10	0	0	4.51	29.51	7.40	22.11
	01010803	SN			SLTP N3 Ketanggungan	411	0	0	0	0	15	10	0	0	3.89	28.89	7.30	21.59
	01010804	SS			SLTP Muh. Ketanggungan	129	0	0	0	0	15	10	0	0	1.22	26.22	6.60	19.62
	01010805	SS			SLTP Al Ma'arif Ktg	199	0	0	0	0	15	10	0	0	1.89	26.89	6.80	20.09
	01010806	MN			MTs N Ketanggungan	1,126	0	0	0	0	15	10	0	0	10.67	35.67	9.00	26.67
	01010807	MS			MTs Ma'arif Ketanggungan	112	0	0	0	0	15	10	0	0	1.06	26.06	6.60	19.46
	01010808	MS			MTs Al Kautsar	105	0	0	0	0	15	10	0	0	0.99	25.99	6.50	19.49
	01010809	MS			MTs Al Adhar	297	0	0	0	0	15	10	0	0	2.81	27.81	7.00	20.81
	9	Kersana			01010901	SN	SLTP N1 Kersana	864	0	0	0	0	15	10	0	0	8.19	33.19
			01010902	SN	SLTP N2 Kersana	454	0	0	0	0	15	10	0	0	4.30	29.30	7.40	21.90
01010903			SN	SLTP N3 Kersana	507	0	0	0	0	15	10	0	0	4.80	29.80	7.50	22.30	
01010904			MS	MTs Subutul Ikhsan Kersana	545	0	0	0	0	15	10	0	0	5.16	30.16	7.60	22.56	
01010905			MS	MTs Ma'arif 9 Pende	176	0	0	0	0	15	10	0	0	1.67	26.67	6.70	19.97	
10	Banjarharjo	01011001	SN	SLTP N1 Banjarharjo	769	0	1	0	0	15	10	5	0	7.29	37.29	9.40	27.89	
		01011002	SN	SLTP N2 Banjarharjo	693	0	0	0	0	15	10	0	0	6.57	31.57	7.90	23.67	
		01011003	SN	SLTP N3 Banjarharjo	692	0	0	0	0	15	10	0	0	6.56	31.56	7.90	23.66	
		01011004	MS	MTs Al Hidayah Banjarharjo	351	0	0	0	0	15	10	0	0	3.33	28.33	7.10	21.23	
		01011005	MS	MTs Hidayatul Umah	198	0	0	0	0	15	10	0	0	1.88	26.88	6.80	20.08	
		01011006	MS	MTs Ma'arif 6 Banjarharjo	184	0	0	0	0	15	10	0	0	1.74	26.74	6.70	20.04	
		01011007	MS	MTs Al Fatah Cihaur	120	0	0	0	0	15	10	0	0	1.14	26.14	6.60	19.54	
		01011008	MS	MTs Al Ikhlis Pende	156	0	0	0	0	15	10	0	0	1.48	26.48	6.70	19.78	

Table 3-5: School Fund Allocation for Year 2 in Kabupaten Pekalongan, Central Java Province

Kabupaten Kota	Kecamatan	REDIP2 School ID	Type	School Name	Students (excluding Terbuka)	FY2000/2001 Assistance (Rp million)	Terbuka	Terbuka Assistance	Remote Area	Base Allocation (Rp million)	Addition 1 No Assistance (Rp million)	Addition 2 Terbuka (Rp million)	Addition 3 Remote Area (Rp million)	Proportional Allocation (Rp million)	TOTAL (Rp million)	Term 1 25% of Total (Rp million)	Term 2 75% of Total (Rp million)	
Pekalongan	1	Tirto	01020101	SN	SLTP N1 Tirto	730	0	1	0	0	15	10	5	0	6.92	36.92	9.30	27.62
			01020102	SN	SLTP N2 Tirto	566	30	1	0	0	15	0	5	0	5.36	25.36	6.40	18.96
			01020103	MS	MTs NU Tirto	388	0	0	0	0	15	10	0	0	3.68	28.68	7.20	21.48
	2	Wiradesa	01020201	SN	SLTP N1 Wiradesa	758	0	1	0	0	15	10	5	0	7.18	37.18	9.30	27.88
			01020202	SN	SLTP N2 Wiradesa	766	0	0	0	0	15	10	0	0	7.26	32.26	8.10	24.16
			01020203	SN	SLTP N3 Wiradesa	530	0	0	0	0	15	10	0	0	5.02	30.02	7.60	22.42
			01020204	SN	SLTP N4 Wiradesa	291	0	0	0	0	15	10	0	0	2.76	27.76	7.00	20.76
			01020205	SN	SLTP N5 Wiradesa	329	0	0	0	0	15	10	0	0	3.12	28.12	7.10	21.02
			01020206	SS	SLTP Muh. Wiradesa	276	0	0	0	0	15	10	0	0	2.62	27.62	7.00	20.62
			01020207	SS	SLTP Islam FQ Wiradesa	118	0	0	0	0	15	10	0	0	1.12	26.12	6.60	19.52
			01020208	MS	MTs 45 Kauman	388	0	0	0	0	15	10	0	0	3.68	28.68	7.20	21.48
			01020209	MS	MTs Sala'iyah Ketandan	352	0	0	0	0	15	10	0	0	3.34	28.34	7.10	21.24
			3	Sragi	01020301	SN	SLTP N1 Sragi	941	0	1	1	0	15	10	0	0	8.92	33.92
	01020302	SN			SLTP N2 Sragi	1,152	0	0	0	0	15	10	0	0	10.92	35.92	9.00	26.92
	01020303	SN			SLTP N3 Sragi	736	0	0	0	0	15	10	0	0	6.97	31.97	8.00	23.97
	01020304	SN			SLTP N4 Sragi	530	30	1	1	0	15	0	0	0	5.02	20.02	5.10	14.92
	01020305	SN			SLTP N5 Sragi	193	0	0	0	0	15	10	0	0	1.83	26.83	6.80	20.03
	01020306	SS			SLTP Islam Rebutan	174	0	0	0	0	15	10	0	0	1.65	26.65	6.70	19.95
	01020307	MS			MTs Ma'arif NU	135	0	0	0	0	15	10	0	0	1.28	26.28	6.60	19.68
	4	Kedungwuni	01020401	SN	SLTP N1 Kedungwuni	741	0	0	0	0	15	10	0	0	7.02	32.02	8.10	23.92
			01020402	SN	SLTP N2 Kedungwuni	628	0	1	1	0	15	10	0	0	5.95	30.95	7.80	23.15
			01020403	SN	SLTP N3 Kedungwuni	402	0	0	0	0	15	10	0	0	3.81	28.81	7.30	21.51
			01020404	SN	SLTP N4 Kedungwuni	323	0	0	0	0	15	10	0	0	3.06	28.06	7.10	20.96
			01020405	SS	SLTP Muh. Pekajangan	363	0	0	0	0	15	10	0	0	3.44	28.44	7.20	21.24
			01020406	SS	SLTP Islam Walisongo	203	0	0	0	0	15	10	0	0	1.92	26.92	6.80	20.12
			01020407	SS	SLTP Islam Pegandon	140	0	0	0	0	15	10	0	0	1.33	26.33	6.60	19.73
			01020408	SS	SLTP NU Pejombangan	86	0	0	0	0	15	10	0	0	0.81	25.81	6.50	19.31
			01020409	MN	MTs N Kedungwuni	723	0	0	0	0	15	10	0	0	6.85	31.85	8.00	23.85
			01020410	MS	MTs Walisongo	105	0	0	0	0	15	10	0	0	0.99	25.99	6.50	19.49
			01020411	MS	MTs Salafiyah Proto	444	0	0	0	0	15	10	0	0	4.21	29.21	7.40	21.81
			01020412	MS	MTs Muh. Pekajangan	237	0	0	0	0	15	10	0	0	2.25	27.25	6.90	20.35
			01020413	MS	MTs Al-Hikmah	203	0	0	0	0	15	10	0	0	1.92	26.92	6.80	20.12
			5	Wonopringgo	01020501	SN	SLTP N1 Wonopringgo	765	0	1	0	0	15	10	5	0	7.25	37.25
	01020502	SS			SLTP Islam	866	0	0	0	0	15	10	0	0	8.21	33.21	8.40	24.81
	01020503	SS			SLTP Muhammadiyah	115	0	0	0	0	15	10	0	0	1.09	26.09	6.60	19.49
	01020504	MS			MTs Gondang	649	0	0	0	0	15	10	0	0	6.15	31.15	7.80	23.35
	01020505	MS			MTs YMI	644	30	0	0	0	15	0	0	0	6.10	21.10	5.30	15.80
	6	Karanganyar	01020601	SN	SLTP N1 Karanganyar	563	0	1	0	0	15	10	5	0	5.33	35.33	8.90	26.43
			01020602	SN	SLTP N2 Karanganyar	227	0	0	0	0	15	10	0	0	2.15	27.15	6.80	20.35
			01020603	MS	MTs Ma'arif	307	0	0	0	0	15	10	0	0	2.91	27.91	7.00	20.91
			01020604	MS	MTs Yapik	177	0	0	0	0	15	10	0	0	1.68	26.68	6.70	19.98
	7	Bojong	01020701	SN	SLTP N1 Bojong	863	0	0	0	0	15	10	0	0	8.18	33.18	8.30	24.88
			01020702	SN	SLTP N2 Bojong	563	0	0	0	0	15	10	0	0	5.33	30.33	7.60	22.73
			01020703	SN	SLTP N3 Bojong	349	0	1	1	0	15	10	0	0	3.31	28.31	7.10	21.21
			01020704	SS	SLTP Islam Yawapi	0	0	0	0	0	15	10	0	0	0.00	25.00	6.30	18.70
			01020705	MS	MTs Sunan Kalijaga	234	0	0	0	0	15	10	0	0	2.22	27.22	6.90	20.32
	8	Kajen	01020801	SN	SLTP N1 Kajen	774	0	0	0	0	15	10	0	0	7.33	32.33	8.10	24.23
			01020802	SN	SLTP N2 Kajen	785	0	1	0	0	15	10	5	0	7.44	37.44	9.40	28.04
			01020803	SN	SLTP N3 Kajen	485	0	1	0	0	15	10	5	0	4.60	34.60	8.70	25.90
			01020804	SN	SLTP N4 Kajen	247	0	0	0	0	15	10	0	0	2.34	27.34	6.90	20.44
			01020805	SS	SLTP NU Kajen	413	0	0	0	0	15	10	0	0	3.91	28.91	7.30	21.61
			01020806	MS	MTs Muh. Kajen	348	0	0	0	0	15	10	0	0	3.30	28.30	7.10	21.20
	9	Kesesi	01020901	SN	SLTP N1 Kesesi	785	0	1	0	0	15	10	5	0	7.44	37.44	9.40	28.04
			01020902	SN	SLTP N2 Kesesi	592	0	0	0	0	15	10	0	0	5.61	30.61	7.70	22.91
01020903			SN	SLTP N3 Kesesi	223	0	0	0	0	15	10	0	0	2.11	27.11	6.80	20.31	
01020904			SS	SLTP NU	311	0	0	0	0	15	10	0	0	2.95	27.95	7.00	20.95	
01020905			SS	SLTP Muhammadiyah	106	0	0	0	0	15	10	0	0	1.00	26.00	6.60	19.40	
01020906			MN	MTs N Kesesi	338	0	0	0	0	15	10	0	0	3.20	28.20	7.10	21.10	
01020907			MS	MTs Rifaiyah	70	0	0	0	0	15	10	0	0	0.66	25.66	6.50	19.16	

Table 3-5: School Fund Allocation for Year 2 in Kabupaten Minahasa, North Sulawesi Province

Kabupaten Kota	Kecamatan	REDIP2 School ID	Type	School Name	Students (excluding Terbuka)	FY2000/2001 Assistance (Rp million)	Terbuka	Terbuka Assistance	Remote Area	Base Allocation (Rp million)	Addition 1 No Assistance (Rp million)	Addition 2 Terbuka (Rp million)	Addition 3 Remote Area (Rp million)	Proportional Allocation (Rp million)	TOTAL (Rp million)	Term 1 25% of Total (Rp million)	Term 2 75% of Total (Rp million)
Minahasa	Likupang	02010101	SN	SLTP N1 Likupang	340	0	1	1	0	15	10	0	0	3.22	28.22	7.10	21.12
		02010102	SN	SLTP N2 Likupang	107	0	0	0	1	15	10	0	3	1.01	29.01	7.30	21.71
		02010103	SN	SLTP N3 Likupang	85	70	0	0	1	15	0	0	0	0.81	15.81	4.00	11.81
		02010104	SN	SLTP N4 Likupang	180	0	0	0	1	15	10	0	3	1.71	29.71	7.50	22.21
		02010105	SN	SLTP N5 Likupang	108	0	0	0	1	15	10	0	0	1.02	26.02	6.60	19.42
		02010106	SS	SLTP LKMD Batu	66	0	0	0	1	15	10	0	3	0.63	28.63	7.20	21.43
		02010107	SS	SLTP Kr. Paputungan	97	36	0	0	1	15	0	0	3	0.92	18.92	4.80	14.12
		02010108	SS	SLTP Kr. Serey	85	90	0	0	1	15	0	0	3	0.81	18.81	4.80	14.01
		02010109	SS	SLTP Kr. Maliambao	25	0	0	0	1	15	10	0	3	0.24	28.24	7.10	21.14
		02010110	SS	SLTP PGRI Tarabitan	31	0	0	0	1	15	10	0	3	0.29	28.29	7.10	21.19
		02010111	SS	SLTP Kosgoro Marinsow	33	0	0	0	1	15	10	0	3	0.31	28.31	7.10	21.21
		02010112	SS	SLTP Kr. Palaes	24	0	0	0	1	15	10	0	3	0.23	28.23	7.10	21.13
		02010113	SS	SLTP Adv. Paputungan	43	0	0	0	1	15	10	0	3	0.41	28.41	7.20	21.21
		02010114	SS	SLTP Kat. Kokoleh	81	36	0	0	0	15	0	0	0	0.77	15.77	4.00	11.77
		02010115	SS	SLTP Nasional Kahuku	28	0	0	0	1	15	10	0	3	0.27	28.27	7.10	21.17
		02010116	SS	SLTP Kr. Kalinaun	35	0	0	0	1	15	10	0	3	0.33	28.33	7.10	21.23
		02010117	SS	SLTP Advent Wineru	33	0	0	0	0	15	10	0	0	0.31	25.31	6.40	18.91
2	Wori	02010201	SN	SLTP N1 Wori	276	232	1	1	1	15	0	0	0	2.62	17.62	4.50	13.12
		02010202	SN	SLTP N2 Wori	62	0	0	0	1	15	10	0	3	0.59	28.59	7.20	21.39
		02010203	SN	SLTP N3 Wori	67	0	0	0	1	15	10	0	3	0.63	28.63	7.20	21.43
		02010204	SS	SLTP Kr. Darunu	165	65	0	0	0	15	0	0	0	1.56	16.56	4.20	12.36
		02010205	SS	SLTP Muh. Naen	34	0	0	0	0	15	10	0	0	0.32	25.32	6.40	18.92
3	Tondano (Toulimambot)	02010301	SN	SLTP N1 Tondano	628	93.44	0	0	0	15	0	0	0	5.95	20.95	5.30	15.65
		02010302	SN	SLTP N2 Tondano	293	0	0	0	0	15	10	0	0	2.78	27.78	7.00	20.78
		02010303	SN	SLTP N3 Tondano	289	93.44	0	0	0	15	0	0	0	2.74	17.74	4.50	13.24
		02010304	SS	SLTP Kat. Tondano	44	0	0	0	0	15	10	0	0	0.42	25.42	6.40	19.02
		02010305	SS	SLTP Adv. Tondano	97	4	0	0	0	15	6	0	0	0.92	21.92	5.50	16.42
		02011701	SN	SLTP N1 Toulimambot	814	233.44	0	0	0	15	0	0	0	7.71	22.71	5.70	17.01
		02011702	SN	SLTP N2 Toulimambot	197	55	0	0	0	15	0	0	0	1.87	16.87	4.30	12.57
02011703	SS	SLTP Kr. Tondano	66	0	0	0	0	15	10	0	0	0.63	25.63	6.50	19.13		
02011704	MS	MTs Toulimambot	43	4	0	0	0	0	15	6	0	0	0.41	21.41	5.40	16.01	
4	Kombi	02010401	SN	SLTP N1 Kombi	84	7	0	0	0	15	3	0	0	0.80	18.80	4.70	14.10
		02010402	SN	SLTP N2 Kombi	57	36	0	0	0	15	0	0	0	0.54	15.54	3.90	11.64
		02010403	SN	SLTP N3 Kombi	76	0	0	0	0	15	10	0	0	0.72	25.72	6.50	19.22
		02010404	SS	SLTP Kr. Credo Kolongan	63	36	0	0	0	15	0	0	0	0.60	15.60	3.90	11.70
		02010405	SS	SLTP Adv. Rerer	42	0	0	0	0	15	10	0	0	0.40	25.40	6.40	19.00
02010406	SS	SLTP Wira Karya Ranawangko	12	0	0	0	0	15	10	0	0	0.11	25.11	6.30	18.81		
5	Tompaso	02010501	SN	SLTP N1 Tompaso	330	90	0	0	0	15	0	0	0	3.13	18.13	4.60	13.53
		02010502	SN	SLTP N2 Tompaso	54	0	0	0	0	15	10	0	0	0.51	25.51	6.40	19.11
		02010503	SS	SLTP LKMD Pinabetengan	88	0	0	0	0	15	10	0	0	0.83	25.83	6.50	19.33
		02010504	SS	SLTP Nasional Tompaso	11	0	0	0	0	15	10	0	0	0.10	25.10	6.30	18.80
		02010505	SS	SLTP Adv. Tompaso	94	0	0	0	0	15	10	0	0	0.89	25.89	6.50	19.39
6	Tareran	02010601	SN	SLTP N1 Tareran	212	90	0	0	0	15	0	0	0	2.01	17.01	4.30	12.71
		02010602	SN	SLTP N2 Tareran	202	5	0	0	0	15	5	0	0	1.91	21.91	5.50	16.41
		02010603	SN	SLTP N3 Tareran	98	80	0	0	0	15	0	0	0	0.93	15.93	4.00	11.93
		02010604	SN	SLTP N4 Tareran	64	5	0	0	0	15	5	0	0	0.61	20.61	5.20	15.41
		02010605	SN	SLTP N5 Tareran	61	80	0	0	0	15	0	0	0	0.58	15.58	3.90	11.68
		02010606	SS	SLTP Kr. Tumuluntung	63	0	0	0	0	15	10	0	0	0.60	25.60	6.40	19.20
		02010607	SS	SLTP Kr. Koreng	64	0	0	0	0	15	10	0	0	0.61	25.61	6.50	19.11
		02010608	SS	SLTP Kr. Kaneyan	12	0	0	0	0	15	10	0	0	0.11	25.11	6.30	18.81
		02010609	SS	SLTP PGRI Pinapalangkou	55	0	0	1	1	15	10	0	3	0.52	28.52	7.20	21.32
		02010610	SS	SLTP Nasional Wuwuk	46	0	0	0	0	15	10	0	0	0.44	25.44	6.40	19.04
		02010611	SS	SLTP Kr. Wuwuk	67	0	0	0	0	15	10	0	0	0.63	25.63	6.50	19.13
7	Tumpa	02010701	SN	SLTP N1 Tumpa	413	24	1	1	0	15	0	0	0	3.91	18.91	4.80	14.11
		02010702	SN	SLTP N2 Tumpa	66	0	0	0	0	15	10	0	0	0.63	25.63	6.50	19.13
		02010703	SN	SLTP N3 Tumpa	111	0	0	0	1	15	10	0	3	1.05	29.05	7.30	21.75
		02010704	SN	SLTP N4 Tumpa	110	5	0	0	0	15	5	0	0	1.04	21.04	5.30	15.74
		02010705	SS	SLTP Kr. Tangkune	28	0	0	0	0	15	10	0	3	0.27	28.27	7.10	21.17

Table 3-5: School Fund Allocation for Year 2 in Kabupaten Minahasa, North Sulawesi Province

Kabupaten Kota		Kecamatan	REDIP2 School ID	Type	School Name	Students (excluding Terbuka)	FY2000/2001 Assistance (Rp million)	Terbuka	Terbuka Assistance	Remote Area	Base Allocation (Rp million)	Addition 1 No Assistance (Rp million)	Addition 2 Terbuka (Rp million)	Addition 3 Remote Area (Rp million)	Proportional Allocation (Rp million)	TOTAL (Rp million)	Term 1 25% of Total (Rp million)	Term 2 75% of Total (Rp million)
	8	Tombatu	02010801	SN	SLTP N1 Tombatu	366	40	1	1	0	15	0	0	0	3.47	18.47	4.70	13.77
			02010802	SN	SLTP N2 Tombatu	279	0	0	0	0	15	10	0	0	2.64	27.64	7.00	20.64
			02010803	SN	SLTP N3 Tombatu	223	0	0	0	0	15	10	0	0	2.11	27.11	6.80	20.31
			02010804	SN	SLTP N4 Tombatu	224	84	0	0	0	15	0	0	0	2.12	17.12	4.30	12.82
			02010805	SN	SLTP N5 Tombatu	240	94	0	0	0	15	0	0	0	2.27	17.27	4.40	12.87
			02010806	SN	SLTP N6 Tombatu	34	0	0	0	1	15	10	0	3	0.32	28.32	7.10	21.22
			02010807	SS	SLTP Kr. Kali	62	0	0	0	0	15	10	0	0	0.59	25.59	6.40	19.19
			02010808	SS	SLTP LKMD Kalait	54	0	0	0	1	15	10	0	3	0.51	28.51	7.20	21.31
			02010809	SS	SLTP Krispa Sillian	76	0	0	0	0	15	10	0	0	0.72	25.72	6.50	19.22
			02010810	SS	SLTP Sillian 2	79	0	0	0	0	15	10	0	0	0.75	25.75	6.50	19.25
			9	Tenga	02010901	SN	SLTP N1 Tenga	261	0	1	0	0	15	10	5	0	2.47	32.47
	02010902	SN			SLTP N2 Tenga	220	0	0	0	0	15	10	0	0	2.08	27.08	6.80	20.28
	02010903	SN			SLTP N3 Tenga	208	80	0	0	0	15	0	0	0	1.97	16.97	4.30	12.67
	02010904	SN			SLTP N4 Tenga	50	24	0	0	0	15	0	0	0	0.47	15.47	3.90	11.57
	02010905	SN			SLTP N5 Tenga	224	0	0	0	0	15	10	0	0	2.12	27.12	6.80	20.32
	02010906	SN			SLTP N6 Tenga	84	0	0	0	0	15	10	0	0	0.80	25.80	6.50	19.30
	02010907	SN			SLTP N7 Tenga	91	36	0	0	0	15	0	0	0	0.86	15.86	4.00	11.86
	02010908	SS			SLTP Kr. Tawaang	110	0	0	0	0	15	10	0	0	1.04	26.04	6.60	19.44
	02010909	SS			SLTP Nasional Elusan	48	0	0	0	1	15	10	0	3	0.45	28.45	7.20	21.25
	02010910	SS			SLTP Kat. Mayela Poigar	39	0	0	0	0	15	10	0	0	0.37	25.37	6.40	18.97
	02010911	MS			MTs Muh. Tanamon	39	90	0	0	0	15	0	0	0	0.37	15.37	3.90	11.47
	10	Motoling  (Ranoyapo)	02011001	SN	SLTP N1 Motoling	408	130	1	1	0	15	0	0	0	3.87	18.87	4.80	14.07
			02011002	SN	SLTP N2 Motoling	159	0	0	0	0	15	10	0	0	1.51	26.51	6.70	19.81
			02011003	SN	SLTP N3 Motoling	77	0	0	0	0	15	10	0	0	0.73	25.73	6.50	19.23
			02011004	SN	SLTP N4 Motoling	110	0	0	0	0	15	10	0	0	1.04	26.04	6.60	19.44
			02011005	SN	SLTP N5 Motoling	69	50	0	0	0	15	0	0	0	0.65	15.65	4.00	11.65
			02011006	SS	SLTP Nasional Wakan	34	0	0	0	0	15	10	0	0	0.32	25.32	6.40	18.92
			02011007	SS	SLTP Kr. Motoling	134	0	0	0	0	15	10	0	0	1.27	26.27	6.60	19.67
			02011008	SS	SLTP Inspirasi Wanga	86	0	0	0	0	15	10	0	0	0.81	25.81	6.50	19.31
			02011009	SS	SLTP Kr. Tondey	95	0	0	0	0	15	10	0	0	0.90	25.90	6.50	19.40
			02011010	SS	SLTP Nasional Karimbow	78	0	0	0	1	15	10	0	3	0.74	28.74	7.20	21.54
			02013001	SN	SLTP N1 Ranoyapo	243	94	0	0	0	15	0	0	0	2.30	17.30	4.40	12.90
	02013002	SN	SLTP N2 Ranoyapo	205	0	0	0	0	15	10	0	0	1.94	26.94	6.80	20.14		
02013003	SN	SLTP N3 Ranoyapo	64	0	0	0	0	15	10	0	0	0.61	25.61	6.50	19.11			
02013004	SS	SLTP Swakarya Powalutan	42	0	0	0	0	15	10	0	3	0.40	28.40	7.10	21.30			

Table 3-5: School Fund Allocation for Year 2 in Kota Bitung, North Sulawesi Province

Kabupaten Kota		Kecamatan	REDIP2 School ID	Type	School Name	Students (excluding Terbuka)	FY2000/2001 Assistance (Rp million)	Terbuka	Terbuka Assistance	Remote Area	Base Allocation (Rp million)	Addition 1 No Assistance (Rp million)	Addition 2 Terbuka (Rp million)	Addition 3 Remote Area (Rp million)	Proportional Allocation (Rp million)	TOTAL (Rp million)	Term 1 25% of Total (Rp million)	Term 2 75% of Total (Rp million)		
Bitung	1	Bitung Utara	02020101	SN	SLTP N1 Bitung	1,107	417	1	1	0	15	0	0	0	10.49	25.49	6.40	19.09		
			02020102	SN	SLTP N3 Bitung	150	50	0	0	1	15	0	0	3	1.42	19.42	4.90	14.52		
			02020103	SN	SLTP N5 Bitung	193	5.5	0	0	0	15	4.5	0	0	0	1.83	21.33	5.40	15.93	
			02020104	SN	SLTP N6 Bitung	236	83.5	0	0	0	15	0	0	0	0	2.24	17.24	4.40	12.84	
			02020105	SN	SLTP N8 Bitung	167	190	0	0	1	15	0	0	3	1.58	19.58	4.90	14.68		
			02020106	SS	SLTP Kristen Girian	142	140	0	0	0	15	0	0	0	0	1.35	16.35	4.10	12.25	
			02020107	SS	SLTP Al-Khairat Girian	100	0	0	0	0	15	10	0	0	0	0.95	25.95	6.50	19.45	
			02020108	MS	MTs Al-Khairat Girian	102	7.5	0	0	0	15	2.5	0	0	0	0.97	18.47	4.70	13.77	
	2	Bitung Tengah	02020201	SN	SLTP N2 Bitung	1,135	230	0	0	0	15	0	0	0	0	10.75	25.75	6.50	19.25	
			02020202	SS	SLTP Kristen Madidir	137	20	0	0	0	15	0	0	0	0	1.30	16.30	4.10	12.20	
			02020203	SS	SLTP Katolik Don Bosco	432	45	0	0	0	15	0	0	0	0	4.09	19.09	4.80	14.29	
			02020204	SS	SLTP Krispa Bitung	204	0	0	0	0	15	10	0	0	0	1.93	26.93	6.80	20.13	
			02020205	SS	SLTP Advent Bitung	115	98	0	0	0	15	0	0	0	0	1.09	16.09	4.10	11.99	
			02020206	SS	SLTP Muh. Bitung	186	60	0	0	0	15	0	0	0	0	1.76	16.76	4.20	12.56	
			02020207	SS	SLTP Guppi Bitung	65	0	0	0	0	15	10	0	0	0	0.62	25.62	6.50	19.12	
	3	Bitung Timur	02020301	SN	SLTP N7 Bitung	495	276	0	0	0	15	0	0	0	0	4.69	19.69	5.00	14.69	
			02020302	SS	SLTP Kristen Bitung	315	120	0	0	0	15	0	0	0	0	2.98	17.98	4.50	13.48	
			02020303	SS	SLTP Kristen Aertembaga	123	20	0	0	0	15	0	0	0	0	1.17	16.17	4.10	12.07	
			02020304	SS	SLTP PGRI Tandurusa	106	45	0	0	0	15	0	0	0	0	1.00	16.00	4.10	11.90	
			02020305	MS	MTs Yaspi Bitung	165	60	0	0	0	15	0	0	0	0	1.56	16.56	4.20	12.36	
	4	Bitung Selatan	02020401	SN	SLTP N4 Bitung	377	68.5	1	1	0	15	0	0	0	0	3.57	18.57	4.70	13.87	
			02020402	SN	SLTP N9 Bitung	133	70	0	0	1	15	0	0	3	1.26	19.26	4.90	14.36		
			02020403	SN	SLTP N10 Bitung	0	0	0	0	0	15	10	0	0	0.00	25.00	6.30	18.70		
			02020404	SS	SLTP PGRI Sondakenreko	124	36	0	0	1	15	0	0	3	1.17	19.17	4.80	14.37		
	Total						262	84,012	4,509	28	16	26	3,930	2,057	60	78	796	6,921.00	1,743.60	5,177.40



**Financial Terms and Procedure**

As for Year 1 (2002/03), REDIP2 pilot projects was implemented for the period of July 2002-June 2003. However, this one-year period was divided into two financial terms (Figure 3-3):

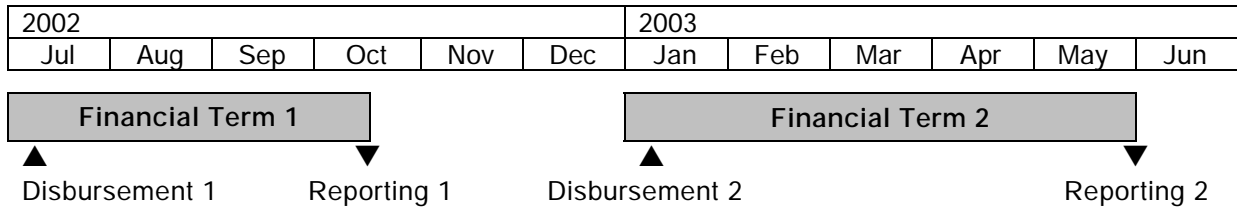


Figure 3-3: Financial Terms

As is shown, Financial Term 1 starts in July 2002 and ends in mid-October 2002. Financial Term 2 starts in January 2003 and ends in May 2003. The approved funds were divided into two and remitted at the beginning of each term. At the end of each term, the TPK and schools shall prepare the financial report together with evidences and submit it to the National Project Office.

Specific dates are summarized as follows in Year 1:

**Financial Term 1**

Plan/Proposal Deadline	June 30, 2002
Disbursement 1	Early July 2002
Book Closing	October 15, 2002
Financial Report 1 Submission	October 31, 2002

**Financial Term 2**

Disbursement 2	Early January 2003
Book Closing	May 31, 2003
Financial Report 2 Submission	June 10, 2003

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## CHAPTER 4 REDIP2 PREPARATION: PRE-PILOT TRAINING

### 4.1 Rationale of Training: Lessons Learned from REDIP1

As mentioned in Chapter 1, REDIP1 had some shortcomings like misunderstanding, miscommunication and lack of motivation among people concerned with the pilot project. These problems are thought to come mainly from lack of training before the pilot project. This experience led to a lesson that comprehensive and extensive training is essential before starting the pilot. In REDIP2, a series of pre-pilot training is therefore programmed to let the participants of REDIP2 activities understand the contents of the project firmly and increase their motivation.

### 4.2 Training Programs

In REDIP2, five kinds of training were programmed. The training includes 2- and 3-Day Training for Field Consultants, 5-Day Training for Kabupaten/Kota Staff, TPK and School Committee Socialization, 5-Day Training for TPK and School Committee, and 1-Day Training for Financial Managers and Auditors of TPK and School Committee. Table 4-1 below is a summary of REDIP2 Pre-Pilot Training. The detailed program of each training can be seen in Appendix.

Table 4-1: Summary of REDIP2 Pre-Pilot Training

Title of Training	Date / Place	Trainees (No. of persons)	Trainers	Materials Used
3-Day Training for Field Consultants	- 27 February – 1 March / Jakarta	- Field consultants (17) - Provincial & Kabupaten coordinators (12)	JICA study team	- EP
5-Day Training for Kabupaten/Kota Staff	- 1 – 5 April / Semarang - 8 – 12 April / Manado	- Kabupaten officials (36)	Field consultants, JICA study team	- EP - FM
2-Day Training for Field Consultants	- 17 – 18 April / Jakarta	- Field consultants (17) - Provincial & Kabupaten coordinators (12)	JICA study team	- G (TPK) - G (School) - FG (TPK) - FG (School)
TPK and School Committee Socialization	- 24 April / Brebes - 25 April / Pekalongan - 30 April / Bitung - 1 – 2 May / Minahasa	- Provincial officials (10) - Kabupaten officials (62) - Kecamatan officials (99) - School Principals (262)	JICA study team, Provincial coordinators	- G (TPK) - G (School)
5-Day Training for TPK and School Committee	- 29 April – 17 May / each Kecamatan in CJ - 6 – 24 May / each Kecamatan in NS	- TPK members (660) - School Committee members (786)	Field consultants, Provincial & Kabupaten coordinators	- EP - G (TPK) - G (School) - FG (TPK) - FG (School)
1-Day Training for Financial Managers and Auditors of TPK and School Committee	- 16-18 July / each Kecamatan in CJ - 1 – 4 July / each Kecamatan in NS	- Financial managers & auditors	Field consultants, Provincial & Kabupaten coordinators	- FM - FG (TPK) - FG (School)

<N.B.>

CJ: Central Java Province, NS: North Sulawesi Province, EP: Modules for Educational Planning, FM: Modules for Financial Management, G (TPK), G (School): Guidelines for TPK, Guidelines for SLTP and MTs, FG (TPK), FG (School): Financial Guidelines for TPK, Financial Guidelines for SLTP and MTs

### 4.3 Training Materials

For the pre-pilot training, the following six kinds of training materials were produced and used:

- Modules for Educational Planning
- Modules for Financial Management
- Guidelines for TPK
- Guidelines for SLTP and MTs
- Financial Guidelines for TPK
- Financial Guidelines for SLTP and MTs

All the materials were prepared in both English and Indonesian languages. The following sub-sections outline the materials mentioned above.

#### 4.3.1 Modules for Educational Planning

The "Modules for Educational Planning" is a material prepared for the purpose of providing knowledge, skills and understanding to all stakeholders at the kabupaten, kecamatan and school levels to improve the quality of their educational systems through bottom-up management. It is also aimed at making an education plan close to community. This material is based on "Better Education for Our Children," a training manual developed and used in the JICA-funded training program COPSEP (Community Participation in Strategic Education Planning for School Improvement).

The material is composed of two parts; one is training modules to be used by trainees and the other is the trainer's manual. The training modules consist of ten modules. From Module One to Module Nine are the basic modules for educational planning at the kecamatan and school levels, and Module Ten is especially prepared for the kabupaten stakeholders. These modules use a "learning-by-doing" approach so that trainees become active participants in the training. The trainer should be a facilitator who guides the trainees through each module. The ten modules are in fact answers to the following ten core questions:

- 1) *In Indonesia who has authority to do what to improve education?*
- 2) *What makes up a good education system or school?*
- 3) *How can we make a map of our education system? What kinds of information do we need? How do we measure this information?*
- 4) *How do we compare our ideal school(s) to what exists now?*
- 5) *Who should participate in identifying problems and improving our education system?*
- 6) *How do we develop an action plan to solve our problems?*
- 7) *Once we have a plan how do we implement it?*
- 8) *How do we measure if we are achieving our plan? How often do we measure and when do we make changes in our plan?*
- 9) *How do we raise funds for our education system?*
- 10) *What is the role of stakeholders at the kabupaten/kota level? How do they link with the kecamatan and schools in their districts?*

Each question is converted to one or more objectives that are to be achieved by answering the question. Each separate module is organized into a standard format that is made up of objective(s), background information and activities. The aim of each component is as follows.

**Objective(s):** objectives are statements of measurable outcome. At the completion of the module trainees are supposed to do some action that can be observed and measured.

**Background information:** each module provides basic knowledge and new terminology that trainees need before being able to complete selected activities. This is presented in a narrative form possibly with illustrations, tables and or charts.

**Activities:** trainees are asked to apply the knowledge by working as an individual and in groups to complete one or more tasks. The tasks are designed to develop skills and understanding. Combining this with the knowledge acquired under background information and accumulated across the nine questions, school/communities and kecamatan stakeholders can improve their educational systems. Fifteen activities are included in Modules One through Nine and six activities are in Module Ten.

The title and objectives of each module are shown in Table 4-2.

Table 4-2: Module Titles and Objectives for Educational Planning

Title	Objectives
MODULE 1: EDUCATIONAL AUTHORITY	<ol style="list-style-type: none"> <li>1) Identify on a table the authority that MONE, provinces, kabupaten, kecamatan and schools have in decision-making for basic education as provided by law and through regulations.</li> <li>2) Define who are the stakeholders at the kecamatan and school levels and what organizations they can join to improve education.</li> </ol>
MODULE 2: STAKEHOLDER PARTICIPATION	<ol style="list-style-type: none"> <li>1) Prepare a table that shows the mission, goals, organizational structure and roles/responsibilities of a school or kecamatan education improvement committee.</li> <li>2) Present design to other groups and ask questions about each presentation.</li> </ol>
MODULE 3: THE IDEAL SCHOOL	<ol style="list-style-type: none"> <li>1) Prepare a list of at least five statements that reflect the participant understands what elements make up a good school or school system.</li> </ol>
MODULE 4: ANALYZING OUR SCHOOLS	<ol style="list-style-type: none"> <li>1) Prepare a list of important information available and organize under the heading of demographics, socio-economic situation, community or kecamatan infrastructure, education indicators, and budget.</li> <li>2) Develop problem trees and objective trees.</li> <li>3) Use the group consensus technique to define core problems for your kecamatan/school in priority order from most to least, and quantify the items by setting a numerical target for achievement.</li> </ol>
MODULE 5: MEASURING EDUCATION	<ol style="list-style-type: none"> <li>1) Convert the list into measurable indicators by estimating the current situation in the school/community or kecamatan.</li> <li>2) Prepare a gap analysis for a school or school system by comparing the ideal versus the real situation based on information from Modules Two and Three.</li> </ol>
MODULE 6: PREPARING AN ACTION PLAN	<ol style="list-style-type: none"> <li>1) Prepare an action plan for the kecamatan or school using the format provided in this module.</li> </ol>
MODULE 7: PLAN IMPLEMENTATION	<ol style="list-style-type: none"> <li>1) Prepare a list of ideas on how to mobilize community resources to implement the action plan.</li> <li>2) Prepare a list of ideas on how to mobilize government at the village, kecamatan and kabupaten level.</li> </ol>

Title	Objectives
MODULE 8: MONITORING AND EVALUATION	<ol style="list-style-type: none"> <li>1) Prepare a chart that shows different ways to monitor the education program.</li> <li>2) Prepare a chart that shows different methods for evaluating the education program.</li> </ol>
MODULE 9: FUND RAISING	<ol style="list-style-type: none"> <li>1) Through brainstorming and sharing experiences, prepare a list of techniques that can be tried at the school and kecamatan level to increase funding for education.</li> </ol>
MODULE 10: KABUPATEN EDUCATIONAL DEVELOPMENT PLAN	<ol style="list-style-type: none"> <li>1) Define organizations that currently represent stakeholder groups at the kabupaten, kecamatan and school levels and show organizations that might be created in the future.</li> <li>2) Establish a common vision for education that needs to be achieved in five years and define minimum service standards that represent that vision.</li> <li>3) Using known data and estimating unknown data, identify which minimum service standards are not met in the district and then define a gap.</li> <li>4) Develop a list of priority goals for education in the kabupaten and prepare a five year plan.</li> <li>5) Develop a system for monitoring and evaluating progress of the plan.</li> <li>6) Develop an organization chart for the kabupaten, kecamatan and schools using the table from Objective One to define how the education improvement cycle is conducted.</li> <li>7) Review the current practice of educational planning at kabupaten.</li> </ol>

#### 4.3.2 Modules for Financial Management

The "Modules for Financial Management" consist of Modules Eleven through Fourteen, following the Educational Planning Modules. They share the same format with the Educational Planning Modules. Their titles and objectives are as follows.

Table 4-3: Module Titles and Objectives for Financial Management

Title	Objectives
MODULE 11: DECENTRALIZATI ON AND EDUCATION FINANCE	<ol style="list-style-type: none"> <li>1) Understand general changes in education finance after decentralization.</li> <li>2) Define stakeholders in the administration of SLTP finance at Kabupaten Dinas P&amp;K.</li> <li>3) Find out difficulties that Kabupaten Dinas P&amp;K in financing SLTP and possible solution to the difficulties.</li> </ol>
MODULE 12: KABUPATEN'S COMMITMENT IN FINANCING EDUCATION	<ol style="list-style-type: none"> <li>1) Determine ideal and realistic coverage of kabupaten's commitment in financing Junior Secondary Education.</li> <li>2) Determine potential risks/difficulties. Special attention should be paid to issues of equity.</li> </ol>
MODULE 13: MEDIUM TERM FINANCIAL PLAN	<ol style="list-style-type: none"> <li>1) Understand sufficiency of current level of budget expenditure by kabupaten.</li> <li>2) Prepare a medium term educational finance plan.</li> <li>3) Understand advantages and disadvantages of such a medium term plan.</li> </ol>
MODULE 14: ANNUAL BUDGETING/FINA NCE – VISION FOR YEAR 2003	<ol style="list-style-type: none"> <li>1) Determine annual budgeting/expenditure procedure after decentralization.</li> <li>2) Determine the five most influential factors in education finance.</li> <li>3) Consider possible improvement of the current disbursement monitoring, reporting and auditing procedures.</li> </ol>

Title	Objectives
	4) Consider disclosure policy – how to gain financial accountability and transparency.

### 4.3.3 Guidelines for TPK, Guidelines for SLTP and MTs

“Guidelines for Kecamatan SLTP Development Team (TPK)” explains Component A of the pilot project while “Guidelines for SLTP and MTs” deals with Component B. Both Guidelines cover the basic matters of the pilot project like general explanation of objectives and structure of TPK and School Committee.

TPK Guidelines deal with such topics as what TPK is, who TPK members are, how TPK is organized, and what activities TPK does. With regard to TPK activities, TPK Guidelines especially introduce three categories of activities that are general activities, KKKS activities and MGMP activities. For reference, TPK Guidelines introduce some examples of successful activities that were implemented under REDIP1 as “REDIP Good Practice.”

On the other hand, Guidelines for SLTP/MTs cover such topics as how School Committee is organized, what activities schools do in the pilot project, and what restrictions they have. SLTP/MTs Guidelines recommend the activities covering the following areas: 1) curriculum/teaching-learning process; 2) human resources; 3) school management; and 4) school/classroom environment.

Both Guidelines explain how REDIP2 funds are allocated among TPKs and pilot schools. They instruct TPKs and School Committees to prepare an Activity Proposal before the pilot project and two Activity Reports and two Financial Reports during the first year. Detailed instructions on how to prepare these documents are given in the respective Financial Guidelines together with forms for submission.

### 4.3.4 Financial Guidelines for TPK, Financial Guidelines for SLTP and MTs

Financial Guidelines are also developed for TPK and SLTP/MTs. They explain in more detail how to manage the pilot project financially. They include not only the guidelines about financial management for TPK and School Committee, but also some forms to be used in the Activity Proposal, Financial Report 1 and Financial Report 2. The forms for the Activity Proposal include narrative summary of proposed activities for both problem analysis and action plan, cost estimates by activity, and summary of cost and budget. In addition to these forms, SLTP/MTs have a form for fund-raising activities. The forms for the Financial Report include financial statement, financial summary, bank account transactions, expenditure by activity, and receipt. The forms for SLTP/MTs, in addition, have matching fund record for cash donation, material contribution and labor contribution.

## 4.4 Review of Program Performance

When all the contents of the training materials could not be covered during the training due to time constraint, trainers concentrated on the important points of each material. Although the JICA study team developed a standard program for each type of training, two provincial teams took liberty to modify the programs according to their specific conditions and circumstances. For instance, trainers of 5-Day Training for TPK and

School Committee included provincial and kabupaten officials as well as field consultants in Central Java whereas, in North Sulawesi, trainers were all field consultants. Course programs were also modified in Central Java, where the trainers each specialized in some modules and rotated among three or four kecamatan at the same time. By contrast, in North Sulawesi, one field consultant went through the whole program for one kecamatan.

Attendance was quite good in all the sessions, indicating people's high expectation of REDIP2. For example, participants to the TPK and School Committee Training were all TPK members and three representatives of each pilot school. Almost all registered and sit in the training for five full days except for a few cases (illness, other official engagement, etc.). The attendants actively participated in

the sessions. This was particularly evident in the group work and their presentations. They raised questions and gave incisive comments freely to fellow participants.

At the end of each training session, participants were asked to fill in an evaluation questionnaire. According to the responses, it can be concluded that the training was very useful for trainees in understanding the contents of the pilot project and implementing the pilot activities.

**Box 4-1: Some Aspects Need to Pay Attention – In Case of North Sulawesi**

There are some aspects that still need to pay attention and to find ways of solution. Based on the observation and reports given by the field consultants, The Provincial Implementation Team, TPK and School Committee found that:

- 1) Some School Committees were elected in democratic ways, but some School Committees are not formulated by democratic ways.
- 2) Although the five days training for TPK and School Committees were so successful, the processes of making proposals tended to be prioritized by physical development in some schools.
- 3) Because of the UANAS, lack of computer facility and other urgent activities, some schools could not finish their proposal on time.
- 4) Some TPK/School Committee members are still influenced by old idea on project design, so called 'project habits', in making their proposals.
- 5) Although the field consultants were very busy at facilitating the TPK/School Committees in finishing their final proposals, they have not submitted proposals to the Province Implementation Team until June 15 2002.
- 6) Many community members or leaders have been aware about the importance of their role and active participation in the development and improvement of education in the school and community.
- 7) The principals have also realized the needs, additional competencies and skills to empower the community and to improve and develop the school quality.
- 8) The commitment and contribution of Kota Bitung Government and Legislators are very strong in the preparation and socialization of REDIP2, while Kabupaten Minahasa is not so strong.
- 9) There is no counterpart budget from the Government of Indonesia to support the REDIP2 program in the North Sulawesi Province and Kabupaten Minahasa Dinas P&K.
- 10) It seems that certain schools and TPK need education innovators or "experts" to outline proposals, and to conduct certain activities and program.
- 11) New approaches and strategies are needed to bring and utilize the educational resources for the implementation of REDIP2 in the schools and kecamatan.
- 12) Some people still doubt about the REDIP2 mission, because there is no clear criteria or indicator stated to measure the successfulness of the program. The REDIP2 Team has to work hard to clarify and to convince the stakeholders to support REDIP2.



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## CHAPTER 5 FIRST YEAR PILOT PROJECT PROPOSALS

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### 5.1 How Proposals Were Developed

#### 5.1.1 Pre-Pilot Training

Prior to pilot project implementation at TPK and schools, representatives of TPK and the school committees attend a series of training sessions held in respective kecamatan.

Three 3 kinds of training<sup>1</sup> were programmed:

- TPK and School Committee Socialization;
- 5-Day Training for TPK and School Committee; and
- 1-Day Training for Financial Managers and Auditors of TPK and School Committee

After receiving the 5-day training scheduled in May, all the TPK and schools were required to develop TPK and school development plans following the materials provided in the training. TPK and the School Committees shall take initiative to carry out this task.

On the last day of 5-Day Training for TPK and School Committee, each TPK and school started to develop an activity proposal for REDIP2 (Year 2002/03). The proposal shall be based on and consistent with the TPK and school development plan.

Following Section 5.1.2 and 5.1.3 describe some examples of TPK and school activities indicated in the guidelines.

#### 5.1.2 Possible Activities for TPK

The following are some examples of TPK activities in the TPK Guidelines:

##### 1) General Activities

As a kecamatan-based organization, TPK should conduct these activities which are primarily targeted towards community at large. Its activities should not intervene in individual schools' activities. If TPK does deal with schools, the activity should be inter-schools, inviting all the schools to participate in.

##### *"Community Forum"*

A very natural and primary activity for TPK is being a forum where SLTPs, MTs and their BP3s in the kecamatan are represented. These the TPK members can discuss their common problems associated with the schools, exchange their views and opinions, form some common ground to tackle the problems and generate concerted initiatives to take necessary actions. It is through this process that a sense of communal ownership of SLTP/MTs develops.

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<sup>1</sup> The details are explained in Chapter 4.

### ***"Planning Kecamatan Junior Secondary Education"***

TPK shall develop the kecamatan's own plan to achieve better junior secondary education. Using the guidelines for educational planning (training material) given to TPK members, TPK first study the present conditions of SLTP and MTs closely and identify unmet needs through creating Kecamatan Education Profile. It then draws up a medium-term plan to satisfy the needs.

### ***"Awareness Raising Campaign"***

One activity which is particularly suitable for TPK to initiate is an awareness raising campaign in the kecamatan. This campaign aims at raising people's awareness of the importance of junior secondary education and of the value of quality education. Various events can be devised for this purpose. Examples: village meetings with parents, seminars on national basic education policy, award giving to excellent students and teachers, etc. Students may also join the campaign with their own efforts (possibly through OSIS) to motivate fellow students for staying at school and for higher achievement.

### ***"Fund Raising"***

As part of the awareness raising campaign, kecamatan-wide fund raising can be organized by TPK. Various methods for fund raising may be improvised and tried. The funds raised are expended by TPK for appropriate purposes related to the TPK's objectives.

### ***"Inter-School Sports Games"***

TPK may organize kecamatan-wide inter-school sports games where SLTP and MTs students compete. Possible games include field athletics, football, volleyball, badminton and long-distance relay.

### ***"Art Contest and Exhibition"***

TPK may organize an art contest soliciting artwork from SLTP/MTs students, teachers and parents. The award winning works may be exhibited for the general public to view. Similarly, an inter-school contest for performing art like dance and music may be organized by TPK.

### ***"Subject Contest"***

TPK may organize an inter-school contest on selected subjects like English, mathematics and science. Winners may be awarded with a prize.

### ***"Monitoring REDIP2 Pilot Project"***

At its regular meetings, TPK should hear about the progress of REDIP2 Pilot Project from the SLTP/MTs principals and the Field Consultant. TPK may discuss any subject to ensure the pilot project's effective and smooth implementation.

## 2) KKKS (Principals Working Group) Activities

Under TPK's initiative, a new KKKS should be organized comprising all school principals of SLTP and MTs in kecamatan. The KKKS shall meet regularly to exchange information and resources and share professional knowledge on how to better manage school and improve quality. Suggestions on specific activities:

### *"SLTP-MTs Linkage"*

SLTP and MTs can equally benefit from their collaboration. SLTP may assist MTs with teachers of English or Mathematics while MTs may support SLTP with religious activities. Private MTs can also teach effective ways of local fund raising to state SLTP.

### *"SLTP Terbuka Consortium"*

Usually, only one SLTP Terbuka is located in one kecamatan. For most prospective Terbuka students, the school is too far to attend. To overcome this situation, all SLTP and MTs in the kecamatan may form a consortium to act as "satellite Terbuka" serving students in nearby areas respectively. The core SLTP Terbuka may organize and oversee the whole program. The KKKS may assist the consortium to form and coordinate its activities.

### *"Enrollment Coordination"*

Under KKKS' initiative, principals may coordinate among themselves to admit as many new students as capacity allows at each school. This way, the number of unnecessary rejections can be kept minimum.

### *"Study Tour"*

KKKS members may visit model schools in nearby areas to learn effective ways of school management.

### *"On-Site Training"*

KKKS may invite experts or specialists to give the members a short-term on-site training on specific subjects.

## 3) MGMP (Subject Teacher Support Program) Activities

Like KKKS, a new MGMP for the core subjects should be organized by TPK comprising all SLTP and MTs in the kecamatan. The MGMP shall regularly meet subject-wise to share and improve the members' professional knowledge on and skills for classroom teaching. Suggestions on specific activities:

### *"In-Service Training"*

In many schools, priority is given to how to improve basic knowledge and teaching skills of non-background teachers. One way to achieve this is to invite experts to provide in-service training. Possible trainers include *guru inti*, lecturers from former IKIP and school supervisors.

### ***“Classroom Action Research”***

Teachers may conduct action research in classrooms to identify clues to improve teaching skills.

### ***“Development of Teaching Aids”***

Teachers may work together to develop teaching aids using locally available materials.

### ***“Demonstration Lessons”***

Teachers may demonstrate lessons to observing fellow teachers, using new teaching methods in real classroom situation. After the lessons, participating teachers discuss technical details, evaluate the effectiveness, and how to apply learnt the methods in their own classes.

## **5.1.3 Possible Activities for Schools**

Proposed activities from schools may contain the element of “Activities”, “Procurement”, and “Rehabilitation”. It is strongly recommended that a school propose a combined activity with these elements.

The following are some example of school activities in the School Guidelines:

### **1) Curriculum/Teaching-learning process**

- ✓ School activities to stimulate students’ interest and encourage their pursuit of higher achievement
- ✓ Teacher activities to improve classroom teaching-learning processes
- ✓ Development of teaching materials
- ✓ Procurement of textbooks and teaching/learning materials such as dictionaries, atlases, language tapes, etc.
- ✓ Procurement of instructional materials and its maintenance costs such as science laboratory equipment, tape recorder, overhead projector, etc.
- ✓ Training activities for utilization of the instructional materials
- ✓ Activities to encourage students learning such as field trip, contests, project activities.

### **2) Human Resource**

- ✓ Skill development of teachers for subject matters and other skills
- ✓ Professional development of teachers and staff
- ✓ Action research

### **3) School Management**

- ✓ School activities to increase enrollments, decrease dropouts, decrease absentees, etc.
- ✓ BP3 activities to heighten parents’ awareness, motivation and involvement such as home visit and open class for parents
- ✓ School/BP3 activities to strengthen relationship with the parents and surrounding community

#### 4) School/Classroom Environment

The REDIP2 funds can be used to rehabilitate school buildings and facilities to meet the very minimum standard of learning environment. For instance, such works may be approved:

- ✓ Procurement of Classroom furniture such as desks, chairs, shelves, blackboards, etc.
- ✓ Rehabilitation of classrooms
- ✓ Rehabilitation of roofing
- ✓ Improvement or new construction of toilets

On the other hand, such works are NOT recommended *in principle* considering the purpose of the pilot project, the size of the REDIP2 funds or the project time schedule:

- ✓ Construction of a classroom or laboratory
- ✓ Construction of a mosque
- ✓ Construction of a fence
- ✓ Construction of an access road, and
- ✓ Construction of teachers' mess

#### 5) Special Note on Routine Budget

Some pilot schools don't not receive sufficient routine budget from the local government this year. Such schools may spend a certain portion of the REDIP2 funds to complement their routine budget. This case applies only to schools in Kabupaten Minahasa, North Sulawesi Province which may expend 30% of the REDIP2 funds for routine expenditure for year 2002/03.

##### 5.1.4 Matching Funds

Schools are required to raise funds to match the REDIP2 funds. The donations can be either cash or in-kind (e.g., materials, labor, etc.). For the sake of simplicity, only cash donation shall be counted here as a matching fund. In-kind contributions shall be properly recorded but do not have to be translated into equivalent money terms. There is no restriction on raising more funds than the specified level. Rather it would be encouraged to do so as a means of raising awareness but care must be taken not to place undue burden on community members including parents of school students. Section 4.3 describes further on school performances in matching fund raising.

##### 5.1.5 Field Consultant Assistance

As mentioned above, one field consultant takes care of two kecamatan<sup>2</sup>, and he/she shall assist and facilitate all the schools in the kecamatan as part of the overall pilot project. The field consultant primarily acts as a facilitator. The field consultant assists the schools to formulate the plans and proposals.

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<sup>2</sup> There is one field consultant who exceptionally covers three kecamatan because one of the kecamatan, Kecamatan Tilto in Central Java Province is very small. It consists of only three schools.

## 5.2 How Proposals were Reviewed

### 5.2.1 Proposal Review Procedure

#### ***Intended and actual review process – Less involvement by the Kabupaten/Kota Implementation Team (KIT) than intended***

In the TPK and School Guidelines it is written that *“the activity proposal shall first be submitted to TPK. After TPK’s review, it shall be reviewed further by KIT and, then, by PIT and NPO. The proposal must reach NPO no later than June 30, 2002.”*

However, in practice, the following procedure was taken.

- 1) In June 2002, the field consultant reviewed TPK and schools that s/he is in charge.
- 2) PIT and the JICA study team then intensively reviewed the proposals together in June and July 2002.

The reason why the Kabupaten/Kota Implementation Team (KIT) was not able to participate in the review process as was supposed in the Guidelines were:

- Insufficient personnel capacity to appraise proposal, especially at newly established KIT at *Dinas P & K* office.
- Insufficient institutional capacity to organize themselves to get involved in the process. For example, a time-consuming paper procedures were necessary for kabupaten/kota personnel to participate in the REDIP2 activities.
- Due to this, KIT merely involved in the proposal appraisal.
- If KIT had taken their part as originally intended, it must have taken a long time and delayed disbursement late of the REDIP2 funds disbursement scheduled in July 2002.

The national Program Office (NPO) and the Provincial Implementation Team (PIT) took this fact seriously, then attempted to motivate KIT to involve the REDIP2 activities more from the consequent activity, examining financial report (submitted by TPK and schools). In doing so, NPO and PIT have provided several occasions of work-based training for KIT. This includes briefing on financial audit and reporting, practice-based workshop, etc.

As a result KIT could fully conduct the financial report review which took place during October and November 2002.

### 5.2.2 How proposals were reviewed

The field consultants, PIT and NPO reviewed the proposals in line with the TPK and the School Guidelines. Following are some important points they especially considered:

- 1) It is not allowed to propose only procurement or rehabilitation activities;
- 2) Basically no construction is allowed<sup>3</sup>;

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<sup>3</sup> There is one exceptional case where NPO allowed a school to construct a new building in a small village of Kecamatan Kombi, Kabupaten Minahasa, North Sulawesi Province. Because the school committee and the community clearly showed their strong will and commitment to the JICA study team, they were allowed to utilize the REDIP2 Funds for constructing a school

- 3) No salary or per diem for principals, teachers or BP3 members is allowed;
- 4) Matching fund must be appropriated;
- 5) All of the general, KKKS and MGMP activities should be proposed by TPK;
- 6) Unreasonably high unit costs in procurement and rehabilitation should be refused.

Whenever the field consultants, PIT or NPO found an unacceptable proposal, they returned it to the TPK or the school through the field consultant in charge. Upon the receipt of returned proposal, the TPK or the school committee discussed over and revised it, then re-submitted it to NPO through PIT. The field consultant assisted such TPK or school in revising returned proposal.

By the early July 2002, all the TPK and the school proposals were approved by NPO, and the JICA study team disbursed the funds directly to the bank accounts of the TPK and school committees. The disbursed funds were for financial term 1, and the second disbursement for financial term 2 took place in January 2003.

### 5.2.3 TPK and School Activity Proposal Instances

Following are copies of some TPK and school proposal summaries. These illustrate outlines of the activities that the TPK and the schools proposed.

#### Central Java Province

- TPK: Tanjung, Kecamatan Tanjung, Kabupaten Brebes
- School: SLTP N3 Losari, Kecamatan Losari, Kabupaten Brebes
- School: MTs Daar Es Salaam, Kecamatan Tanjung, Kabupaten Brebes

#### North Sulawesi Province

- TPK: Tenga, Kecamatan Tenga, Kabupaten Minahasa
- School: SLTP National Karimbow, Kecamatan Motoling, Kabupaten Minahasa
- School: SLTP N2 Wori, Kecamatan Wori, Kabupaten Minahasa

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building, while the community voluntarily provided a piece of land and labor. Their matching fund also accounts for 60 % of the total expenditure.



Central Java Province

Kabupaten: Brebes

Kecamatan: Tanjung

TPK Tanjung

Priority	Title of Proposed Activity	Objectives	Action Plans		Total Costs (Rp.)
			Term	Tasks	
1	<b>Activity A:</b> Education campaign on nine year compulsory education through advertisement board, pamphlet and radio broadcasting.	Increasing community awareness on nine year compulsory education in kecamatan Tanjung in order to provide equal opportunity.	Term 1: July 2002- Oct. 2002	1. Developing school mapping of kecamatan Tanjung. 2. Constructing advertisement board in some strategic sites (public place). 3. Posting educational pamphlet in strategic places as well as in some other places that can be seen easily by public. 4. Motivating village community to listen to educational radio broadcasting.	3,305,000
			Term 2: Jan 2003- May.03	1. Developing educational map of kecamatan Tanjung. 2. Constructing advertisement board in some strategic places (public place). 3. Monitoring and evaluating.	2,300,000
2	<b>Activity B:</b> Educational campaign through seminar of nine compulsory education for community and religious leaders in kecamatan Tanjung.	Improving the awareness of community and religious leaders on the nine year compulsory education in order to increase the quality of education.	Term 1: July 2002- Oct. 2002	1. Identifying community and religious leaders in kecamatan Tanjung. 2. Seminar on nine year compulsory education. 3. Evaluation and monitoring.	3,710,000
3	<b>Activity C:</b> Fund raising through charity box in kecamatan Tanjung.	Improving community/consumers awareness on the need of fund for compulsory education.	Term 1: July 2002- Oct. 2002	1. Identifying shops and restaurants. 2. Socialization of the program. 3. Making charity boxes. 4. Putting charity boxes in shops and restaurants. 5. Monitoring and evaluation.	775,000
			Term 2: Jan 2003- May.03	1. Identifying shops and restaurants. 2. Socialization of the program. 3. Making charity boxes. 4. Putting charity boxes in shops and restaurants. 5. Monitoring and evaluation.	1,350,000
4	<b>Activity D:</b> Workshop on the teaching-learning method of science for SLTP & MTs teachers.	Improving the quality of teaching-learning process especially for science.	Term 1: July 2002- Oct. 2002	1. Coordinating meeting. 2. Inviting SLTP & MTs teachers. 3. Workshop. 4. Conclusion and Evaluation.	3,294,500
5	<b>Activity E:</b> Science creativity contest (physics and biology) as applications of science and technology.	Improving SLTP & MTs student creativity in utilizing science (physics and biology) teaching aids.	Term 1: July 2002- Oct. 2002	1. Coordinating meeting. 2. Meeting with science teachers. 3. Science practice contest. 4. Conclusion and evaluation.	2,000,000
6	<b>Activity F:</b> Campaign against drug abuse, pornography, alcoholic drinking and smoking for students in kecamatan Tanjung.	Giving information about the danger of drug abuse. Making students aware of drug danger. Making students aware of pornography. Preventing students from smoking and drinking alcohol.	Term 2: Jan 2003- May.03	1. Inviting police officials to address lecture. 2. Inviting doctors to address lecture on drug abuse, smoking and drinking. 3. Inviting local religious leaders to address lecture.	3,400,000
7	<b>Activity G:</b> Workshop of guidance and counselling teachers in kecamatan Tanjung.	Improving the capacity of SLTP & MTs. Guidance and counselling teachers in providing assistance to the students.	Term 2: Jan 2003- May.03	1. Coordinating meeting. 2. Inviting teachers. 3. Workshop. 4. Evaluation.	3,336,000
8	<b>Activity H:</b> Seminar on educational quality improvement by empowering community potentials.	Increasing community roles to the school quality improvement.	Term 2: Jan 2003- May.03	1. Coordinating meeting. 2. Identifying and inviting participants. 3. Seminar (including Q & A). 4. Evaluation.	2,534,000
9	<b>Activity I:</b> Workshop on the school development planning.	Improving principals' capability in making and implementing school plans.	Term 2: Jan 2003- May.03	1. Coordinating meeting. 2. Material preparation. 3. Workshop 4. Discussion, Q&A and conclusion. 5. Evaluation.	2,998,000
10	<b>Activity J:</b> Seminar on the teacher strategy in utilizing proper teaching aids and media.	Improving teachers' capability in proper teaching aids.	Term 2: Jan 2003- May.03	1. Material preparation. 2. Identifying and inviting participants. 3. Seminar, Q&A and conclusion. 4. Evaluation and follow up.	2,857,000
11	<b>Activity K:</b> Speech contest using Javanese, Bahasa Indonesia and English.	Improving the capability of student grade VI (ES) and grade II (JSE) in addressing speech as manifestation ethics.	Term 2: Jan 2003- May.03	1. Coordinating meeting. 2. Inviting participants. 3. Speech contest. 4. Conclusion and evaluation.	2,733,000

Central Java Province

Kabupaten: Brebes

Kecamatan: Losari

School: SLTP N3 Losari

Priority	Title of Proposed Activity	Objectives	Action Plans		
			Term	Tasks	Total Costs (Rp.)
1	<b>Activity A:</b> Rehabilitation of student toilet.	To provide healthy toilet for students	Term 1: July 2002- Oct. 2002	1. Changing closet. 2. Constructing septic tank. 3. Constructing water drainage.	2,500,000
2	<b>Activity B:</b> Filling the school yard	To avoid drenched yard in raining season	Term 1: July 2002- Oct. 2002	1. Buying filled soil, 10 trucks.	1,250,000
3	<b>Activity C:</b> Educational socialization/ campaign to parents through open class.	To increase parents' participation to the school as well as to their children's study.	Term 1: July 2002- Oct. 2002	1. Inviting parents. 2. Lecturing. 3. Open class. 4. Providing brochure on school activity.	1,250,000
			Term 2: Jan 2003- May 2003	1. Inviting parents. 2. Lecturing. 3. Open class. 4. Providing brochure on school activities.	1,250,000
4	<b>Activity D:</b> Leadership training for students.	To improve student leadership.	Term 2: Jan 2003- May 2003	1. Student training.	1,500,000
5	<b>Activity E:</b> Group study tutorial.	To promote student achievement.	Term 2: Jan 2003- May 2003	1. Group tutorial after school hours. 2. Home visit by teachers.	2,290,000
6	<b>Activity F:</b> Improving the library management.	To maximize the library utilization for teaching learning process.	Term 2: Jan 2003- May 2003	1. Textbook procurement. 2. Catalogue box procurement. 3. Bookshelf procurement. 4. Student worksheets. 5. Rearranging book administration.	6,111,000
7	<b>Activity G:</b> Purchasing music instruments.	To promote student achievement.	Term 2: Jan 2003- May 2003	1. Guitar and flute purchase.	500,000
8	<b>Activity H:</b> Purchasing sport	To promote student achievement.	Term 2: Jan 2003- May 2003	1. Mattress purchase. 2. Football purchase. 3. Takraw ball purchase.	1,800,000
9	<b>Activity I:</b> Decreasing the number of drop-out students through home visit.	To decrease drop-out students.	Term 2: Jan 2003- May 2003	1. Home visit.	960,000
10	<b>Activity J:</b> Classroom rehabilitation.	To improve the classroom climate.	Term 2: Jan 2003- May 2003	1. Installing ceiling for two classes.	7,000,000
11	<b>Activity K:</b> Improving teacher capability in teaching-learning process.	To train teachers to become more professional in teaching their subjects.	Term 1: July 2002- Oct. 2002	1. Workshop of class management, designing teaching media and teaching aids.	1,250,000
			Term 2: Jan 2003- May 2003	1. Handling under-achieving students and talented students.	1,250,000
12	<b>Activity L:</b> Academic writing training for teachers.	To improve teachers' capability in writing academic papers and reports.	Term 2: Jan 2003- May 2003	1. Workshop and inviting experts from universities.	2,500,000

Central Java Province

Kabupaten: Brebes Kecamatan: Tanjung School: MTs Daar Es Salaam

Priority	Title of Proposed Activity	Objectives	Action Plans		
			Term	Tasks	
1	Activity A: Organizing tutorial for national examination subject teachers and inviting SLTP N1 teachers.	Improving the subject matter score results and increasing the quality of teaching -learning process.	Term 1: July 2002- Oct. 2002	1. Training, discussion and micro teaching. 2. Paper preparation.	1,140,000
			Term 2: Jan 2003- May 2003	1. Training, discussion and micro teaching. 2. Paper preparation.	1,140,000
2	Activity B: Improving library management.	Improving the quality of library management.	Term 1: July 2002- Oct. 2002	1. Librarian training. 2. Cataloguing. 3. Text book procurement.	2,837,000
			Term 2: Jan 2003- May 2003	1. Text book procurement. 2. Teacher handbook procurement. 3. Mathe4matics teaching aids procurement. 4. Map (Indonesia and world) procurement.	3,700,000
3	Activity C: Improving and developing teaching-process of national examination subjects.	Increasing NEM (national score).	Term 1: July 2002- Oct. 2002	1. Socialization to parents. 2. Discussing test items. 3. Designing and copying students' worksheets.	1,137,500
			Term 2: Jan 2003- May 2003	1. Socialization to parents. 2. Discussing test items. 3. Designing and copying students' worksheets.	1,347,500
4	Activity D: Improving parents' participation through open class and lecturing.	Increasing students' attendance and decreasing the number of drop-out.	Term 1: July 2002- Oct. 2002	1. Socialization of school activities through meeting with parents. 2. Open class. 3. Lecturing.	670,500
			Term 2: Jan 2003- May 2003	1. Socialization of school activities through meeting with parents. 2. Open class. 3. Lecturing.	720,000
5	Activity E: Teaching-learning of Al Quran recitation and writing.	Students' reciting and writing Al Quran in proper way.	Term 1: July 2002- Oct. 2002	1. Socialization to parents. 2. Iqro book procurement. 3. Implementing new method of teaching-learning.	880,000
			Term 2: Jan 2003- May 2003	1. Implementing new method of teaching-learning. 2. Quran writing and content recitation.	880,000
6	Activity F: Repairing school facilities and class furniture procurement.	Improving school environment.	Term 2: Jan 2003- May 2003	1. Identifying the need of furniture. 2. Increasing the number of teacher desks. 3. Black board and striped black board purchase. 4. Photo frame. 5. Class and fence painting.	5,735,000
7	Activity G: Rehabilitation of school sanitation.	Increasing the quality of school hygiene.	Term 2: Jan 2003- May 2003	1. Rehabilitation of septic tank. 2. Constructing for school water installation. 3. Pump procurement.	4,642,000

North Sulawesi Province

Kabupaten: Minahasa

Kecamatan: Tenga

TPK Tenga

Priority	Title of Proposed Activity	Objectives	Action Plans		
			Term	Tasks	Total Costs (Rp.)
	<b>General and Administration:</b>	To provide schools with adequate administration supplies.	Term 1: July 2002- Oct. 2002	1. Purchase office supplies.	2,978,000
			Term 2: Jan 2003- May 2003	1. Procuring one unit computer and purchase administrative supplies.	12,192,000
1	<b>Activity A:</b> Book management.	To establish book management skills in order to keep the book in a good condition and can be used for a long period.	Term 1: July 2002- Oct. 2002	1. Conducting book management training.	1,127,000
			Term 2: Jan 2003- May 2003	1. Evaluation and giving reward to the best librarian.	1,497,000
2	<b>Activity B:</b> KKKS discussion to form appealing study.	To give opportunity to the school learning from their good case studies, and solving their problems by sharing experiences.	Term 1: July 2002- Oct. 2002	1. Holding regular meetings. Visiting good schools, doing discussion and drawing conclusion.	3,947,000
			Term 2: Jan 2003- May 2003	1. Holding regular monthly meeting. - Discussing problems, doing supervision and assisting schools to solve their problems. 2. Making a recommendation report to schools for solving various problems at school.	4,160,000
3	<b>Activity C:</b> MGMP of local content/PE and health skills.	To give opportunity to teachers to help each other and solving their problems at school through forming discussion	Term 1: July 2002- Oct. 2002	1. Holding regular monthly meeting. - Program analysis and inviting guest lecturer.	4,707,000
			Term 2: Jan 2003- May 2003	1. Holding regular monthly meeting. - Program analysis, determining alternative and inviting guest experts.	1,587,000
4	<b>Activity D:</b> Best performance teacher program.	To motivate teachers to improve their professional capability.	Term 1: July 2002- Oct. 2002	1. Holding regular evaluation.	945,000
			Term 2: Jan 2003- May 2003	1. Evaluating teachers' performance and giving reward to outstanding teachers.	1,218,300
5	<b>Activity E:</b> Inter school integrated subject contest.	To accelerate school quality improvement through having school competition.	Term 1: July 2002- Oct. 2002	1. Conducting series of subject competition and doing evaluation, and giving rewards to best performance schools.	2,964,000
			Term 2: Jan 2003- May 2003	1. Conducting series of subject competition and doing evaluation, and giving rewards to best performance schools.	4,543,000
6	<b>Activity F:</b> Sport and art festivals.	To serve students to develop their performance in sport and art.	Term 2: Jan 2003- May 2003	1. Organizing an inter-school art and sport competition with rewards for the winners.	6,202,000
7	<b>Activity G:</b> Awareness campaign with family quiz event.	To develop community and awareness of education through information provided by TPK team.	Term 2: Jan 2003- May 2003	1. Organizing an family quiz event to attract community interest of education. - Sending a message of importance of education through quiz. - Preparing leaflet and distributing them.	1,979,000

North Sulawesi Province

Kabupaten: Minahasa Kecamatan: Motoling School: SLTP National Karimbow

Priority	Title of Proposed Activity	Objectives	Action Plans		
			Term	Tasks	Total Costs (Rp.)
	<b>General and Administration:</b>	To ensure adequate supplies for administration.	Term 1: July 2002- Oct. 2002	1. Procurement of supporting equipment and supplies. 2. Covering the cost of photocopies of financial reports.	2,273,000
			Term 2: Jan 2003- May 2003	1. Procurement of supporting equipment and supplies. 2. Covering the cost of photocopies of financial reports.	798,000
1	<b>Activity A:</b> Improvement of school book management and conducting reading quiz.	To provide books for students and teachers, and improving the book management for better utilization.	Term 1: July 2002- Oct. 2002	1. Procurement of textbook and material for book maintenance. 2. Organizing the administration and conducting reading quiz.	1,851,500
			Term 2: Jan 2003- May 2003	1. Procurement of teacher guidelines book, reference books, material for book maintenance and book case. 2. Organizing the administration and conducting reading quiz.	4,902,900
2	<b>Activity B:</b> Improvement of learning process by using teaching aid and by subject content.	To improve the quality of learning, utilize the teaching aid/media, and motivate students to study intensively by subject contest with prize.	Term 1: July 2002- Oct. 2002	1. Procurement of teaching aid/media and storage cabinet. 2. Conducting three time contests.	3,988,000
			Term 2: Jan 2003- May 2003	1. Procurement of additional teaching aid/media. 2. Conducting four time contests. 3. Providing rewards for students who collect a total highest score from all contests.	1,765,000
3	<b>Activity C:</b> Optimizing MULOK subject.	To give opportunity for students to practice the lesson in class into practical work.	Term 2: Jan 2003- May 2003	1. Procurement of tools as necessary. 2. Preparing a mini plantation for practical work. 3. Providing rewards for best group.	755,000
4	<b>Activity D:</b> Field survey.	To give opportunity for students to observe directly on the field, context of the subject material, and accustom to write a report of their own understanding.	Term 2: Jan 2003- May 2003	1. Survey by teacher. 2. Preparing the worksheets for students. 3. Implementing field survey.	1,782,000
5	<b>Activity E:</b> Inter-class (+student's family) sports and arts competition.	To develop students' interest and talent, accustom them for a team work, and develop their spirit of good competition.  To develop a better interaction between parents/community and school by involving parents/community in activities.	Term 2: Jan 2003- May 2003	1. Procurement of equipment as required. 2. Practicing and conducting the competition by involving student's family in the team, and giving rewards for the winning class.	2,165,000
6	<b>Activity F:</b> School newsletter.	To develop a better communication between parents and schools.	Term 2: Jan 2003- May 2003	1. Procurement of supplies and equipment for designing and printing news letters. 2. Providing a proper skills for the equipment operator. 3. Publishing and distributing newsletter every month.	7,478,000

North Sulawesi Province

Kabupaten: Minahasa Kecamatan: Wori School: SLTP N2 Wori

Priority	Title of Proposed Activity	Objectives	Action Plans		
			Term	Tasks	Total Costs (Rp.)
1	Activity A: Student discussion forum.	To improve student achievement. To develop student discussion skills. To train student in sharing ideas, knowledge and information. To fulfil teaching and learning process needs. To reach school target of national evaluation mark (NEM) in 2003.	Term 1: July 2002- Oct. 2002	1. Designing student discussion forum in group. 2. Designing schedule. 3. Handling activities for all groups with all subjects.	4,333,500
			Term 2: Jan 2003- May.03	1. Continuing the above term1activities. 2. Providing all students with all subject text books.	13,656,000
2	Activity B: Facilitator appointment.	To facilitate student discussion forum activity. To enrich facilitators' knowledge about their subjects. To train facilitator in handling discussion. To encourage facilitators to make an action class research.	Term 1: July 2002- Oct. 2002	1. Choosing facilitators. 2. Training facilitators by experts. 3. Providing facilitators with some reference book and media according to their subjects. 4. Keeping handling discussion.	803,500
			Term 2: Jan 2003- May.03	1. Sharing experience with experts (every cawu). 2. Providing facilitators with some new references and teaching media. 3. Asking facilitators to follow MGMP. 4. Forming a team doing action class research. 5. Keeping handling discussion.	3,016,600
3	Activity C: Subject competition.	To know student improvement. To measure effectiveness of student' discussion forum. To select groups for joining Wori district competition.	Term 1: July 2002- Oct. 2002	1. Socializing competition program. 2. Forming competition committee. 3. Designing questions of competition for all subjects for every grade. 4. Implementing competition at the end of Cawu I.	1,059,500
			Term 2: Jan 2003- May.03	1. Implementing same activities for Cawu II and Cawu III. 2. Preparing group selected to join TPK Wori competition.	1,329,500
4	Activity D: Comparative study.	To know good points from favorite schools in Manado, Minahasa and Bitung regencies. To take some impact for designing next year school program. To appreciate school discussion forum champion.	Term 1: July 2002- Oct. 2002	1. Forming committee. 2. Designing forms/questionnaire. 3. Informing comparative study. 4. Collecting data. 5. Analyzing data. 6. Making recommendation for school in next year program.	873,000
5	Activity E: Teachers' capacity building.	To observe how teachers run teaching and learning process. To help teachers in facing reading and learning problems. To optimize teaching and learning process. To develop teacher discipline awareness.	Term 1: July 2002- Oct. 2002	1. Designing schedule for supervision of teachers. 2. Monitoring teaching and learning process for each teacher at class in a month. 3. Identifying problems to be solved by discussion. 4. Trying to find out the best solution for each problem.	15,000
			Term 2: Jan 2003- May.03	Implementing the same activities mentioned above.	30,000
6	Activity F: Home visit program.	To get more information about student families and problems. To know basic problem for each student. To minimize drop-out students. To make good relation and between school and parents. To complete guidance and counselling data.	Term 1: July 2002- Oct. 2002	1. Identifying student data/problems. 2. Designing program and schedule. 3. Visiting students in their families. 4. Making a good relation with parents through interview dialogue. 5. Collecting and analyzing data. 6. Completing guidance and counselling data.	99,000
			Term 2: Jan 2003- May.03	Implementing the same activities mentioned above.	198,000
7	Activity G: Competition.	To prepare sport fields. To get student health. To motivate students in learning especially about sports games. To make a school sport competition.	Term 2: Jan 2003- May.03	1. Preparing sport field for basketball, volleyball, badminton and Takraw. 2. Designing and doing basic training for those kinds of sports. 3. Forming groups of sports. 4. Making school sport competition.	5,179,000

## 5.3 Analysis of Proposals

### 5.3.1 Purpose

In total 262 schools submitted their proposals for REDIP2 activities in the first year. The schools developed them in accordance with the guidelines,<sup>4</sup> which emphasized that the activities should *not* be limited to rehabilitation/renovation or procurement. The National Program Office (NPO) made this point clear because it wanted to see activities that aimed directly at the quality improvement in the teaching-learning processes even though it was fully aware that most schools did need better school buildings and lack adequate materials. Apparently, schools had difficulty to come up with such "quality-oriented" activities while setting aside their no.1 priorities. Nonetheless, with an intensive support from the field consultant, each school finished a draft proposal which combined activities to improve quality and activities to better the school environment.<sup>5</sup>

Reviewing the proposals suggested that they as a whole might give a broad picture of where real school needs exist. In fact, everyone knows that rehabilitation and procurement are the two highest priorities of most Indonesian schools but how high is anyone's guess. Furthermore, few people know what else schools want to do than physical betterment if sufficient funds are available. Nobody knows for sure what teachers and principals are dreaming of to give quality education to children.

It was for this reason that the JICA study team attempted to analyze all the 262 school proposals with respect to the contents of activity. Admittedly, the proposals are skewed in favor of non-rehabilitation/procurement activities. It is nonetheless believed that the analysis is worthwhile, drawing an interesting picture no one has ever seen.

### 5.3.2 Procedure

First, 13 activity groups are defined after a preliminary review of the proposals. The groups thus defined are listed in Table 5-1.

Second, the activities in the proposals are coded according to the classification above. Note, however, that the coding is based on the primary purpose of a given activity. A number of activities naturally contain both procurement and activity components. However, any given activity is classified by its primary purpose; no breakdown is done by components. Note also that the proposals used for this analysis are the final version approved by NPO.

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<sup>4</sup> *Petunjuk Untuk SLTP dan MTs* for general guidelines and *Petunjuk Keuangan Untuk SLTP dan MTs* for financial management guidelines.

<sup>5</sup> To be precise, it was the school committee who developed the proposal. Unlike the past common practice, the school principal was just one member of the committee and, in principle, did not have the authority to decide everything alone.

Table 5-1: Categories and Activity Groups

Category	Activity Group	
	Code	Description
General Administration	0	Expenses for general administration
Procurement	1	Procurement 1 (textbooks, dictionaries, learning materials, library books, etc. for students' use)
	2	Procurement 2 (sports goods, musical instruments, audio equipment, sewing machines, etc. for teaching purposes)
	3	Procurement 3 (school furniture like desks, chairs, sofas, cupboards)
Rehabilitation	4	Rehabilitation of school buildings, class rooms, lavatories, play ground, etc.
Educational Quality/Awareness	5	Extra classes, subject contest, etc.
	6	Sports meetings, art festivals, school excursions, campings, religious meetings, etc.
	7	Seminar, school promotion, socialization campaign, etc. for general public
	8	Open school, home visit, etc. for parents
	9	Publication of newsletter, school newspaper
	10	Fund raising activities
	11	Scholarships
	12	Training for teachers, administrative staff, students, etc.

### 5.3.3 Results

Table 5-2 summarizes the budget shares by activity group by kabupaten. Some observations will follow.

Table 5-2: Budget Shares by Activity Groups

Category	Activity Group	Brebes		Pekalongan		Minahasa		Bitung		Total	
General Administration	0	5.8%		6.8%		13.5%		5.0%		8.5%	
Procurement	1	12.4%	41.5%	14.2%	51.3%	21.8%	51.0%	46.4%	73.5%	18.1%	49.1%
	2	11.6%		22.1%		9.4%		16.1%		13.7%	
	3	11.7%		8.3%		6.4%		6.1%		8.7%	
Rehabilitation	4	27.0%	27.0%	26.5%	26.5%	24.5%	24.5%	11.3%	11.3%	25.0%	25.0%
Educational Quality/ Awareness	5	11.4%	31.6%	4.3%	22.2%	12.0%	24.5%	9.7%	15.2%	9.7%	25.9%
	6	4.9%		5.8%		5.0%		4.7%		5.1%	
	7	2.9%		2.5%		2.1%		0.4%		2.4%	
	8	3.9%		1.4%		0.8%		0.1%		2.0%	
	9	0.0%		0.0%		1.3%		0.0%		0.4%	
	10	0.5%		0.2%		0.2%		0.0%		0.3%	
	11	1.0%		0.3%		0.0%		0.0%		0.4%	
12	7.1%	7.8%	3.2%	0.3%	5.5%						
<b>Total</b>		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>Total Budget Proposed*</b>		2,848.3		1,924.2		2,598.9		520.2		7,891.6	
<b>Funded by REDIP2*</b>		2,504.7		1,725.0		2,208.5		478.8		6,917.0	
<b>%</b>		87.9		89.6		85.0		92.0		87.7	

Note: \*Rp million

### *Individual schools have fairly diverse needs and aspirations*

Although Table 5-2 cannot attest this observation, individual proposals reveal that schools' needs and aspirations are fairly diverse. For instance, about 40 schools do



not spend any funds for rehabilitation. One school in Brebes wants to spend more than half of the total budget on furniture alone. Another in Minahasa would spend about two thirds on Activity Group 5 (extra classes, etc.); no plan for procurement. Still another in Minahasa wants to devote the whole budget for the construction of a new school building. These cases alone are enough to see how diverse school needs are. This in turn implies that itemized, fixed-amount grants or subsidies for schools are grossly ineffective causing a lot of mismatches and waste.

### ***Kabupaten show similarities and differences***

When aggregated at the kabupaten/kota level (Table 5-2), the data reveal both significant similarities and differences among the four. One notable similarity is that procurement and rehabilitation if combined far exceed the sum of the remaining groups aiming at educational quality and awareness. This result, one should note, is only after the repeated stress by the Provincial Implementation Teams (PITs) and the field consultants on the non-procurement/rehabilitation activities. Schools are not to blame; this only indicates that basic school needs are not met yet.

Another similarity is the levels of matching funds to be raised by individual schools. About 10% of total budget would be borne by them while REDIP2 funds covered the rest. This is simply because most of them accepted the 10% requirement on the matching funds but this also meant a substantial pledge on the part of the school committee. Outcomes of financial term 1 show that almost all schools kept their pledge. We can safely interpret this as a sign of the people's firm commitment to REDIP2.

A closer look at Table 5-2 will point to some differences, too:

A. Expenses on General Administration (Group 0) are markedly larger in Minahasa. This happened because NPO allowed the schools in the kabupaten to spend up to 30% of total budget on this item. This special treatment was intended to make up the extremely meager official budget for 2002 (Rp3 million per school), the result of a procedural mistake made by the kabupaten government.

B. Schools in Bitung allocate almost half of the total spending on Activity Group 1 (textbooks, dictionaries, etc.) alone. This fact appears to be closely related to the comparatively low level of spending on rehabilitation (Activity Group 4). The first fact can probably be attributed to the REDIP1 pilot: Kecamatan Bitung Tengah, one of the four kecamatan in the city, participated in REDIP1 and experimented Menu 3 (Textbook), which proved highly popular among the schools and communities. When REDIP2 continued, not only the "veteran" schools in Bitung Tengah but new schools in other kecamatan as well wanted to replicate the success with the proven formula. Fortunately, those schools in Bitung have less pressing need to improve their physical environment. Because the city has been a target of an ADB loan project, many of the schools have recently finished sizable rehabilitation or construction work.

C. It is interesting to note that Pekalongan devotes a fairly large chunk of funds to Activity Group 2 (procurement of sports goods, musical instruments, etc.) whereas it spends considerably less on Activity Group 5 (extra classes, subject contest, etc.). This seems to reflect the fact that Pekalongan is completely new to REDIP. Other three have at least one kecamatan that participated in REDIP1 and, therefore, kabupaten/kota officials and school principals in them have been somehow exposed to REDIP. This was not the case in Pekalongan. New

participants typically had a difficulty to discard the old habit of spending money only on goods and facilities. They generally lacked prior experience of activities that would improve educational quality or awareness. Consequently, despite the repeated emphasis on such content-oriented activities, their proposals tended to list more purchases and less activities. This is a good indication of how exposure and experience count in such a participatory program.

D. Brebes' budget composition is the best balanced among the four. Particularly notable are Activity Groups 5 (extra classes, subject contest, etc.) and 8 (open school, home visit). Schools in Brebes as a whole have allocated 11.4% and 3.9%, respectively, to the two Activity Groups. Activities in these groups are basically low cost but require a great deal of commitment and motivation from the principal and teachers. The figures may not seem impressive but, in fact, they best signify the kabupaten's commitment to higher quality of education.

### **Summary**

Figure 5-1 summarizes the observations above. As was already seen in Table 5-2, two categories of General Administration and Procurement are combined under the category of Procurement for simplicity (this is justified since most expenditures under General Administration are in fact procurement of school supplies, equipment, etc.).

On average, the pilot schools have allocated *one half of the total budget for procurement, one quarter for rehabilitation and the other quarter for activities to improve quality*. This may be taken as a rough indicator of how school needs are composed.

However, one quick disclaimer is necessary. The above was a result of the continued encouragement by PITs and field consultants to include quality-oriented activities. If the schools had not been given such a strong orientation, they would very likely spend almost all budget on procurement and rehabilitation. In that sense, the above picture might be highly distorted.

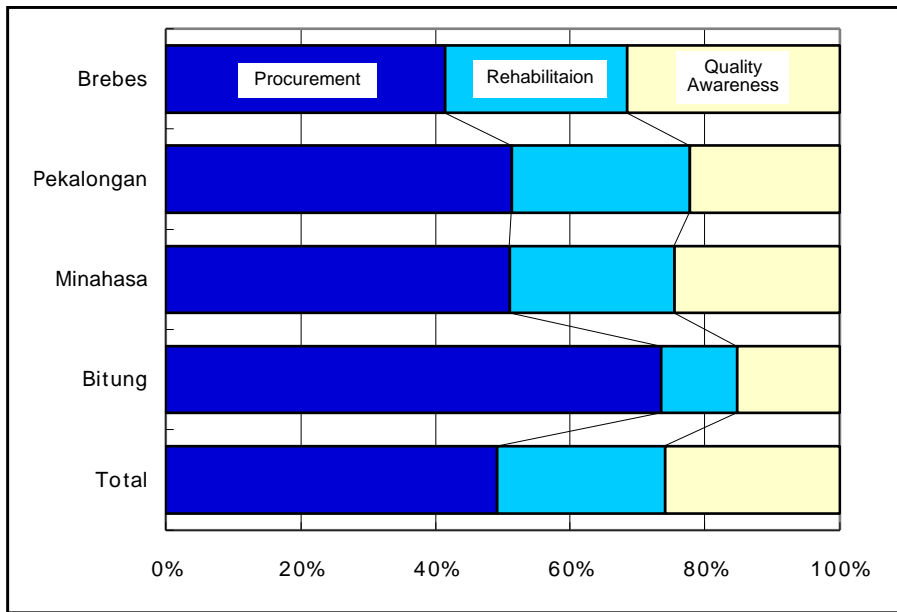


Figure 5-1: Budget Shares by Category

With all these potential biases, the picture nonetheless provides some important hints:

- A. It is unmistakably clear that most Indonesian schools are still unable to satisfy basic school needs. The national No. 1 priority should be to provide adequate funds to meet them.
- B. Schools' shopping lists are far from uniform. Flexibility and freedom are the two essential conditions in supplying funds to schools.
- C. Brebes represents a kabupaten one step ahead of others. One of the best performers in REDIP1, the kabupaten is endowed with a rich experience of the past pilot and a strong commitment to education by the kabupaten government. Their unique and advanced position is unambiguously indicated by their budget composition: less on procurement and rehabilitation and more on activities. Brebes is the harbinger of future educational community in which quality is the foremost objective.

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## CHAPTER 6 FIRST YEAR PILOT PROJECT: MONITORING

### 6.1 System for Monitoring

The monitoring system for the pilot projects at TPK and schools is illustrated in Figure 6-1. The important point is that the Field Consultants play a central role collaborating with the Kabupaten/Kota Implementation Team (KIT).

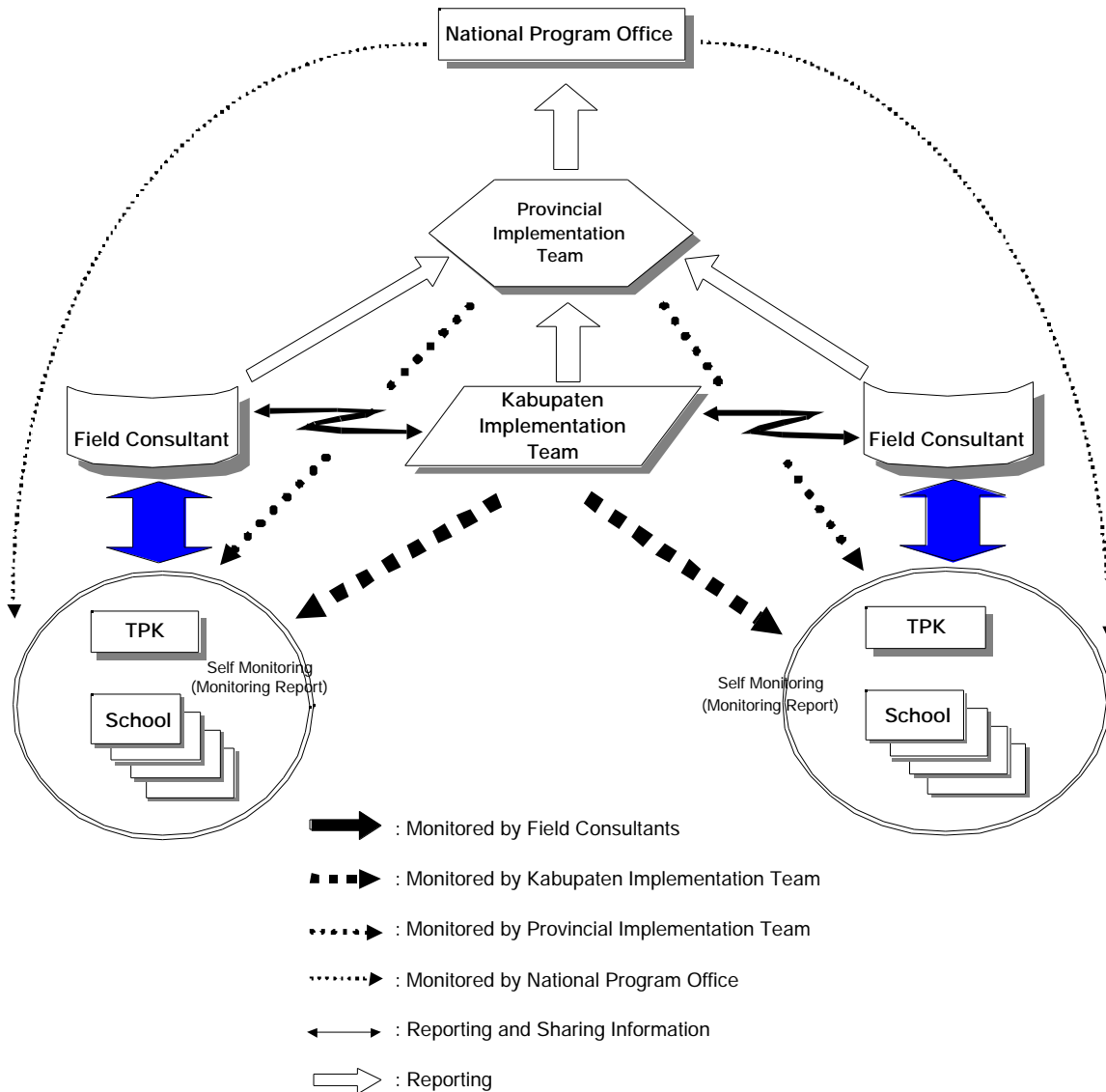


Figure 6-1: Monitoring System

### **Field Consultants' Role**

The field consultants conducted the following tasks.

- (1) Each field consultant is in charge of monitoring two kecamatan<sup>1</sup>.
- (2) In line with each TPK or school action plan, the field consultants monitor its activities.
- (3) Each field consultant keeps filling out Monthly Monitoring Sheets of both TPK and schools.
- (4) The field consultants inspect the financial transactions and book keeping of TPK and schools in charge and give advice to the TPK chairmen, the school principals and the financial managers as necessary.
- (5) The field consultants assist TPK and the school committees in charge to prepare the financial term 1's Activity Report and Financial Report.
- (6) The field consultants monitor TPK and schools under the directive of the Kabupaten/Kota Implementation Team (KIT) Coordinator and in close cooperation with other field consultants to monitor the whole REDIP2 activities in the kabupaten.
- (7) The field consultants report to KIT about the progress of REDIP2 activities in the kecamatan in charge and any problem to be addressed by KIT, the Provincial Implementation Team (PIT) or the National Program Office (NPO).
- (8) The field consultants assist the KIT in monitoring the progress of REDIP2 activities in kecamatan in charge.
- (9) The field consultants attend workshops to be held in respective TPK or schools and made presentations as required by KIT.
- (10) The field consultants monitored TPK and schools under the directive of the PIT Coordinator and in close cooperation with other field consultants to coordinate the whole REDIP2 activities in the province.
- (11) The field consultants report to PIT about the progress of REDIP2 activities in kecamatan in charge and any problem to be addressed by PIT or NPO.
- (12) The field consultants assist PIT in monitoring the progress of REDIP2 activities in kecamatan in charge.
- (13) The field consultants report to NPO through PIT and the national consultant about the progress of REDIP2 activities in kecamatan in charge and any problem to be addressed by NPO.

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<sup>1</sup> Mr. A. Gunawan Sudyanto is an exception, being in charge of three kecamatan in Kabupaten Pekalongan, Central Java Province.

**Box 6-1: Monitoring Report from Field Consultant**

MONITORING REDIP2 ACTIVITIES OF TERM 1  
IN  
DEPARTMENT OF EDUCATION AND CULTURE MINAHASA REGENT

Reported by  
Daniel C. Kambey  
Coordinator of the Field Consultant  
in Minahasa Region

On August 20, 2002, all the heads of Department of Education and Culture from the kecamatan, 93 SLTP Principals from the REDIP2 pilot project, and the internal and external auditors of REDIP2 were invited by the Department of Education and Culture Minahasa Region for a meeting of interim monitoring report of the REDIP2 Pilot Project.

This event shows a serious commitment of the Department of Education and Culture Minahasa Region in supporting the REDIP2 program. "We want you to understand that the Dinas really determined to support REDIP2", said the Department Head, Mr. Hengky Toloh, MS "That's why the Dinas want to check whether the TPK and schools are now implementing all the activities you have listed in your proposals". He said that this monitoring activity would be conducted every month.

Chairmen of TPK and Principals were asked one by one to present their financial conditions pertaining to their reports. The reports also contain their activities already done and problems they have encountered.

On this event, Mr. Henky Toloh, MS tried to motivate all the participants to work hard for the success of this program. Beside him, Mr. Ering, a member of Regional Legislative Assembly, who is one of the external editors (the other external editor is also a member of the local parliament) gave some hints on how to make the program successful.

Last but not least, Mr. A.S.P. Mongan as a coordinator of the Provincial Implementation Team, stressed the importance of commitment and integrity of the participants as they carry out their huge responsibility.

### ***Kabupaten/Kota Implementation Team (KIT)'s Role***

KIT conducts the following tasks.

- (1) Each KIT is in charge of monitoring TPK and schools in its kabupaten.
- (2) In line with each TPK or school action plan, KIT monitors its activities cooperating with the Field Consultants..
- (3) KIT monitors TPK and schools under the guidance of PIT Coordinator and in close cooperation with the field consultants to monitor the whole REDIP2 activities in the kabupaten.
- (4) KIT inspects the financial transactions and book keeping of TPK and schools and gives advice to the TPK chairmen, the school principals and the financial managers as necessary.
- (5) KIT reports to PIT about the progress of REDIP2 activities in the kabupaten in charge and any problem to be addressed by PIT or NPO.
- (6) KIT attends workshops to be held in respective TPK or schools and makes presentations as required by the field consultants or NPO.
- (7) KIT assists PIT in monitoring the progress of REDIP2 activities in kecamatan in charge.
- (8) KIT reports to NPO through PIT about the progress of REDIP2 activities in kecamatan in charge and any problem to be addressed by NPO.

### ***Provincial Implementation Team (PIT)'s Role***

PIT conducts the following tasks.

- (1) Each PIT is in charge of monitoring TPK and schools in its province.
- (2) Cooperating with the field consultants and KIT, PIT monitors TPK and school activities.
- (3) PIT monitors TPK and schools under the guidance of NPO and in close cooperation with the field consultants and KIT to monitor the whole REDIP2 activities in the province.
- (4) PIT inspects the financial transactions and book keeping of TPK and schools and gives advice to the TPK chairmen, the school principals and the financial managers as necessary.
- (5) PIT reports to NPO about the progress of REDIP2 activities in the province in charge and any problem to be addressed by NPO.
- (6) PIT attends workshops to be held in respective TPK or schools and makes presentations as required by the field consultants, KIT or NPO.
- (7) PIT assists NPO in monitoring the progress of REDIP2 activities in province in charge.
- (8) PIT reports to NPO about the progress of REDIP2 activities in province in charge and any problem to be addressed by NPO.

### ***National Program Office (NPO)'s Role***

NPO conducts the following tasks.

- (1) NPO is in charge of monitoring TPK and schools.
- (2) Cooperating with the field consultants, KIT and PIT, NPO monitors TPK and school activities.
- (3) NPO gives directive to the field consultants to monitor activities in kecamatan in charge through PIT.



- (4) NPO gives guidance to KIT to monitor activities in kabupaten in charge through PIT.
- (5) NPO inspects the financial transactions and book keeping of TPK and schools and gives advice to the TPK chairmen, school principals and financial managers as necessary.
- (6) NPO receives reports from the field consultants and KIT through PIT coordinator about the progress of REDIP2 activities in the province and any problem to be addressed by NPO.
- (7) NPO attends workshops to be held in respective TPK or schools and makes presentations as required by the field consultants, KIT or PIT.
- (8) NPO reviews the field consultants' Monthly Monitoring Sheet and Monthly Field Report, and whenever NPO finds problems and issues, it brings up them to the field consultants.

## 6.2 Field Monitoring of Term1

In August 2002, the JICA study team (hereafter, the team) visited 15 TPK and 37 schools in both Central Java and North Sulawesi Provinces. The team observed activities in the early stage of the REDIP2 financial term 1 after the disbursement of funds which took place in the end of July 2002. The team particularly focused on (a) activity progress, and (b) potential difficulties that TPK and schools could face. The team also anticipated necessary and preventive intervention, if there were.

In general, REDIP2 activities for financial term 1 of the first year pilot project started smoothly in both Central Java and North Sulawesi Provinces. REDIP2 funds received by all the TPK and schools as planned. Almost all TPK and schools had commenced activities for REDIP2, and TPK and school committees had been functioning. Further details are as follows.

### 6.2.1 REDIP2 Fund Transfer

As of 29 August 2002, all the 33 TPK and 261<sup>2</sup> schools received the REDIP2 funds.

SLTP N5 Tareran in North Sulawesi Province was the only school that did not receive the fund by the end of August 2002, because the fund was transferred to a wrong account which is SLTP N2 Tareran due to insufficient information of their bank account and the recipient bank (Tareran Unit of Bank Rakyat Indonesia: BRI) transferred the fund into a wrong account. As the result, SLTP N5 was not able to access to the money.

During the visit, two schools (SLTP N1 Tenga and SLTP Kat. Mayela Poigar, Kabupaten Minahasa, North Sulawesi Province) reported that they have not received the funds, as of 9 August 2002. Later on, it was confirmed that the funds arrived at their bank accounts on 26 August, 2002. The remittance was made by NPO on 23 July, and it took more than one month to reach the banks. BRI Tenga unit hasn't been online yet, and this fact caused delay of money transfer and preventing quick clarification on transfer progress. TPK and schools having online bank accounts received the funds

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<sup>2</sup> Initially, the number of schools was 262. However, SLTP N10 Bitung, North Sulawesi Province was not able to be ready to receive the fund, because it is a newly established school in 2002, and they didn't have enough time to make a proposal by the deadline. Nevertheless, the school received the fund from Term 2.

within 10 days at most. It is worth considering to promote TPK and schools to use online bank account.

## 6.2.2 Activity Progress

### ***Almost all TPK and Schools Visited Started Proposed Activities***

The pilot project made a good start at both TPK and schools in general. After just a few weeks since the funds reached, all the schools (except one) already started some activities. All the interviewed TPK and schools responded that they have not faced any difficulties of managing activities. The good start is mainly owing, first, to the REDIP2 training program focusing on various issues; second, to adopting a proposal approach; third, to continuous support by the REDIP2 field consultants; and, fourth, to the small number of activities because financial term 1 is short, until October 15, 2002.

- (a) Various issue oriented training program provided to stakeholders in prior to the pilot project implementation have been effective enough to have a good start<sup>3</sup>. The program could convey a clear concept and application for the REDIP2 pilot project, and therefore could minimize confusion among them.
- (b) The proposal approach created bottom up process and motivated TPK and schools. It also made them taking responsibility for their preparation and implementation.
- (c) Continuous support by the field consultants was provided to TPK and schools. The JICA study team employs a total of 16 field consultants in Central Java and North Sulawesi Provinces. They have facilitated TPK and schools at all time, but don't control or instruct them.



Textbook procurement (SLTP N2 Kedungwuni, Kabupaten Pekalongan, Central Java Province)



Education Awareness Campaign is one of effective tools for success (Kecamatan Kedungwuni, Kabupaten Pekalongan, Central Java Province)



Ready to study with new desks and chairs (SLTP N1 Brebes, Central Java Province)

- (d) Some items in proposals from schools during financial term 1 (July – October 2002) focus on school facility repairs (e.g. roofing, ceiling, flooring, desk & chair, toilet). Since the period is short, the number of activities is not large, so that

<sup>3</sup> Refer to IDCJ/PADECO (2002) for more details of REDIP2 trainings conducted in prior to the pilot implementation.

implementation doesn't involve complicated preparation or arrangement. Most of schools don't face any difficulties.



Leveling of ground for a new school - SLTP LKMD REDIP2 Ranowangko II, Kabupaten Minahasa, North Sulawesi Province  
(Left: Villagers' volunteer work for land leveling / Right: School Committee members observe construction progress)

### ***Comments on On-going and Scheduled Activities***

In general, financial term 1 is interpreted as a preliminary drill for TPK and schools to learn how to manage activities, keep accounts, and take accountability. After financial term 1, longer period, financial term 2 (January – June 2003) that is longer is coming, where a large number of non-procurement school activities have been proposed.

In addition to the above, following are noteworthy findings.

- After submitting proposals, some school facilitated by the field consultants prepared more elaborated plan called "Action Plan".
- Some activities have been delayed due to preparation of Independence Day ceremony on August 17.
- Some activities proposed are not always new. Some of them are annual routine events.
- In some schools, awards on student competitions are found not only for top students but also top achieving students.
- MGMP
  - ✧ The frequency of the REDIP2 MGMP meeting is much higher than other MGMP like MGMP funded by ADB.
  - ✧ Non lecturer type training (teachers demonstrate and exchange skills each other).
  - ✧ More process/practice-oriented intervention can be possible, i.e.
    - Mutual visit to one's school
    - Action research by teachers
    - Inter TPK teaching plan competition

### ***Yet One School Has Not Started Activities at All***

As of 29 August, SLTP Kristen Palaes, Kabupaten Likupang, North Sulawesi Province has not started activity at all. The reason is that the school principal is scheduled to be replaced in near future.

At a REDIP2 school committee, a school principal usually becomes a chairperson. It is worth confirming that a school principal who will be selected as a chairperson won't be transferred or replaced near future. It is not necessary that a school principal should become a chairperson. The important point is that the chairperson should be selected in a democratic manner.



A small private SLTP (SLTP Kristen Kaneyan, Kec. Tareran, North Sulawesi Province)

Left: School principal was replaced on 9 August, 2002. As of 29 August, a new principal was already assigned.

Top: The school building.

Below: The pilot project activities were not observed on the day.

### 6.2.3 Matching Fund

Many schools have started fund raising, and even some of them had already finished it for financial term 1. They are optimistic in achieving the target amount.

#### Overview

A matching fund is required for each school to receive the REDIP2 funds. According to a preliminary study, the amount of matching fund per school varies from Rp. 0.30 million to Rp. 40.06 million, and the matching ratio varies from 0.99% to 61.4% of total activity cost. These figures show one aspect of affordability of schools and communities how accurate they can conduct their proposals. In case of TPK, although a matching fund is not compulsory for it, the majority (12 out of 14) of TPK in North Sulawesi Province proposed to raise matching funds.

Table 6-1: Preliminary calculation: matching fund

	Matching Fund per school	Matching Ratio Per school	Matching Fund per student
Max.	Rp. 40.06 mil.	61.47%	Rp. 3,338,583
Min.	Rp. 0.30 mil.	0.99%	Rp. 538

Among 47 schools interviewed or visited, 26 schools had started fund raising activities, and 15 of them already raised the target amount for financial term 1. Furthermore, 12 schools already raised enough money for both Terms 1 and 2. From these facts, it is reasonable to assume that the majority of REDIP2 schools had started fund raising, and some of them completed it in the early stage of financial term 1.

Table 6-2: Matching fund raising progress observed in August 2002

Number of schools interviewed:	47 schools (total numbers of schools for financial term 1: 261)
Number of schools already started fund raising in early August 2002:	26 schools (55% of 47 schools)
Number of schools already raised matching funds for financial term 1:	15 schools (32% of 47 schools)
Number of schools already raised matching funds for financial term 1 & 2:	12 schools (25% of 47 schools)

The majority of REDIP2 school committee members are “optimistic” in fund raising because they have already had similar experiences prior to REDIP2. Typical experiences are such as a matching fund raising in ADB project in North Sulawesi Province, school-based fund raising for minor rehabilitation, and matching fund raising in REDIP1. Especially for those who have had experience in ADB project which typically requires Rp. 30 million (“cash” as well as “in-kind”) think the REDIP matching fund is very small. In the case of community-based fund raising for non-education purposes, it is widely practiced in the both provinces (perhaps more active in North Sulawesi Province). On the other hand, the schools that have not started fund raising said that they would start it within financial term 1 as originally scheduled. There are even some schools that proposed no fund raising in financial term 1, and they schedule to raise full amount only in financial term 2.

### ***Fund Raising Techniques Observed***

A variety of fund raising techniques are observed during monitoring.

#### **Activities**

- Canteen (A road side approach: selling food, drinks, vegetables, snacks and others at a road side and receiving donations from pedestrians and vehicles passing by).
- Cookies, calendars, and others sold by teachers and parents (sometimes through coupons)
- Recycling beverage bottles by students and parents
- Students singing in church in North Sulawesi Province
- Religious activities (e.g. Friday praying at mosque, Sunday mass at church, Door-to-door visit by teachers and students)
- Tools: envelopes, name lists, cards, donation boxes at school, etc.

#### **Cash and in-kind (labor contribution and material contribution) given by**

- Teachers
- Parents and communities (at parents meeting, socialization, and other similar occasions)
- Alumni (local communities, Jakarta, overseas)
- Local businessmen
- Yayasan (especially for private schools)
- Religious institution

#### **Temporal increment of school fee as “donation”**

- e.g. Rp. 1,000/month for a couple of months added to the usual school tuition

It must be clearly mentioned that nobody should be discriminated or disadvantaged as a consequence of REDIP2 fund raising. Sometimes, there is an occasion that poor families cannot afford to donate cash. Most of the visited schools are aware of this matter, and no cash donation is arranged as compulsory. There are always several options available for parents and community members to participate (e.g. in-kind contribution if financial contribution is difficult). This is an appropriate arrangement to encourage parents and communities to participate, and minimizes inequitable consequences like “the poorer pay more”. This issue needs to be carefully and continuously monitored throughout the entire period of the REDIP2 pilot project.

#### 6.2.4 REDIP2 TPK and School Committee

All visited and interviewed TPK and schools organized their committees in line with the REDIP2 guidelines.

According to 8 TPK and 22 schools, a typical REDIP2 school committee consists of approximately 10 persons including the principal, teachers, BP3 (parents) representatives, community leaders, religious leaders and students. Typically, the principal becomes chairperson. On the other hand, TPK committee is usually larger, and comprises 15 ~ 30 members with a similar member composition to the school committee. The chairperson is usually either *Camat* (Head of Kecamatan) or *Kepala Cabang Dinas* (Head of Kecamatan Dinas P & K). Both REDIP2 TPK and school committee structure has a chairperson, a secretary, a treasurer, and auditors.

The following are other noteworthy findings during the monitoring.

- All the committees interviewed have female members<sup>4</sup>. Committees in North Sulawesi Province tend to have more female members compared to those in Central Java Province. According to the data obtained from the interviews, an average School Committee in North Sulawesi Province has 10 members with 4 females, while in Central Java Province it has 9 members with 2 females.
- Some TPK Committee chairpersons appoint a secretary or a treasurer as “an acting manager”, while the chairpersons (often to be Head of *Cabang Dinas P & K*) function as “an overall director” to supervise overall activities and to make final decisions. This is a practical and rational solution to reduce their workload and maintain full function of TPK at the same time.
- All schools’ progress needs to be recognized by TPK in each kecamatan. Therefore, special attention should be paid to those schools that do not have representatives to TPK. KKKS activity is one of the solutions to obtaining those school progress, but it is not always sufficient.
- Ideas of the REDIP school committee (hereafter, RSC) fit very well to the MONE’s initiative of school committee<sup>5</sup>. Where MONE school committee (here

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<sup>4</sup> REDIP school guidelines do not stipulate gender quota of the committee. TPK guidelines indicate; “care should be taken as well to include as many female members as appropriate. All male TPK members are not acceptable”.

<sup>5</sup> MONE decree on Education Board and School Committee came into effect on April 2 2002.

The decree stipulates that existing BP3 shall be merged with the School Committee, which involves wider stakeholders not limited only to parents. It was interesting to observe how the school can interpret such decree stipulation. Among 36 interviewed schools, 24 schools replied that they still have BP3 and it is representation at the school committee, while the remaining 12 replied that there is no BP3 any more at school as it has merged with the school committee.

after, MSC) has already been established, RSC and MSC tend to have similar members. 33 schools out of 36 schools interviewed established MSC during May ~ June 2002.

- Some schools even recognize that RSC and MSC are virtually the same entity except the chairperson<sup>6</sup>. Another variation is that RSC and MSC are theoretically different entities though their members are similar. In any case, RSC practice is a good opportunity for schools to learn how to run MSC together with the community for school-based development.
- In turn, a considerable number of schools have not established MSC as *Cabang Dinas P & K* Kecamatan had not instructed them. The monitoring in August 2002 found that there are at least 3 schools without MSC out of 36 interviewed schools. For such schools, RSC would become a prototype of their MSC to be formed in near future.



TPK Gathering (Left: Kec. Wonopringgo Central Java, Right; Kec. Tareran, North Sulawesi Province)

Table 6-3 summarizes school committees and matching funds observed at interviewed schools during August 2002 monitoring.

Table 6-3: School Committees and Matching Funds at REDIP2 Schools (Aug. 2002)

School/TPK	RSC (female)	M S C	B P 3	RSC and MSC Same?	Fund Raising Started	Amount so far raised	Recent Experiences in Fund Raising
North Sulawesi Province							
SLTP N1 Tompaso					No	N.A.	ADB project Rp. 30 Mil.
SLTP N6 Bitung					No	N.A.	
SLTP Krispa Bitung	7				Yes	N.A.	
SLTP Don Bosco					Yes	Rp. 1.18 Mil.	
SLTP N2 Bitung	11 (3)				No	N.A.	ADB project Rp. 30 Mil.
SLTP N1 Bitung	10 (5)				No	N.A.	ADB project Rp. 240 Mil.
SLTP M8 Bitung					No		
SLTP N2 Tombatu					Yes	Rp. 0.78 Mil.	

Where BP3 does not exist any more, they renamed the "BP3 fee" to, for example, "education participation fee."

<sup>6</sup> In most cases, the school principal chairs RSC, whilst the MONE decree on "Education Board and School Committee" stipulates that the community leader shall chair SC.

School/TPK	RSC (female)	M S C	B P 3	RSC and MSC Same?	Fund Raising Started	Amount so far raised	Recent Experiences in Fund Raising
SLTP N6 Tombatu	17						
SLTP N1 Tareran		Yes	No	No, the chair differs	Yes	N.A.	ADB Project Rp. 30 Mil.
SLTP Kr. Kaneyan, Tareran	7 (3)	No	Yes	N.A.	Yes	N.A.	Church Rp. 180Mil
SLTP Kat. Mayer, Tenga	8 (3)	Yes	Yes	No, the members & the chair differ	No	N.A.	REDIP1
MTs Muh Tanamon		Yes	Yes	Yes	Yes	Rp. 1.54 Mil.	REDIP1
SLTP N1 Tenga	9 (5)	Yes	Yes	Yes, but some members & the chair differ	Yes	N.A.	REDIP1
SLTP N2 Tondano	9 (4)	Yes	Yes	Yes, but the chair differs	No		Yes
SLTP LKMD REDIP2, Kombi	9 (4)	Yes	N.A.	Yes, but the chair differs	Yes	Rp. 44 Mil.	Yes
SLTP Advent Rerer, Kombi	7 (2)	Yes	No	No, the members & the chair differ	Yes	Rp. 4 Mil.	ADB Project Rp. 30 Mil.
SLTP Kristen Credo Kolongan Kombi	9 (3)	Yes	Yes	Yes, but the chair differs	No	Rp. 4 Mil.	ADB Project Rp. 30 Mil.
SLTP N4 Tenga	7 (3)	No	Yes	N.A.	No		ADB Project Rp. 1 Mil. + in-kind, Rp. 30 Mil.
SLTP N3 Motoling	7 (2)	Yes	Yes	Yes, but some members & the chair differ	Yes		Yes
SLTP Nasional Karimbow, Motoling	9 (3)	Yes	Yes	No, the members & the chair differ	No		Yes
TPK Motoling					No		Yes Caban Dinas, school construction
SLTP N2 Wori	11 (3)	Yes	Yes	No, but some are same	No		Yes
SLTP Kr. Wori	7 (2)	No	Yes	N.A.	Yes		ADB Project Rp. 1 Mil., in-kind Rp. 30 Mil.
SLTP N2 Likupang	9 (2)	Yes	Yes	No, but some are same	No		Yes
Central Java Province							
SLTP N1 Brebes					Yes	Rp. 9 Mil.	
ALL SLTPs/MTs in Wanasari (9 schools)		Yes	Yes	Yes, but some members & the chair differ	Yes	All the amount	
SLTP N2 Bulakamba	10 (1)	Yes	Yes	Yes, but some members & the chair differ	Yes	All the amount	
SLTP Muh' Kluwut	7 (2)	Yes	No	Yes, but some members & the chair differ	Yes	Rp. 1.8 Mil.	
SLTP/MTs in Ketanggungan (9 schools)		Yes	No	Yes, but some members & the chair differ	Yes (2) No (7)	Full amount	Yes
All SLTP/MTs in Jatibarang (7 School)					Yes (7)	All amount	Yes Rp. 8-10 Mil.
(MTs As Syafilyah Jatibarang)	8 (2)	Yes	Yes	Yes, but some members & the chair differ	Yes	All Amount	
SLTP N2 Kedungwuni	10 (2)				Yes	Rp. 1 Mil.	Yes



School/TPK	RSC (female)	M S C	B P 3	RSC and MSC Same?	Fund Raising Started	Amount so far raised	Recent Experiences in Fund Raising
MTs Muh., Pekajangan, Kedungwuni					No		Yes
MTs N Kedungwuni	10 (3)				Yes		
All SLTP/MTs in Wonopringgo		No	Yes	N.A			
TPK Minahasa	15 (5)	/					
TPK Motoling	15						
TPK Brebes	29 (4)						
TPK Wanasari	26 (2)						
TPK Kersana	22 (3)						
TPK Ketanggungan	29 (2)						
TPK Wonopringgo	15 (3)						

### 6.2.5 REDIP2 Attempt for School Transparency

The JICA study team (hereafter, the team) has been promoting TPK and schools to make public the REDIP2 proposals to gain transparency from their communities. As an example, the team suggested they put their proposals on a school bulletin board. The team also recommended TPK to put their proposals at *Caban Dinas P&K* or Kecamatan office). They were also recommended to put articles of REDIP2 activities on school or Kecamatan newsletters, so that non-committee members can know their activities and be encouraged to join them.

Among 37 schools, 4 *Cabang Dinas P & K* and 1 kecamatan office visited, at least 9 committees have put their proposals on a bulletin board.

The team foresees that such practice will develop more transparency in communities, and it is very important under decentralization era. The team will continuously encourage them to show "transparency" through REDIP2 activities.

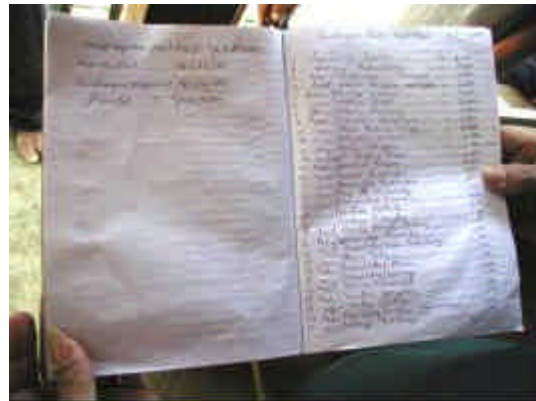


Community residents looking at a REDIP2 proposal (SLTP N6 Tombatu, August 2002)



Open-ended community involvement naturally means transparency in Kec. Tareran

Top: Kantin  
Right Top: Village residents work for Kantin Activities  
Right: Donation log



## 6.2.6 Local Government's Initiatives Inspired by REDIP

### **Context – REDIP2 and constitution amendment**

By August 2002, *Dinas P & K* Kabupaten Brebes and Pekalongan (both in Central Java Province) had unofficially informed the study team that the kabupaten governments would provide a counter budget to implement their own version of REDIP. Monitoring in August 2002 aimed to collect information of such initiatives by the kabupaten governments.

Prior to the visit, the National Assembly of the Republic of Indonesia amended the 1945 constitution, including Article 31 on Education. Now it stipulates that "every citizen has the right to education, and shall have basic education". It also stipulates that the government shall finance basic education. In doing so, clause (4) specifies that "the state shall give priority to the education budget by allocating a minimum of 20 percent of the total state and regional budgets to meet the costs of national education".

Further, the bill on National Education System specifies that 20% of educational budget should go to non-salary items. To meet this, the Indonesian public finance needs to boost non-salary routine and development expenditure dramatically.

Thus, it was anticipated that the regulatory change would draw further attention of regional education personnel, and the REDIP2 approach would be a model for strategic educational development plan.

**Box 6-2: Amendment of the 1945 constitution**

**Article 31 of the amended 1945 Constitution**

1. Every citizen has the right to education.
2. Every citizen shall have basic education and the government shall finance it
3. The government set up a national education system to improve faith, morality, and the intellectual capacity of the nation as regulated further by law.
4. The state shall give priority to the education budget by allocating a minimum of 20 percent of the total state and regional budgets to me the costs of national education.
5. The government develops science and technology by promoting religious values and national unity for the advancement of civilization and prosperity of mankind.

**Article 49, Part 4: Allocation of the Funds for Education  
Law No. 20, 2003 on National Education System**

- (1) The funds for education other than the salaries of the teachers and the cost of official administration, shall be allocated minimally 20% of the State Budget (APBN) for the education sector and minimally 20% of the Regional Budget (APBD).
- (2) The salaries of the teachers and lecturers appointed by the Government shall be allocated in the State Budget (APBN).
- (3) The funds for education from the Government and the Regional Government for the educational units shall be allocated in the form of grants, conforming with the prevailing laws and regulations.
- (4) The funds for education from the Government to the Regional Government shall be provided in the form of grants, conforming with the prevailing laws and regulations.
- (5) Provisions concerning the allocation of the funds for education as specified in para (1), para (2), para (3) and para (4) shall be further set forth in a Government Regulation.

The following section describes findings on local government initiatives in two Kabupaten (Brebes and Kabupaten) and a kecamatan initiative in August 2002 in North Sulawesi Province.

***Kabupaten Government Initiative Inspired by REDIP – Kab. Brebes***

Brebes *Dinas P & K* intends to replicate REDIP2 activities in non REDIP2 covered of kecamatan. As of August 2002, Kabupaten Brebes Assembly (DPRD) already approved to disburse Rp. 1.6 billion as a part of APBD adjustment 2002 (for physical and material improvement of school). According to the head of *Dinas P & K* Brebes, Kabupaten's 2001 education development budget was only Rp. 0.8 billion. He wishes to increase the budget up to Rp. 6.0 billion so that the budget can cover REDIP type training and administration cost. He further intends to approach DPRD to maintain and increase budget for APBD 2003, possibly double the amount of 2002. DPRD of Brebes in general is very supportive to education investment, and the head of *Dinas P & K* could manage to convince DPRD Commission D, A, and



Kepala Dinas P&K of Brebes in TPK meeting  
(2nd person from the left)

E for this year. After all, education is the biggest sector in the Kabupaten Brebes APBD for 2002.

The head of *Dinas P & K* is planning to adopt REDIP2 methodology to administer school development. This REDIP type program would cover all the SLTP and MTs, both state and private, in the kabupaten. It initially covers cost for physical improvement according to school proposals, and if APBD budget is increased, the program would cover training and other administration cost. In order to keep fairness among schools in the kabupaten, both REDIP2 and non-REDIP2 schools are covered.

Not only the head of *Dinas P & K* but also the kabupaten government consider the REDIP approach to be very effective. According to the head of *Dinas P & K*, Kabupaten Brebes Government is serious about allocating at least 20% of the total budget to education sector, though of course there is some criticism saying that putting such huge budget into a non-productive sector is not a wise decision.

### ***Kabupaten Initiative Inspired by REDIP – Kab. Pekalongan***

Kabupaten Pekalongan Assembly (DPRD) approved to disburse Rp 45 million from adjustment budget 2002 (APBD) to support REDIP2 activities during financial term 1 (August – October 2002). According to the head of *Dinas P & K* he further continues to lobby DPRD and try to increase the allocation up to Rp. 90 million. This is to cover transportation cost and allowances for the kabupaten coordinators and other personnel for REDIP2 activities (e.g., cost for those assigned as external auditors of TPK and school committees.)

In the process of arrangement, DPRD members who participated in REDIP2 training were very active in lobbying parties of DPRD. The head of *Dinas P & K* intends to arrange a similar amount of budget for Term 2 (January – June 2003).

In addition to the above, Pekalongan *Dinas P&K* is planning a development budget allocation for the non REDIP2 covered 7 kecamatan (REDIP2 covers 9 kecamatan out of 16 in total) from FY 2003. Though the detailed plan is not prepared yet, they have started to plan for lobbying.



Gaining Confidence  
Kapala Dinas P&K of Pekalongan talks  
about his vision of REDIP2

The head of *Dinas P & K* was instructed by the Governor (*Bupati*) and the Vice Governor (*Wakil Bupati*) to prepare an education sector budget for APBD 2003 that would meet the 20% requirement as stipulated in the education bill. In fact, the Governor and the Vice are expecting to include REDIP-type intervention, according to the head of *Dinas P & K*. Furthermore, *Bappeda* (Regional Development Planning Board) also welcomes REDIP2 as a tool of "genuine education development". The head of *Dinas P & K* is planning to use an Indonesian name of REDIP2 for their project, which is "*Program Peningkatan dan Pengembangan Pendidikan Daerah.*"

Table 6-4 highlights the two Kabupaten initiatives.

Table 6-4: Highlight of Kabupaten Initiative

	Kabupaten Brebes	Kabupaten Pekalongan
Approved Budget	<p><u>APBD 2002</u></p> <ul style="list-style-type: none"> <li>Rp. 1.6 billion (ABPD 2002)</li> <li>Development activities</li> <li>Possible increase up to Rp. 6.0 billion</li> </ul> <p><u>Budget in APBD 2003 considered</u></p> <ul style="list-style-type: none"> <li>For development activities</li> </ul>	<p><u>APBD 2002</u></p> <ul style="list-style-type: none"> <li>Rp. 45 million</li> <li>Allowances and transportation cost of kabupaten REDIP2 coordinators</li> <li>Possible increase up to Rp. 90 million</li> </ul> <p><u>Budget in APBD 2003 considered</u></p> <ul style="list-style-type: none"> <li>For development activities</li> </ul>
Target area of the development activities	<ul style="list-style-type: none"> <li>All kecamatan</li> <li>All Junior Secondary School in the kabupaten (SLTP and MTs, both private and public)</li> <li>Physical and material improvement of school (while REDIP2 rather stresses on non-procurement and non-rehabilitation activities)</li> </ul>	<ul style="list-style-type: none"> <li>Remaining 7 kecamatan</li> <li>All Junior Secondary School in the kabupaten (SLTP and MTs, both private and public)</li> </ul>

**Kecamatan-based Development Model: Kec. Tareran, Kabupaten Minahasa, North Sulawesi Province**

Being inspired by REDIP2, *Camat* (Sub-District Head) has established a village-based education improvement system called “Village Leader Council for Education Development” and “Special Education Development Fund” as key institutions. Figure 6-2 shows the system structure.

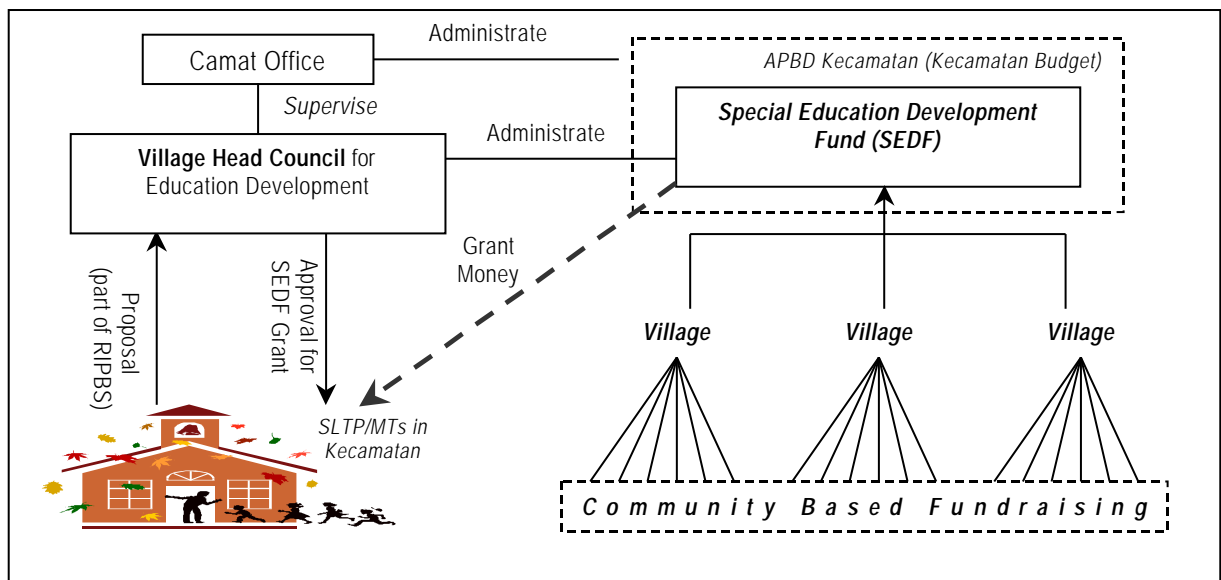


Figure 6-2: Outline of SEDF system: Kecamatan Tareran

Following are some details of the system:

- Village Head Council for Education Development was established. It consists of village heads in the kecamatan.

- Each village raises funds for “Special Education Development Fund (SEDF)” through various fund raising activities.
- SEDF is pooled and administrated by *Camat* office as a part of kecamatan APBD (Development Budget)
- Schools can submit proposals for getting SEDF.
- Proposals are based on a part of annual school development plan (RIPBS).
- The Council examines and approves proposals.

This is a very interesting micro model of education improvement in terms of pursuing local resource mobilization and facilitating local decision-making in a democratic manner.

*Camat* attended several training programs of REDIP2, and was inspired by REDIP2 ideas of participation and self-motivation in project implementation. After that, he introduced the SEDF system by replicating key techniques of REDIP2. (e.g., proposal based funding)<sup>7</sup>.



Camat leadership in Kec. Tareran, North Sulawesi entertains and encourages community

“The system is just established and still on a trial-and-error stage. The implementation is so far smooth”, according to the *Camat*. He thinks such a grass-root system is very effective to foster community education awareness and improve school and education quality.

### 6.2.7 Remarks

Apart from the comments already described in the sections of 6.2, the following are noteworthy.

#### ***REDIP2 Activities***

##### Possible enhancement of TPK activities

TPK potential has not been fully explored by TPK members. Most of proposed TPK activity designs imitated the examples shown in the guidelines (e.g., MGMP, KKKS). Just a few TPK could propose innovated activities. For example, many TPK members agree that dropout and being out-of-school students are a common problem, but they rarely dealt with the problem as a TPK level activity. The JICA study team shall continue to encourage TPK to deal with local educational issues which are much more effective if TPK tackles them, instead of being done by an individual school.

##### Personnel working attitude

Also related to above issue, it seemed that many TPK or REDIP2 school committee members consider they are not supposed to do what is not described in the guidelines given. This can be interpreted as a heavy vestige of centralized education management in which officers are supposed to follow the central government directives. In the era of decentralization and local autonomy, most of education officers recognize that new working attitudes such as being proactive, self-sufficient, self-critical,

<sup>7</sup> Camat is the youngest ever in North Sulawesi Province. He is also a member of TPK Tareran.

innovative, etc.) are required, however it seems they are not confident how to put them into practice. REDIP2 is a good opportunity for them to acquire such new attitudes through on the job training.

#### Community involvement

Many communities have experiences of in-kind contribution and fund raising activities to meet community's needs (e.g., water supply, electricity cabling, road and bridge construction, etc). In such communities, REDIP2 School Committees can mobilize the experiences for REDIP2 activities. Even if a community does not have such an experience, neighboring schools can help each other through TPK coordination. This is the point why TPK are important and REDIP emphasizes TPK's role.

#### Minimizing inequitable consequences of fund raising

Schools are aware of the risk of unfairness caused by fund raising and try to minimize it. For example, no school has set a compulsory fund raising activity, and several options for contribution are available for parents and communities.

### ***REDIP2 Organization and Logistics***

#### Scheduled replacement of principals

When replacement of a principal is scheduled, it is worth considering to assign a new chairperson at the REDIP2 school committee. There is high probability that REDIP2 activities would not be properly functioned. In fact, replacement without appointing a new chairperson has already happened at several schools, and it directly affects their activities.

#### Procurement Accountability

In North Sulawesi Province, several schools have been approached by local NGOs or private companies, and offered "a special deal" for supporting REDIP2 activities, typically they offered free labor, but ask the schools to buy materials from them. Such a deal would negatively affect accountable and transparent procurement. It is worth taking a practice of multiple quotations (at least 3), if it is possible.

#### Online Bank

For Term2, it is recommended TPK and schools use online bank accounts, if it is applicable. The opportunity cost of waiting for REDIP2 funds with a non on-line bank would exceed the cost of transportation to the nearest online bank.

## **6.3 Field Monitoring of Term 2**

### **6.3.1 Monitoring in January – February 2003<sup>8</sup>**

The study team<sup>9</sup> visited 28 schools and 17 TPKs during January – February 2003. The REDIP2 fund for Term 2 in the first year was transferred from the REDIP2 Jakarta office to TPKs and schools during this period. The main focuses of the monitoring were:

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<sup>8</sup> Monitoring notes in March 2003 in North Sulawesi Province are also shown in Appendix.

<sup>9</sup> The study team consists of the JICA Study Team members only. Therefore, the study team did not include the members of the Provincial Implementation Teams, the Kabupaten Implementation Teams or the field consultants.

- (a) Monitoring activity progress, particularly their readiness for activities in Term 2 (January – June 2003)
- (b) Finding potential difficulties that TPKs and schools face and taking appropriate preventive measures, if necessary.

## OVERVIEW

In general, TPKs and schools visited by the study team were psychologically ready to start activities in Term 2. Many schools had already conducted startup meetings for Term 2. Most of the TPKs and schools visited by the study team put their proposals (and sometimes financial reports) on a bulletin board. This is a remarkable change from the previous monitoring in August, 2002 when most of the schools monitored had not done so. It seems schools have gained their confidence to implement activities and disclose the information.

## OBSERVATIONS & FINDINGS

### Key Factors in Succeeding REDIP2 Activities

Interviewees pointed out the following as key factors that contributed to successful implementation during Term1 in the first year.

#### ***“REDIP2 is not a Proyek (Project)” this message motivated the community to participate***

Once stakeholders, especially religious and community leaders, understood that REDIP2 is not a typical “Proyek”, but “Program.” This factor stimulated them, and they became active. It may be interpreted that many people consider they don’t have to be involved into “Proyek” as “Proyek” just gives things whatever “Proyek” wants (interview at SLTP Nasional Wuwuk, Kec.Tareran, Kab.Minahasa, North Sulawesi).

#### ***Socialized Kecamatan-wide education meetings have a bigger impact***

Some TPK members felt that socialized Kecamatan-wide meetings are much more effective than that done by an individual school.

#### ***SLTP - MTs link provides new educational resources***

Both sides of SLTP and MTs felt that they have found another educational resource at local level. Both SLTP and MTs have been involved in TPK and collaborated.

#### ***REDIP2 can enhance internal communication at school***



<Left>  
Community residents work for classroom rehabilitation (SLTP Swakarya Powaltan, Kab.Minahasa, North Sulawesi)

<Left Below>  
Teaching sewing skill in a local contents class (SLTP N1 Karanganyar, Kab.Pekalongan, Central Java)

<Below>  
Scholarship Award Ceremony (TPK Kedungwuni, Kab.Pekalongan, Central Java)





Through REDIP2 activities, school teachers and principals have been communicating more frequently. This has facilitated better understanding each other, which fosters a sense of mutual trust. One teacher reported that teachers are allowed to hold a key to the principal's room, so that they can enter the room when s/he is away from the school. This helps more efficient school activities as the teachers and the students do not have to wait for the principal coming back to the school. This never happened before REDIP2 (SLTP Kristen Wori, Kab.Minahasa, North Sulawesi).

### Good "Tactics"

The following are reported by interviewees as examples of good "Tactics" to manage the implementation process smoothly.

#### ***Stakeholder involvement***

The following stakeholders should be involved: (i) village head (Kepala Desa), (ii) religious leaders, and (iii) other influential persons. This is in line with what is described in the REDIP2 Guideline.

#### ***Supplementing transportation cost***

TPKs and schools supplement transportation cost for participants, which delivered a message to them that TPKs and schools are serious in inviting them for a meeting. Especially in a remote area subsidization should cover at least an actual cost since participants need to change buses several times to reach the venue. (SLTPN1 Tirto, Kab.Pekalongan, Central Java).

#### ***Stakeholder discussion forum***

Many schools organized a stakeholder discussion forum and/or a parents meeting where the participants are invited for open discussion. Many schools consider that such a gathering is a good start for processing REDIP2. Usually community members were very active to share their opinions. This is also a good occasion to ask the community to raise a matching fund.

### Implementation of REDIP2 Activities

The study team asked schools *"Is REDIP2 easier than you expected at the beginning?"* The answers were varied as follows.

#### ***The majority of schools replied that it's easier than expected***

Comments in line with this include: (i) facilitating community participation was easier to be done than explained, (ii) schools had similar experiences before REDIP2, (iii) the documentations of proposal and financial reports was a bit difficult at the beginning, but now the school is getting used to it.

#### ***Some schools replied that it's not as easy as expected***

Some teachers feel that the community is not cooperative and is still skeptical if REDIP2 is just one of the *"proyek* (project)" (SLTP N1 Wori, Kab.Minahasa, North Sulawesi). They think *proyek* is not community's business. Some communities maintain a "wait-and-see" attitude as they are not sure to what extent REDIP2 is clean and promising. It is also observed that poorer parents have limited resources to support children's education, and in such an area it is not easy to motivate them to participate REDIP2 activities (SLTP N2 Bojong, Kab.Pekalongan, Central Java).

**Other schools replied that it's more difficult than expected**

One school expressed that the documentations of proposal and financial reports seemed to be easy at training, but very difficult to practice. The field consultant is not always available at school, while the transportation cost to visit the field consultant is not always affordable. Copying the documents is difficult since no photocopy machine is available in the village, and if available, it is very expensive. Meanwhile, copying the documents by hand is very time consuming.



Proposal and REDIP2 News Letter on a bulletin board (SLTPN2 Tumpaan, Kab.Minahasa, North Sulawesi)



Transparency practice: Donation boxes are opened in public (TPK Kedungwuni, Central Java)



Transparency practice: Suggestion box for community (SLTPN2 Kedungwuni, Kab.Pekalongan, Central Java)



Proposal and REDIP2 News Letter on bulletin board (SLTP Muh Ketanggungan, Kab.Brebes, Central Java)

TPK and school practice regarding transparent and accountable management



Awareness to education – basis of school management accountability: Curious crowd at REDIP2 socialization venues (TPK Karaganyar, Central Java)

**Financial Report Requirement in REDIP2**

Requirement of a financial report for REDIP2 is much more “demanding” than financial reporting to the national government according to teachers interviewed. For example, the public school budget (excluding teacher’s salary) is remitted to school each quarter. What a school needs to do to receive the amount is to sign the receipt each time. Thus, many schools are not accustomed to financial bookkeeping, account settlement and reporting. REDIP2 provides a good opportunity for them to strengthen capability of accounting. This REDIP2 practice shows transparent financial management at school and eventually gains support from the local community.

### Accountability Enhancement Using a Bulletin Board

The majority of TPKs and schools put their REDIP2 proposals (and sometimes financial reports) on a bulletin board at school. This is a significant change from the last monitoring (August, 2002) when the majority of TPKs and schools visited did not undertake such practice. It would be possible to make such practice "compulsory" for Year 2. Accountability can be determined by (i) type of disclosed information (preferably the proposal and financial reports), (ii) location of a bulletin board (preferably a bulletin board located in front of school), and (iii) time period of posting it (at least during Year 2 activities).

### Changes from REDIP1

Teachers who were involved in REDIP1 pointed out that the main part of MGMP and KKKS activities were conducted outside the school, and only some teachers from each school participated in MGMP. In these activities there was almost no chance for the community members to participate. Compared to this, according to interviewees, a greater number of teachers and the whole community can participate in REDIP2 because activities are varied and many activities need not only teachers but also communities.

### ***Special Attention Needed for Following TPKs and Schools***

#### **SLTP N1 Toulimambot, Kec.Toulimambot, Kab.Minahasa, North Sulawesi**

The school principal is conceited and rarely keeps his promises (e.g., document submission due), according to the field consultant in charge. This is partly due to the fact that the REDIP2 fund is very small compared to their routine revenues, which amounts to more than Rp. 130 million, while the REDIP2 fund allocated to school is just Rp. 22 million<sup>10</sup>.

#### **SLTP REDIP2 LKMD Ranowangko, Kec.Kombi, Kab.Minahasa, North Sulawesi**

This school is exceptionally supported by REDIP2 for a new school building because the community participation is very strong and they wanted to have their own school in the village. Earlier, there was a Yayasan Wira Karya funded school in the village, but it hadn't been run well and abandoned by the villagers. Since the study team visited the new school (temporarily located at the village office) in February 2003, the Yayasan appeared at REDIP2 office in Manado several times and demanded that they have a right to receive the REDIP2 fund<sup>11</sup>.

#### **SLTP LKMD Kalait, Kec.Tombatu, Kab.Minahasa, North Sulawesi**

There are two villages surrounding the school, while only one village members consists of representatives of REDIP2 school committee (RSC). During a socializing meeting, one village that doesn't have any representatives pointed this out and asked for a solution. The community has been waiting for approval on up-grading their LKMD school to Negri school for the last 2 - 3 years.

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<sup>10</sup> A part of REDIP2 fund for each school is determined by (i) whether it has got other project funds or not, (ii) whether Terbuka is attached or not, (iii) whether it is located in a remote area or not, and (iv) the number of students it has in Year1.

<sup>11</sup> Several months later, the Yayasan stopped coming the REDIP2 office in Manado, and it seems that they withdrew their demand.

#### SLTP Kr. Palaes, Kec.Likupang, Kab.Minahasa, North Sulawesi

A new principal haven't been assigned yet since the school year started from July 2002 until February 2003 although the school teachers kept their motivation on REDIP2 activities, according to the field consultant in charge. The previous principal was in conflict with the Yayasan over a personnel reshuffle matter, and has been away with some part of REDIP2 fund<sup>12</sup>.

#### TPK Tareran, Kab.Minahasa, North Sulawesi

It is reported that there were internal conflicts among TPK Tareran members. Some of the TPK members felt that the chairperson was not democratic, TPK financial management is not transparent, and proposed TPK activities are less relevant to school needs. The secretary and the internal auditors were replaced by the chairperson during Term1 in the first year, due to a personal reason according to the chairperson. Considering this, the REDIP2 fund for Term 2 was suspended.

#### SLTP Kristen Koreng, Kec.Tareran, Kab.Minahasa, North Sulawesi

SLTP N6 Tareran is scheduled to open very soon located a few minutes from SLTP Kristen Koreng. SLTP Kristen Koreng was asked to move to another village, but had not made a decision. The building of SLTP N6 is already completed. With this situation, SLTP Kristen Koreng is faced with difficulties in matching fund raising as parents' attentions have shifted to SLTP N6.

#### TPK Banjarharjo, Kab.Brebes, Central Java

Banjarharjo was one of the most successful Kecamatan in REDIP1. In REDIP2, however, the TPK has become less active, according to the field consultant, due to replacement of the TPK chairperson as well as the head of Dinas P&K Kecamatan. In fact, there have been two more replacements of the head of Dinas P&K Kecamatan. On the other hand, many TPK members have stayed since the REDIP1 period. This would be a good example to see how leadership can play a role and affect organizational dynamics.



Serious discussion continued until 23:00 (SLTP LKMD Kalait, Kec.Tombatu, Kab.Minahasa, North Sulawesi)



Which school to go next year? The students at SLTP Kristen Koreng (Kab.Minahasa, North Sulawesi) going outside during a break. SLTP N6 opened in the same village from 2003.



It still needs time for new TPK chairperson (left side) to get on well with the other members (TPK Banjarharjo).

<sup>12</sup> The field consultant, the Provincial Implementation Team and the TPK chairperson met the former principal and asked him to return money. As of November 2002, 90% of the money he took away was returned.

### **Comments on School Activities**

It is always worth checking if TPK or a school proposal reflects its needs and matches with its “mission and vision”. The following are some comments on that point derived from the study team monitoring.

#### Access to School for Out-of-School Children

SLTP/MTs principals and teachers and Dinas P&K need to be continuously reminded that they are the primarily responsible persons to get out-of-school children back to school. However, some of them feel their responsible is only for students at school and have less awareness of dropout and discontinued students. Most of school teachers interviewed by the study team recognized the out-of-school children in the area, but the majority of them rarely take an action or have no intention to do it.

#### Impact of REDIP2

It is important to notice that all the REDIP2 covered schools are not on the same start line of readiness for implementing activities. Some of them have already had similar experience, but some of them are very new to REDIP2 type of program. For example, several schools told the study team that textbook procurement was new to them. They usually receive textbooks from Dinas P&K (or they just wait for textbooks until Dinas P&K send them), thus they don't have any experience to procure them.

For another example, “student discussion forum”, “study tour” and “stakeholder forum” are very new activities for many schools, and they are excited at conducting them. Further more, kecamatan-based MGMP activity is very much appreciated by many schools since governmental MGMP typically held at kabupaten level, and the frequency of meetings is much less than REDIP2 MGMP.



What does MGMP contribute teaching & learning process in a classroom?

(Right: TPK Losari MGMP, Kab.Brebes, Central Java)

(Left: Students in classroom (SLTP Muh. Banjaratma, Kec.Bulakamba. Kab.Brebes, Central Java)

#### MGMP Design to be Re-examined

Although REDIP2 MGMP is more frequent than Governmental MGMP, some MGMP activities are not directly influencing output or outcome of teaching and learning process in a classroom. In order to strengthen the REDIP2 MGMP, TPK and schools need to pay more attention on this. The key factor can be to prepare a detailed feedback procedure. For example, MGMP could implement more classroom oriented activities, such as piloting classroom applying new teaching & learning methodologies and classroom observation, possibly combined with cross visitation by teachers. Since competency-based curriculum (KBK) is introduced from 2004, MGMP is focused much more as a practical KBK training place.

### Matching Fund Raising

In many schools students participated in matching fund raising activities during the first year of REDIP2. In the most cases, students were accompanied by teachers and/or parents when they participated. However, there are several cases that a school sends its students alone to houses in the community to ask donation. This is absolutely not recommendable occasion, and the JICA study team strongly requests each school that either teachers or parents must accompany students whenever they visit houses and collect donation.

### Procurement with Maintenance/Insurance

Many goods and equipment procured by other projects were found to be out of order without proper maintenance or insurance. This situation can be anticipated for goods procured by REDIP2. Therefore, it is recommended that schools should try to include maintenance and insurance services into their procurement contracts.

### Transportation Turned to Matching Fund

There is a case that the parents and community leaders refused to receive transportation allowances of which cost is covered by the REDIP2 fund, and eventually they donated the amount of allowances to the matching fund for the school. Though there was no intention to misuse the REDIP2 fund, it should be carefully monitored if other schools are going to practice similar treatments on purpose.

## ***Comments on Regional Government***

### Kabupaten Minahasa Government (1)

Kabupaten Minahasa had a new Bupati in February 2003, and one of his prioritized policies is strengthening basic education. Under the current Minahasa situation that the kabupaten government expenditure for education has been stabilized at a very low level since decentralization, it is worth lobbying the new Bupati to support REDIP2 and increase the education budget, at least, to pre-decentralization level.

### Kabupaten Minahasa Government (2)

Kabupaten Minahasa is going to be separated into Kabupaten Minahasa and Kabupaten South Minahasa. Such development needs to be followed since one of the new kabupaten would not be familiar with REDIP2. In this case, the JICA study team needs to contact and socialize the new government for basic education development.

### Provincial Dinas P&K Office Function

Provincial Dinas P&K should have a role to strengthen, facilitate and monitor the Kabupaten Dinas P&K function and management since the kabupaten government has started handling education budget and administering schools after decentralization. After several years past since decentralization, a gap in education budget allocation among Kabupaten is getting wider. Provincial Dinas P&K office can annually collect the budgetary information of all kabupaten in the province, compare them, and warn them if serious under-budgeting is found. A recent workshop in Manado regarding the Kabupaten budget shift of education sector done by a JICA expert is a good working model for such a practice.

## **Recommendation for the Second Year of REDIP2**

The following is worth considering in revising the Guidelines for Year 2 implementation.

### Reallocation of the REDIP2 Fund

Several schools inquired whether they could reallocate the REDIP2 fund to those not originally proposed in their proposals. This includes maintenance of PC, finishing work of student boarding facilities, etc.

In general, schools are eligible to reallocate the fund as far as there is a sound reason and prior consensus with the study team. Also, it is always worth suggesting that such schools utilize their surplus in matching fund to finance extra activities.

### REDIP2 accountability through bulletin board

In February 2003, the majority of TPKs and schools posted their REDIP2 proposals on a bulletin board. It is worth considering such practice as "compulsory". It is also recommended that schools disclose not only the proposal but also the financial report.

### Frequency of field consultant visitation

The frequency of field consultant visitations needs to be re-examined. For example, it would take only a few days for the field consultant to visit all schools in kecamatan in Central Java, while it would take more than a week to visit all schools in kecamatan in North Sulawesi. To do smooth and efficient monitoring, the field consultants should have two different kinds of monitoring, one is visiting a school according to their action-time table, the other is visiting schools randomly. In order to do these monitoring, the field consultants are recommended to have assistants who also visit schools and cooperate with kabupaten and provincial Dinas staff who also do monitoring officially.

<Extract from Guidelines of Year1 (p11) >

On the other hand, there are certain items for which the funds cannot be spent. They are:

- Salary and/or honorarium for the principal, teachers or BP3 members
- Per diem costs for the principal, teachers or BP3 members
- Food and snack
- Car purchase
- More than a reasonable number of school equipment machines (computer, photocopy machine, fax machine, etc.)
- Large-scale construction of buildings or facilities
- Acquisition or rental of property (land, office space, etc.)

If there are any questions about the expenditure restriction, please contact the National Project Office or the Field Consultant.



<Suggested Revision for the Second Year>

On the other hand, there are certain items for which the funds cannot be spent. They are:

- Salary and/or honorarium for the principal, teachers or BP3 members
- Per diem cost for the principal, teachers or BP3 members
- Food and snack
- Car purchase
- Acquisition or rental of property (land, office space, etc.)

The fund can be also spent for the following items for the second year although the proposal will be reviewed intensively, especially from the point of consistency with its objectives and goals.

- The number of school equipment (computers, photocopy machines, fax machines, etc.)
- Large-scale construction of buildings or facilities

If there are any questions about the expenditure restriction, please contact the National Project Office (NPO) or the field consultants. In any case, the field consultants, the KITs, the PITs and the NPO will examine proposals carefully.

## LKMD School

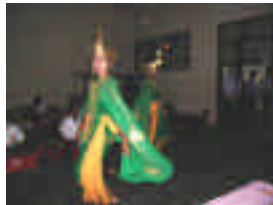
LKMD schools can be interpreted as an indication of local awareness to education. LKMD schools are typically located in remote areas and established by a community and its village office. LKMD school teachers are usually mixed with government employees and "honor" teachers whose salaries are covered by both government and a community. Such community tends to have higher interest and stronger sense of commitment to education than communities in town.

## Prioritization of REDIP2 Activities

Prioritization is one of main works of making proposals. According to the field consultants, there are still many schools of which proposals don't show clear priorities in activities. Therefore, these schools need more facilitation of how to prioritize activities, how to secure resources (financial and personnel) and how to match the activity needs with the possible resources.



What are the prioritized activities. They should be different at each school.



### 6.3.2 Monitoring in April 2003

Following the monitoring done by the JICA study team during January – February 2003, there was another intensive monitoring done in April 2003.

#### ***Objectives of the Monitoring***

The objectives of the monitoring in April 2003 are as follows.

#### ***(1) Qualitative Monitoring and Evaluation***

The JICA study team tried to catch the progress at the school level as well as at Kecamatan level after the two previous monitoring<sup>13</sup>. The JICA study team was not only looking for the positive progress and impacts (mainly from "subjective" opinions by the stakeholders), but also for the problems and difficulties which the schools and kecamatan are facing in implementing activities. This can be said as "qualitative monitoring," because the JICA study team is collecting qualitative indicators to measure the changes.

#### ***(2) Participatory (and Empowering) Monitoring and Evaluation***

<sup>13</sup> Previously two monitoring were done during the periods of January – February and March 2003 by the JICA study team. Section 2.2.1 describes the January – February monitoring and Appendix shows the monitoring notes in March in North Sulawesi Province.



During the monitoring, The JICA study team tried to make school principals and TPK members review and evaluate which programs under REDIP2 went well and which programs did not, and asked why. This interview aimed at helping them to find out what they learned from REDIP2 experiences, and to plan second-year activities based on the first-year experiences. This can be said as "participatory or empowering monitoring," because this type of monitoring can increase the stakeholders' capacity to do better planning of school-based or Kecamatan-based development.

### ***Methodology of the Monitoring***

Monitoring was conducted by visiting TPKs/schools and interviewing principals, teachers and TPK members. Interview guides for schools and TPK are shown in Figure 6-3 and 6-4. Each interview was spent for 30 to 60 minutes which depended on schedule to visit several schools and TPK with one day. The monitoring schedule in North Sulawesi Province and Central Java Province is described in Table 6-5 and 6-6 respectively.

1. REDIP2 Program Management
  - 1) REDIP2 School Committee (composition of members, frequency of meetings, relation with MONE School Committee)
  - 2) Transparency (Are the REDIP2 proposal, budget, and schedule posted on school bulletin board?)
  - 3) Involvement of stakeholders in planning and implementation of REDIP2 activities
  - 4) Matching Fund (how much fund was collected?, how was it collected?)
2. Description of REDIP2 Activities
3. Teachers' Participation in MGMP and Its Impacts
4. Community Contribution besides the Matching Fund
5. Observed Impacts by REDIP2 Activities on Students, Teachers, Community, and Parents
6. School Problems and Needs besides REDIP2 Activities
7. Situation of Drop-out Students and Out-of-school Children

**Figure 6-3: Interview Guide for Schools**

1. REDIP2 Program Management <ul style="list-style-type: none"> <li>1) TPK Organization (composition of members, frequency of meetings)</li> <li>2) Transparency (Are the REDIP2 proposal, budget, and schedule posted on TPK bulletin board?)</li> <li>3) Involvement of stakeholders in planning and implementation of REDIP2 activities</li> <li>4) Matching Fund (how much fund was collected?, how was it collected?) (Note: The matching fund is compulsory for schools, but not for TPK. Still many TPK collected it.)</li> </ul>
2. Description of REDIP2 Activities
3. Degree of Community Involvement
4. Observed Impacts by REDIP2
5. Educational Problems and Needs besides REDIP2 Activities in Kecamatan
6. Situation of Drop-out Students and Out-of-school Children and Role of Sekolah Terbuka

Figure 6-4: Interview Guide for TPK

Table 6-5: Monitoring Schedule in North Sulawesi Province

Date	Kabupaten/Kota	Kecamatan	School/TPK visited
April 7 (Mon), 2003	Minahasa	Tondano	SLTP N3 Tondano
	Minahasa	Tondano	MTs Toulimambot
	Minahasa	Tondano	SLTP Catholic Tondano
	Minahasa	Tondano	SLTP Advent Tondano
	Minahasa	Tondano	SLTP Advent Tondano
April 8 (Tue), 2003	Bitung	Bitung Utara	MTs Al-Khairat Girian
	Bitung	Bitung Tengah	SLTP Guppi Bitung
	Bitung	Bitung Tengah	SLTP Krispa Bitung
	Bitung	Bitung Tengah	SLTP Advent Bitung
	Bitung	Bitung Tengah	SLTP Kristen Madidir
April 9 (Wed), 2003	Minahasa	Tumpaan	SLTP N2 Tumpaan
	Minahasa	Tumpaan	SLTP N4 Tumpaan
	Minahasa	Tombatu	SLTP N2 Tombatu
	Minahasa	Tombatu	SLTP Krispa Silian
April 10 (Thu), 2003	Minahasa	Tenga	SLTP N6 Tenga
	Minahasa	Tenga	TPK Tenga (at Cabang Dinas Tenga)
	Minahasa	Motoling	SLTP N3 Ranoyapo
April 11 (Fri), 2003	Minahasa	Tareran	TPK Tareran
	Minahasa	Tareran	SLTP N1 Tareran
	Minahasa	Tareran	SLTP PGRI Tumaluntung
April 12 (Sat), 2003	Minahasa	Wori	SLTP Kristen Darunu
	Minahasa	Likupang	SLTP Kristen Maliambao
	Minahasa	Likupang	SLTP Kristen Serey

Table 6-6: Monitoring Schedule in Central Java Province

Date	Kabupaten	Kecamatan	School/TPK visited
April 22 (Tue), 2003	Brebes	Wanasari	SLTP N2 Wanasari
	Brebes	Tanjung	SLTP N2 Tanjung
	Brebes	Banjarharjo	SLTP N3 Banjarharjo
April 23 (Wed), 2003	Brebes	Ketaggungan	SLTP Al Maarif Ketaggungan
	Brebes	Larangan	SLTP Muhammadiyah Larangan
	Brebes	Larangan	SLTP N1 Larangan
April 24 (Thu), 2003	Pekalongan	Kesesi	TPK Kesesi (at MTs N Kesesi)
	Pekalongan	Wonopringgo	TPK Wonopringgo (at SLTP Muhammadiyah Womopringgo)
April 25 (Fri), 2003	Pekalongan	Tirto	TPK Tirto (at Camat's office, Tirto)
	Pekalongan	Sragi	SLTP N1 Sragi

While the JICA study team was conducting monitoring, there was a certain obstacle disturbing the methodology of the monitoring as described above. Although the JICA study team requested the provincial implementation team to visit schools without prior appointment in order to know the daily reality in schools, it was impossible in Central Java Province, because it is not their culture. Whenever visitors, especially foreigners visit schools, the schools must be informed beforehand. The provincial implementation team of Central Java insisted that sudden visit would be embarrassing school principals. As the result, all of visits in Central Java were more or less received ceremonial receptions which were well prepared and welcome by school principals, teachers and students.

The time spent in the schools or TPKs was too short, so that the JICA study team was only able to interview school principals, teachers, TPK chairpersons or secretaries, and did not have time to interview students or parents. Therefore, the JICA study team couldn't collect beneficiaries' points of view in this monitoring. The short time in schools also limited the way of monitoring only to interviews with key stakeholders, and could not spend time to observe actual teaching-learning process in classrooms. This was caused by the busy schedule which tried to visit as many pilot schools as possible (out of 262 schools). For future monitoring, it might be important to arrange to spend a whole day in one school to observe actual teaching-learning process and interview not only principals and teachers, but also students and parents.

### ***Major Findings from the Monitoring***

Following are major findings from the monitoring.

#### ***Importance of Working with Kabupaten Government***

After decentralization, kabupaten government is given the power to decide and allocate budget of routine and development for primary and secondary schools, but the actual amount of budget allocated for schools differs so much among kabupaten. For example, Kabupaten Minahasa is the worst case, allocating very little money to junior secondary schools (Rp 1,000,000. in 2000/01, Rp. 3,000,000 in 2001/02, and Rp. 2,500,000<sup>14</sup> in 2002/03 per public junior secondary school). Therefore, most schools in

<sup>14</sup> The JICA study team later found out that Dinas P&K of Kabupaten Minahasa didn't even disburse Rp. 2,500,000 in 2002/03.

Kabupaten Minahasa could not receive enough textbooks for their students and decided to use REDIP2 budget to buy textbooks. Since textbooks are one of the most important and essential input to education, it is important to ask the kabupaten government to allocate enough budget for schools so that schools can buy enough textbooks. The JICA study team met the new governor of Kabupaten Minahasa in March 2003 and explained the importance of supporting schools with enough budget. He seemed to understand the importance of allocating more budget for education<sup>15</sup>, and the vice governor of Kabupaten Minahasa participated in REDIP2 exchange program between North Sulawesi and Central Java Provinces, which was considered as a good sign for Kabupaten government's increasing concern and support for basic education.

It is important for REDIP2 to involve kabupaten government (governors and vice governors in particular) as much as possible in order to get their sustained support (especially financial support) for basic education. In March 2003, Kabupaten Minahasa parliament decided to divide Kabupaten Minahasa into three: Kota Tomohon, Kabupaten Minahasa, and Kabupaten South Minahasa. As of April 2003, the kabupaten government is still only one, but it is expected that these new governments will be established<sup>16</sup> and separate governors will be selected for these three Kabupaten/Kota in near future, so it is necessary to keep watching what would happen and make contacts with new governments and governors in order to promote new governments' understanding and support to basic education. There is also a political movement to try to establish Kabupaten North Minahasa, so it is important to keep watching on this movement carefully.

In case of Central Java, the situation seems better than Minahasa. Schools in Kab.Brebes and Kab.Pekalongan at least receive bigger amount of routine budget than that of Minahasa. However, most schools don't receive development budget from the governments, thus their physical conditions are sometimes so poor. They urgently need some rehabilitation and procurement for schools.

### *Teacher Shortage in Rural Schools*

In North Sulawesi Province, there are many schools located in the rural areas which suffer from shortage of teachers due to the bad accessibility to the school. For example, SLTP N3 in Motoling has only two government teachers and the village hired two part-time teachers. Although teachers in SLTP N3 Motoling thanked REDIP2 program under which the school was able to buy some teaching aids, but without having enough number of teachers in school, REDIP2 activities cannot have intended results.

For another example, teachers in SLTP N3 Motoling could not participate in MGMP activities, because they did not have any other teachers to take care of their classrooms during their absence. It is common that many teachers prefer to work in urban areas, and if assigned in rural schools, many of them tried to get re-assigned to urban schools using their personal connection with the high-ranking officers in kabupaten government. Thus, it is important to keep asking kabupaten Dinas P&K office to allocate enough

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<sup>15</sup> In July 2003, the JICA study team received the governor's commitment that each REDIP2 school in Kabupaten Minahasa receives Rp. 2 million in 2003/04 and Dinas P&K would also receive Rp. 50 million for monitoring expenses.

<sup>16</sup> As of July 2003, Kabupaten Minahasa hasn't been divided yet because Kabupaten South Minahasa should be born together with Kota Tomohon due to administrative reason, but Kota Tomohon's mayor hasn't been selected yet although new governor of South Minahasa is already selected, and they are ready to separate.

number of teachers to the rural schools and provide enough incentives to rural school teachers.

The same problem is there in Central Java, especially at MTs because they are generally poor and small, and the number of teachers is usually not enough. They also don't get many supports from MORA or yayasan compared to SLTP public schools.

### ***Local Resource Mobilization***

In many schools, REDIP2 promoted the parents and the communities to contribute more to the schools. For example, SLTP N3 Tondano bought one classroom partition using REDIP2 fund and the community donated 2 more partitions. SLTP Advent Tondano bought one computer using REDIP2 fund and the community donated two more computers. This kind of effect by REDIP2 to collect more funds from parents and communities is commonly found in many schools. Most schools said that it became easier for them to collect the matching fund from the parents and communities after REDIP2 program started because they conducted education awareness campaign under REDIP2. This activity has a lot of impact on parents and communities. REDIP2 program also promotes activities that invite parents and communities. That kind of activities gradually receives more trust and support from the parents and communities.

It is interesting to know a wide variety of methods which schools invented to collect matching funds in both Central Java and North Sulawesi. For example, schools are sending request letters to parents and the community leaders, schools are selling banana chips or cakes which students made in local content class and others. Collecting matching fund activities are also providing more chances to meet schools and parents or communities together. Through various kinds of REDIP2 pilot project activities, it is observed that parents and communities have got more opportunities to contact school than before.

### ***Spreading REDIP2 beyond Pilot Areas***

Kabupaten Pekalongan is planning to start REDIP2-type program in non-REDIP2 Kecamatan using their own fund. Central Java Province is also using REDIP2 counterpart fund allocated from the Ministry of National Education to spread REDIP2 concept among non-REDIP2 Kabupaten through training. This is a good evidence that REDIP2's bottom-up planning concept has been welcomed by Indonesian central government as well as local governments. Remarkable fact is that they intend to conduct REDIP2-type program with their own fund and initiatives. This movement is one of REDIP final goals that REDIP experienced local government may spread the program into other area by themselves. Hereafter, it is very important for the JICA study team to observe and monitor how REDIP2 concept and program are spreading to other areas beyond REDIP2 pilot Kabupaten and Kecamatan.

## **6.4 Monitoring Instruments**

For an educational development project or program, it is usually said that the important point is not only its achievement or outcome, but also monitoring the development process. In other words, to understand what is actually happening on the ground and ultimately what elements led the project or the program to success is essential. For example, principals', teachers', students' and parents' attitudes and behavior changes would indicate the level of subsequent success in the project or the program.

As we learned from REDIP1 pilot project, it had certainly motivated many school principals, teachers, parents and the communities to have more concern about education and commit themselves to improving education with their own ideas, while it could not yet clearly show a direct positive effect on students' achievement in EBTANAS.

From this lesson, it can be useful for REDIP2 if monitoring system can measure the degree of school, TPK and community aspiration and commitment quantitatively. For example, REDIP2 Pilot Project required schools to raise matching funds from their communities. Then, the amount collected as a matching fund may be interpreted as one quantitative measurement of their aspiration and commitment. However, the problem lies in the fact that the matching fund data from school financial reports are only in cash term. They don't include in-kind contribution such as materials, goods and labors. Besides this matching fund evaluation, REDIP2 has been experimentally applying Monthly Monitoring Sheet method. As shown in Table 6-7 and 6-8, each field consultant has his/her responsibility to fill out the two sheets in his/her appointed kecamatan. In these sheets, each subject contains a qualitative scale question. From these monthly monitoring sheet data, TPK's or a school's aspiration and commitment trends can be measured and evaluated (see also Appendix. There are tables which show the result of "Q4: Motivation").

Table 6-7: TPK Monthly Monitoring Sheet

**TPK MONTHLY MONITORING SHEET** for month \_\_\_\_\_ of year \_\_\_\_\_

Field Consultant \_\_\_\_\_ Submission Date \_\_\_\_\_

Kabupaten \_\_\_\_\_ Kecamatan \_\_\_\_\_

**1. TPK meetings during the month**

Date/ Month	No. of attendants	Duration (hours)	Main agenda	How was the meeting? (Circle one*)				
				1	2	3	4	5
				1	2	3	4	5

\* 1=very quiet 2=quiet 3=ordinary 4=lively 5=very lively

**2. Activities done during the month**

Activity Title	Activity status (Circle one)	Stage of implementation (Circle as many)	No. of participa nts	How was it done? (Circle one*)				
	1 Proposed 2 Not proposed	1 Preparation 2 Implementation 3 Follow up		1	2	3	4	5
	1 Proposed 2 Not proposed	1 Preparation 2 Implementation 3 Follow up		1	2	3	4	5

\* 1=very poorly done 2=poorly done 3=fair 4=well done 5=very well done

**3. Motivation level** (1=very low 2=low 3=fair 4=high 5=very high)

Chairman of TPK	1	2	3	4	5
Camat	1	2	3	4	5
Kepala Cabang Dinas P&K	1	2	3	4	5
School principals (TPK members)	1	2	3	4	5
School teachers (TPK members)	1	2	3	4	5
Parents (TPK members)	1	2	3	4	5
Community leaders (TPK members)	1	2	3	4	5
Other TPK members	1	2	3	4	5

**4. Coordination/Communication level**  
(1=very low 2=low 3=fair 4=high 5=very high)

Local government and TPK	1	2	3	4	5
Community and TPK	1	2	3	4	5
Schools and TPK	1	2	3	4	5
Among principals	1	2	3	4	5
Among MGMP members	1	2	3	4	5
Between principals and MGMPs	1	2	3	4	5

**5. Overall evaluation** (1=very bad 2=bad 3=fair 4=good 5=very good)

TPK	1	2	3	4	5
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**6. Remarks**

Table 6-8: School Monthly Monitoring Sheet

**SCHOOL MONTHLY MONITORING SHEET** for month \_\_\_\_\_ of year \_\_\_\_\_

Field Consultant \_\_\_\_\_ Submission Date \_\_\_\_\_

Kabupaten \_\_\_\_\_ Kecamatan \_\_\_\_\_

School \_\_\_\_\_

**1. School Committee meetings during the month**

Date/ Month	No. of attendants	Duration (hours)	Main agenda	How was the meeting? (Circle one*)				
				1	2	3	4	5
				1	2	3	4	5

\* 1=very quiet 2=quiet 3=ordinary 4=lively 5=very lively

**2. Activities done during the month**

Activity Title	Activity status (Circle one)	Stage of implementation (Circle as many)	No. of participants	How was it done? (Circle one*)				
	1 Proposed 2 Not proposed	1 Preparation 2 Implementation 3 Follow up		1	2	3	4	5
	1 Proposed 2 Not proposed	1 Preparation 2 Implementation 3 Follow up		1	2	3	4	5

\* 1=very poorly done 2=poorly done 3=fair 4=well done 5=very well done

**3. Donations collected during the month**

Donation	Approximate total amount	Main donor (Circle as many)	How was it collected? (Circle one*)				
Cash (including Matching Fund)	Rp	1. Parents 2. Community 3. Yayasan 4. Principal / teachers 5. School activity 6. Other	1	2	3	4	5
Labor	people	1. Parents 2. Community 3. Yayasan 4. Principal / teachers 5. School activity 6. Other	1	2	3	4	5
Material Main items: _____	_____	1. Parents 2. Community 3. Yayasan 4. Principal / teachers 5. School activity 6. Other	1	2	3	4	5

\* 1=with great difficulty 2= with difficulty 3=so so 4=with ease 5=with great ease

**4. Motivation level** (1=very low 2=low 3=fair 4=high 5=very high)

Chairman of School Committee	1	2	3	4	5
Principal	1	2	3	4	5
Teachers (Committee members)	1	2	3	4	5
Students (Committee members)	1	2	3	4	5
Parents (Committee members)	1	2	3	4	5
Community leaders (Committee members)	1	2	3	4	5
Yayasan (if applicable)	1	2	3	4	5
Teachers (non-Committee members)	1	2	3	4	5
Parents (non-Committee members)	1	2	3	4	5
Businessmen/private companies	1	2	3	4	5

**5. Coordination/Communication level** (1=very low 2=low 3=fair 4=high 5=very high)

Local government and school	1	2	3	4	5
Community and school	1	2	3	4	5
Principal and teachers	1	2	3	4	5
Among teachers	1	2	3	4	5
Principal and administration staff	1	2	3	4	5

**6. Overall evaluation** (1=very bad 2=bad 3=fair 4=good 5=very good)

School Committee	1	2	3	4	5
School	1	2	3	4	5

**7. Remarks**



However, there are several points that ought to be discussed regarding the Monthly Monitoring Sheets.

- Do the data have high credibility?
  - The field consultants are not able to monitor all activities which are held in different TPK or schools. Therefore, the field consultants have to rely on TPK or school committee members whose data may be subjective.
- The yardstick to measure progress differs among the field consultants. How can data collected by a field consultant be compared with the others?
  - Common criteria to monitor the progress or impacts need to be developed among not only the field consultants but also among TPK and school committee members.
- The Monthly Monitoring Sheets are still not able to explain causes of high/low aspiration or commitment.
- The field consultant's burden has been increased because of these monthly monitoring sheets.
  - The field consultant has another obligation to submit a monthly regular report which describes the TPK and school activities in the kecamatan in charge.

Since TPK and school activities are basically group activities, it could be possible to measure them from the group capacity development point of view. By describing a typical process of group capacity building<sup>17</sup>, another type of a monitoring sheet to measure group capacity building can be developed as shown in Table 6-9. This monitoring sheet is designed to count the number of "Yes" or "No" for the set of questions. It can be filled out by a third person as well as the group members, however a facilitator of the capacity building usually encourages the group members to do self assessment. First, the self assessment makes the members understand the constraints of their group, and secondly it may motivate them to work together to improve their activities.

This monitoring sheet is just an example proposed by the JICA study team as a basis for further discussion. The important point is the design and the underlying logics of the monitoring sheet discussed with the REDIP2 stakeholders, namely MONE counterparts, TPK members, school principals, community members and the field consultants, and reaching a final version.

Since it might be difficult to identify any clear change in this kind of qualitative assessment, the monitoring this kind of group capacity building can be conducted at the end of every term, not at every month. The score by the third person, that is the field consultant, can be compared with the score by the TPK and school committee members, and then they have discussion on the causes of different perceptions. This discussion might be useful to let the members realize dynamics of group work.

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<sup>17</sup> This is developed from the author's experiences in working with farmers' groups in some Asian and African countries.

**Table 6-9: Sample Monitoring Sheet for Group Capacity Building**

Question	Answer	
	Column A	Column B
<b>1. Cooperative Spirits among Members</b>		
(1) Is there a lot of cooperation and mutual help among the members?	Yes	No
	No	Yes
(2) Is the organization fragmented with the number of the factions?	No	Yes
(3) Are a few people monopolizing the important resources of the group?	Yes	No
(4) Does the group have a common vision and goals shared by all members?		
<b>2. Leadership</b>	No	Yes
(1) Is the leader of your group dominating and dictating?	No	Yes
(2) Do a small number of people decide for the group without any participation of the majority?	No	Yes
(3) Are there many occasions when the leader's opinions are ignored by others?	No	Yes
(4) Are there many occasions when nobody can decide in the group meeting?	Yes	No
(5) Is the leader of your group trusted by many members?	Yes	No
(6) Is the leader good at listening to the members' opinions and making sound consensus among the members?		
<b>3. Collective Action</b>	Yes	No
(1) Are many members interested in working together in the group?	Yes	No
(2) Are many members willing to volunteer their labors and time for the group work?		
<b>4. Relation with External Organizations</b>	Yes	No
(1) Does your group have a strong relationship with the government?	Yes	No
(2) Does your group have a strong relationship with NGO?		
<b>5. Mobilization of Local Resources</b>	Yes	No
(1) Is it easy for your group to mobilize the members' technical skills or expertise for the group purpose?	Yes	No
(2) Is it easy for your group to mobilize the money from the members for the group purpose?		
<b>6. Organization</b>	Yes	No
(1) Is there regular meetings (such as monthly or weekly meetings) in your group?	No	Yes
(2) Are there many members who usually do not pay the membership fee by due date?	Yes	No
(3) Is there the record of the group meetings?	Yes	No
(4) Is there the record of financial transactions by the group?	Yes	No
(5) Is the financial record always explained and open to every member?		
Total Number		

*Instruction: Please answer the above 21 questions either by "Yes" or "No", and circle your answer either in column A or B. Then, count how many circles you got in Column A. If the number is more than 15, the capacity of your group is evaluated as High. If between 15 and 8, it is Medium, and if less than 8, it is Low.*

## 6.5 Findings from Financial Reports

All TPKs and schools completed REDIP2 pilot activities Year 1 (2002/03) in May 2003, and submitted their financial reports to the JICA study team as well as their activity reports through the kabupaten implementation teams (KITs) and the provincial implementation teams (PITs), as required within the framework of REDIP2. The field consultants, KITs, PITs and the JICA study team examined each financial report carefully, as to whether it has been prepared in accordance with our the Financial Guideline and has satisfied the requirement. The section illustrates several findings from evaluation of the financial aspects of REDIP2 pilot activities.

Overall, most TPKs and schools have achieved a satisfactory level, although there remain some problems necessary to be addressed in Year 2 (2003/04) pilot project.

### 6.5.1 Evaluating Appropriateness of Submitted Financial Reports

In order to evaluate the appropriateness of the financial reports, each has been examined with a particular attention to the following two:

- Whether all the required documents and forms are prepared and attached.
- Whether funds have been used as planned in their proposals.

#### ***Satisfying Documentation Requirement***

- 1) A set of REDIP2 financial report forms required in the Financial Guidelines (B1~B7 for Term 1 and C1~C7 for Term2) are prepared and compiled as a report.
- 2) Necessary attachment (receipts in B8 form and a photocopy of bank statement) to the above forms is also compiled.
- 3) The financial report is certified by school principal, BP3 representative (for Year1), treasurer, auditor and external auditor, with their authorized signatures (B1 or C1).

Form B1:	Financial Statement
Form B2:	Financial Summary
Form B3:	Bank Account Transactions
Form B4:	Matching Fund Record: Cash Donation
Form B5:	Matching Fund: Material Contribution
Form B6:	Matching Fund: Labor Contribution
Form B7:	Expenditure by Activity
Form B8:	Receipt

Most TPKs/schools prepared a full set of the financial report forms and satisfied the documentation requirement. Minor attention has been paid when checking their calculations. Some TPKs/schools failed to attach a receipt or a photocopy of their bank statement, although they promptly responded to it upon request. Remarkably, in Term 2, all TPKs/schools have completed C1 form without missing any single signature of the five.

#### ***Checking the Validity of Fund Use***

- 1) Funds have been procured as planned, through the REDIP2 fund disbursement, combined with a matching fund.
- 2) Funds have been allocated to each activity as planned.
- 3) Funds have been used properly.
  - Irrelevant use (e.g., salary for Principal, food and snacks, car purchase, etc.)
  - Validation of receipts

In terms of fund sharing, a large number of schools successfully raised matching fund to clear the target as they proposed (more than 10% of the REDIP2 fund). As for fund allocation, some TPKs/schools changed their activities from the initial ones, due primarily to a change in their needs. Most TPKs/schools made a change in their activities through consultation with their field consultants, and also prepared the revised proposals. On the other hand, some schools purchased a unit of computer without notifying their field consultants, although purchasing computer is "subject to a very intensive and critical appraisal in consideration of sustainability" as suggested in the REDIP2 Financial Guidelines. Thus, a certain penalty charged upon these schools (e.g. refund) is being in consideration.

### **6.5.2 Good Performance and Problems to be Addressed in Year 2 by Kabupaten**

This part highlights good performance and ongoing concerns relevant with each Kabupaten, arising from the evaluation process.

#### **1) Brebes, Central Java**

TPKs/schools' performance varies from kecamatan to kecamatan. It is very interesting to say that schools with good performance are concentrated in the same kecamatan. All the TPKs/schools in one kecamatan made well-established financial reports, while all schools in another did not comply with the REDIP2 Financial Guidelines properly. For example, insufficient matching fund raising, no notification of a change in their proposals and no notification of computer purchase. Close interaction between schools and field consultants through the year is considered necessary.

The system of reviewing the financial reports of TPKs and schools was to form a team for each kecamatan, and the team members consisted of one from the kabupaten implementation team as an external auditor and one from the provincial implementation team. The financial reports from schools were first submitted to TPK, then kabupaten and province.

The JICA study team found that some financial reports were still incomplete although they were already reviewed and satisfied by the proposal reviewing team. The JICA study team suspects that some of the proposal reviewing team didn't review proposals seriously enough. The most of incomplete findings were mismatching expenditure summary sheet and receipts (its amounts and dates). The JICA study team has already requested the kabupaten and provincial implementation teams to work decently.

#### **2) Pekalongan, Central Java**

Although many schools demonstrated good performance, all kecamatan but Kec.Tirto have faced with problems. At least one or two schools in each Kecamatan did not comply with the REDIP2 Financial Guidelines including insufficient matching fund raising, no notification of a change in their proposals and no notification of computer purchase. In terms of matching fund record, it is remarkable that SLTP N1 Kajen attached the signature list of all cash contributors to their matching fund.

Compared to Term 1 (July 2002 – October 2002), the quality of financial reports of TPKs and schools in Kab.Pekalongan has been improved. There were so many problems in Term 1. This fact shows that each TPK and school in Kab.Pekalongan have learned

how to keep an accountant and to make a financial report through experience and practice. This is also a proof that providing only training cannot improve capacity of school management fully. Providing chances of having exercise and practice for participants are very important factors for success of capacity building.

The system of reviewing financial report Pekalongan took is almost same as that of Brebes. This is because the provincial implementation team organized the system. As it is found in Brebes, some of the reviewing team in Pekalongan seems that the team didn't go through financial reports thoroughly. The JICA study team still found some problems after the review by the kabupaten and provincial teams.

### 3) Minahasa, North Sulawesi

Many TPKs/schools in Minahasa also demonstrated good performance. Most schools prepared their revised proposal with their field consultants when they decided to change the activities. However, there remain some concerns that at least one school per kecamatan made miscalculations in some forms, or in particular failed to raise matching fund.

Kab.Minahasa has also made remarkable improvement compared to Term 1. As the same case of Kab.Pekalongan, all the TPKs and schools have learned how to keep an accountant and make a financial report. In Term 1, there were some schools complaining why they have to make such a tiresome financial report compared with ADB project. But now, there are no such schools existing, and their transparency is also improving.

### 4) Bitung, North Sulawesi

Many TPKs and schools in Bitung are among the best performers (although the total number of schools is small compared with other kabupaten), with their well-prepared financial reports. Most schools have implemented their activities as planned. A few schools that changed the activities, and submitted their revised proposals, helped by the field consultants. Most schools successfully received cash donation enough to implement additional activities. At the beginning of Term 2, Bitung local government provided each school with Rp.5m for use of the final exam preparation for grade 3 students. All REDIP2 schools recognized this as an additional activity to their REDIP2 pilot activities, and prepared all the necessary documents in their financial report. Such good performance in Bitung indicates that TPKs/schools had good communication with the field consultants through Year 1 and also received a sufficient support from those consultants at the financial report preparation stage.

The reviewing system in Bitung is slightly different from the other kabupaten. They organized **3 Day Proposal Review Meeting** where 24 treasures (one treasurer from its school) were divided into 3 groups, and each member of the group was invited to submit the school financial report to Dinas P&K on a fixed time and day. The reviewing team consisted of the field consultants, one external auditor and two Dinas P&K personal. The reviewing team examined each report in front of the treasurer, and whenever there were some unclear points, the team asked the treasurer, and treasurer tried to answer them or correct them if necessary. When the team found any big mistake or problem on the report, they asked the treasurer to go back to school, and correct it with the principal and the school committee members. The JICA study team believed that this system worked very well since there are almost no mistakes in the financial reports from Bitung.

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## Chapter 7 First Year Pilot Project: Outcome and Impact

### 7.1 Qualitative Analysis of First Year's Impact

#### 7.1.1 Focus-group Interviews: Background

A wide range of stakeholders have expressed their appreciation of REDIP2 Year 1 pilot. Their statements of appreciation typically refer to motivation gained by and momentum emerging among students, teachers, principals, regional government officers and community. The statements, however, tend to be very general and often lack accuracy and concreteness.

In order to measure changes and impact of the REDIP2 pilot project, three comprehensive school surveys were scheduled in REDIP2.<sup>1</sup> The surveys were carefully designed to provide a comprehensive data set for intensive quantitative analysis (Figure 7-1). However, it seems that the survey results would not be sufficient to draw a picture of continuous changes that the stakeholders are experiencing at the micro level.

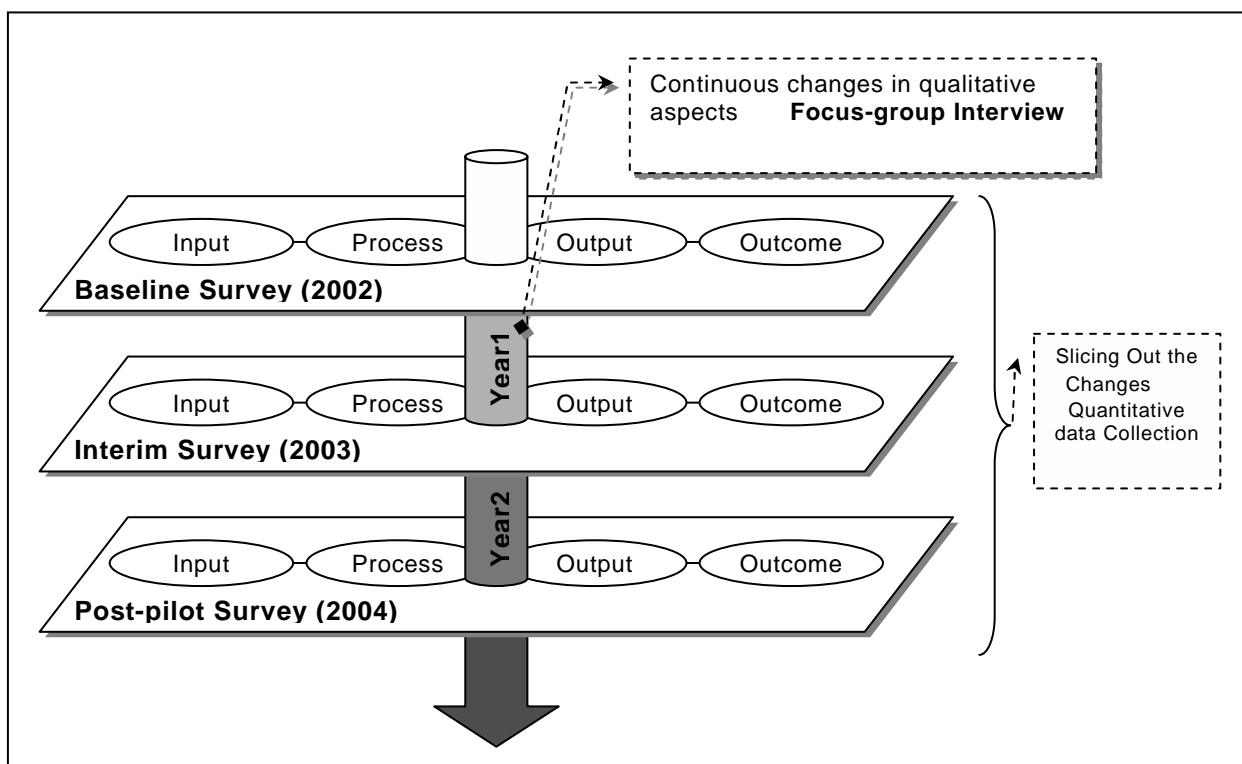


Figure 7-1: Position of the Focus-group Interview

Because of this consideration, the JICA study team conducted a set of focus-group interviews of the field consultants and REDIP2 counterparts at Provincial Dinas P&K office. The interviews were aimed to collect:

<sup>1</sup> Two of the surveys, Baseline and Interim Surveys, have already been completed.

- Perception of what positive changes REDIP2 Year 1 has been making.
- Concrete and convincing information to detect continuous changes.

With such information, actual and down-to-earth development through REDIP2 would be described with clarity. Also, outcomes of such qualitative analysis would be helpful to develop hypotheses for quantitative analysis using the school survey data.

### 7.1.2 Methodology

Logistical arrangement and methodology for the focus-group interviews are outlined in Table 7-1.

Table 7-1: Arrangement and Methodology for the Focus-group Interview

	Central Java (CJ)	North Sulawesi (NS)
Date	19-20 June 2003	12-13 June 2003
Venue	<ul style="list-style-type: none"> <li>• Province Dinas P&amp;K office</li> </ul>	<ul style="list-style-type: none"> <li>• Province Dinas P&amp;K office</li> <li>• Venues of the mid-term refreshment training</li> </ul>
Interviewee	<ul style="list-style-type: none"> <li>• Field consultant (9)</li> <li>• Province Dinas P&amp;K official (2)</li> </ul>	<ul style="list-style-type: none"> <li>• Field consultant (7)</li> <li>• Province Dinas P&amp;K official (2)</li> </ul>
Grouping	<ul style="list-style-type: none"> <li>• Individual interviews to Province Dinas P&amp;K officials</li> <li>• Two groups of the field consultant (4-5 each)</li> </ul>	<ul style="list-style-type: none"> <li>• Individual interviews to Province Dinas P&amp;K officials</li> <li>• One group of the field consultant (7)</li> </ul>
Methodology	<ul style="list-style-type: none"> <li>• An open question of "how REDIP2 Year1 has been making impact on students, teachers, principals, communities, local governments, etc." was asked.</li> <li>• Each interview session took 1 – 2 hours.</li> <li>• Some of interviewees responded in a written form.</li> </ul>	

Results of the interviews are described in following sections under these categories:

- Student;
- Teacher;
- Principal and School Management;
- Inter-School Relationship (TPK);
- Kabupaten/Kota Dinas P&K;
- Kabupaten/Kota Government (Bupati/Walikota and DPRD); and
- Community.

Under each category, there are two sub-categories:

- Planned changes/impact derived from the proposed activities; and
- Unplanned or unexpected consequences.

Readers are reminded that examples cited in the following sections are not exhaustive and that many other similar cases at various locations were reported in the focus-group interviews.



It should also be noted that these statements collected here are preliminary ones, requiring crosschecking and verification. Nonetheless they would be a sufficient indication of quantitative changes and impact that took place in REDIP2 Year 1.

### 7.1.3 Changes, Impact and Consequences

#### ***Changes, Impact and Consequences Regarding Students***

It is widely observed that students have been motivated and encouraged to come to school and learn. Many schools have become more attractive to students through various REDIP2 activities.

#### **Planned changes and Impact**

- With more textbooks (*buk teks* and *buk paket*) available, ***teachers are giving homework to students***. Also students are obtaining skills in making reports and summarization by using book chapters.
  - ✧ General observation, North Sulawesi Province (NS)
  - ✧ Schools in Kec. Tumpaan, Minahasa, NS
  - ✧ Schools in Kota Bitung, NS
- Students have ***a stronger sense of belonging to school***. A better-looking school with better facility has gained ***attractiveness*** and fostered a sense of pride of being part of the school.
  - ✧ General observation, NS.
  - ✧ Schools in Kec. Tumpaan, Minahasa, NS
  - ✧ Schools in Kec. Tombatu, Minahasa, NS
  - ✧ Schools in Kota Bitung, NS
- Many students say various ***extracurricular activities (e.g., sports competition, subject competition, cultural events, etc.) have given attractiveness*** to their schools.
  - ✧ General observation, NS
  - ✧ Schools in Kec. Tombatu, Minahasa, NS
  - ✧ MTs Darul Ulum Lumpur, Kec. Losari, Brebes, Central Java Province (CJ)
- ***Students feel that teachers take more care of them***. It seems that the more frequent communication, the more sense of being taken care of.
  - ✧ General observation, NS
  - ✧ Schools in Kec. Tombatu, Minahasa, NS

#### **Unexpected consequences**

- Some schools have reported that ***student performance in NEM (or UAN) has been significantly improved***. Comprehensive analysis is necessary to examine if such phenomena are statistically valid or not. Yet those changes have encouraged teachers to improve their teaching and learning process further.
  - ✧ SLTP Kristen Tondano, Minahasa, NS

Table 7-2: NEM Scores at SLTP Kristen Tondano, Minahasa, North Sulawesi

	<i>Civics</i>	<i>Indo-nesian</i>	<i>Math</i>	<i>Science</i>	<i>Social Science</i>	<i>English</i>
2001/2002	4.79	4.29	4.54	4.47	4.99	4.17
2002/2003	7.92	6.18	5.08	7.84	7.92	5.77

### ***Changes, Impact and Consequences Regarding Teaching and Learning Process***

Teachers have been “encouraged” and “motivated” with increased quantity and variety of textbooks, teaching-aids, and other materials. Teaching and learning processes have been improved as teachers are able to make lesson plans and put them into practice utilizing a wider variety of materials. Some teachers even attempted to develop their own modules and textbooks.

#### **Planned changes and impact**

- Preparing ***lesson plans is easier*** and the ***plans are enriched***. ***Teaching sequences have become smoother and logical*** in class planning.
  - ✧ General observation, North Sulawesi (NS)
- Teachers try harder to ***make a better use of existing teaching-aids, books and other materials***. Field Consultants have witnessed more frequently that teachers use these materials in class.
  - ✧ General observation in NS and Central Java (CJ)
  - ✧ Schools in Kec. Tombatu, Minahasa, NS
  - ✧ Schools in Kec. Tenga, Minahasa, NS
  - ✧ Schools in Kec. Tumpaan, Minahasa, NS
  - ✧ SLTP N3 Kajeng, Pekalongan, CJ
  - ✧ Schools in Kec. Brebes, Brebes, CJ
  - ✧ Schools in Kec. Losari, Brebes, CJ
  - ✧ Schools in Kota Bitung, NS
- Teachers at several locations have started to teach students how to use PC. PC was originally procured for school administration purpose. Being inspired by the PC, ***teachers decided to learn how to use PC for themselves and to teach students of grade 1-3***.
  - ✧ SLTP Advent Tondano, Minahasa, NS
- At some locations, ***local contents have been enriched***. In those cases, designing of the local contents typically starts with needs assessment through discussion with parents and community members.
  - ✧ MTs Ma'arif, Kec. Karanganyar, Pekalongan, CJ (classes on fabric dyeing)
  - ✧ SLTP N1 Karanganyar, Pekalongan, CJ (needlecraft)
  - ✧ SLTP N1 Kajeng, Pekalongan, CJ (local food cooking)
- ***Physical improvement of school has provided a more conducive environment*** for students to learn. For example, with roof repaired, classes will no longer be interrupted when it rains. Classroom walls prevent noise from adjacent classrooms. Betterment of water supply and toilets has saved students “toilet trip” to neighboring houses.
  - ✧ Various locations

- ◇ SLTP N2 Tondano, Minahasa, NS
  - ◇ SLTP Kristen Tondano, Minahasa, NS
  - ◇ SLTP N2 Wiradesa, Pekalongan, CJ
  - ◇ SLTP N5 Wiradesa, Pekalongan, CJ
- One school has initiated an activity called ***“teaching and learning guidance for the out-of-school.”*** Teachers in pairs visit out-of-school children once a week to provide some educational services. Target children are slow-learning dropouts and/or those not able to afford education. They form groups, typically 2-3 in one group, to receive tutorial services from visiting teachers. Such an innovative attempt is unlikely to take place elsewhere.
    - ◇ SLTP N3 Wanasari, Brebes, CJ

#### Unexpected consequences

- Inspired by increased titles and quality of books procured under REDIP2, several schools have ***extended library hours to afternoon, 6 days a week.*** In such schools ***the number of students visiting library has increased.***
  - ◇ MTs Muh. Wanasari, Brebes, CJ
  - ◇ MTs Ma'arif Wanasari, Brebes, CJ
  - ◇ MTs Al Ikhlas Losari, Brebes, CJ
  - ◇ SLTP N2 Wiradesa, Pekalongan, CJ

#### From Field Consultant's Memo (1): SLTP Kristen Kaneyan, Tareran, Minahasa, North Sulawesi

The school building was very poor before REDIP. It did not look like a school. It had only a few students, and the number of student was decreasing as many students had moved to SLTP N4 Tareran in Wuwuk (a neighboring village). Once, there were no students at all, but when parents and community heard about REDIP through socialization, parents started to send their children back to this school.

The school committee had proposed some activities for Year 1 including textbook management, procurement of students' tables and chairs, rehabilitation of roof and classroom, construction of toilet and clean water supply, etc.

Those activities were well implemented with support from the community. The level of community awareness in supporting the school is indicated by the amount of



matching fund they have raised - the amount exceeded the target. The community still continues raising funds even though they finished implementing the proposed activities for REDIP2.

The condition of the school now is much better than before. Now the students can learn in a more comfortable classroom. They don't have to take a long walk to the neighboring school. Teaching and learning processes are more efficient and effective by utilizing textbooks and teaching media bought with REDIP2 funds and matching fund.



(Pictures: SLTP Kristen Kaneyan - August 2002: Before REDIP2)

### ***Changes, Impact and Consequences Regarding Teachers***

Some behavioral changes have been observed among teachers. They have become more aware of professionalism through several keywords like capacity, performance, academic skill, etc. In other words, "a spirit of challenge to better performance" is being fostered.

It is noteworthy that many teachers think that Kecamatan MGMP activities are 1) much more effective than Kabupaten MGMP since the number of participants is appropriate, 2) more productive in preparing teaching-learning materials, and 3) more effective in sharing experiences and ideas among teachers for better teaching-learning processes.

#### **Planned changes and impact**

- Teachers have learned to ***look at "teaching capability" in a more critical way.*** They now look at it from at least two perspectives of "ideal" and "real" capacity, thinking how possibly they can improve or optimize their performance.
  - ✧ General observation, NS
- Some schools invited ***university lecturers to give school-based in-service teacher training.*** Such an activity is innovative in itself since ordinary schools would hesitate to invite university lecturers feeling that SLTP teachers are inferior to university lecturers.
  - ✧ An SLTP in Brebes, CJ

#### **Unexpected consequences**

- ***Guru inti (distinct teachers) have become more cooperative with younger colleagues*** and active in REDIP2 activities. Before REDIP2 started, ***guru inti*** were not happy to share his/her experiences and know-hows with others. Also, they tried to stay at school as short as possible -- they considered this a prestige awarded to ***guru inti***. Such behavior has been changed.
  - ✧ General observation, CJ
- ***Teaching aids and materials are shared more widely among senior and young teachers.*** Senior teachers tended to "monopolize" the limited teaching resources at school (e.g., science lab room, equipment), and they did not like

younger teachers to use them. Such behavior has also been overcome at REDIP2 schools.

- ✧ Schools in Kec. Brebes, Brebes, CJ
  - ✧ Schools in Kec. Losari, Brebes, CJ
  - ✧ Schools in Kota Bitung, NS
- Being inspired by MGMP activities, teachers have started to **develop “modules” as an alternative to existing textbooks (buk teks and buk paket)** at several locations. Some even plan to duplicate the modules and materials to be used at all schools in the kecamatan. This has become possible after CBC (Competency-based Curriculum) was introduced in July 2003 where schools are allowed to choose/develop their textbooks freely. However, such an initiative is unlikely to happen in non-REDIP sites.
    - ✧ SLTP PGRI Brebes, Brebes, CJ
    - ✧ SLTP N1 Brebes, CJ
    - ✧ SLTP Muh. Brebes, CJ
    - ✧ Various locations in Kec. Tanjung, Brebes, CJ
    - ✧ Various locations in Kec. Tirto, Sragi, and Wiradesa, Pekalongan, CJ
    - ✧ SLTP N1 Sragi, Pekalongan, CJ
    - ✧ SLTP N3 Sragi, Pekalongan, CJ
  - Being inspired by MGMP activities, several teachers have attempted to **develop low-cost teaching aid using locally available materials.**
    - ✧ SLTP N4 Wanasari, Brebes, CJ
    - ✧ SLTP Ma'arif Wanasari, Brebes, CJ
    - ✧ SLTP Muh. Wanasari, Brebes, CJ
    - ✧ SLTP N2 Jatibarang, Brebes, CJ (English board game)
    - ✧ Schools in Kec. Tenga, Minahasa, NS

### **Changes, Impact and Consequences Regarding Principals and School Management**

Principals' behavior has started to change. Also, changes in the mode of school management are observed. Statements regarding this phenomenon often contain such keywords as *“openness,” “transparency,” “participation,” “democratic,”* etc.

#### **Planned changes and impact**

- A majority of **schools have posted the REDIP2 proposal and financial report on the school bulletin board**, though it was not compulsory during Year 1. Many schools also allow **anyone to access to the financial log book** kept by the committee's treasurer. Schools have never practiced such a disclosure of financial information.
  - ✧ General observation, CJ and NS
- **Principals have come to pay more attention to supporting and supervising the teachers** through the monitoring of the REDIP2 activities. Also they now have a **clearer picture of what resources they have and what they don't at school and in community.**
  - ✧ General observation, NS
- Principals have come to **mind not only his/her own school but also neighboring schools** through collaboration with others. They used to be near-sighted and

little concerned with other schools. Now, *more principals have a better knowledge of neighboring schools, what they have and what they do not*, regardless of the school type (that is, SLTP, MTs, public or private).

- ✧ Kec. Tumpaan, Minahasa, NS
- ✧ Kec. Tombatu, Minahasa, NS
- ✧ Kec. Tareran, Minahasa, NS
- As REDIP2 activities progressed, more stakeholders began to realize that *the principal should not be left alone to manage school*, and that school can be collaboratively managed through *group work involving teachers and community*. Both principals and teachers tend to think that school management is the principals' privileged job that others should not intervene. The principal sometimes struggles alone in such circumstances.
  - ✧ Several locations in NS and CJ
  - ✧ Kec. Tumpaan, Minahasa, NS
  - ✧ Kec. Tombatu, Minahasa, NS
  - ✧ Kec. Tareran, Minahasa, NS
  - ✧ Kota Bitung, NS
  - ✧ Kec. Tenga, Minahasa, NS
  - ✧ Kec. Kersana, Brebes, CJ
  - ✧ Kec. Banjarharjo, Brebes, CJ
- Some schools try to involve students actively in planning REDIP2 activities. REDIP2 is the first attempt for schools to involve *OSIS (student association) as school's partner in planning and implementation*. Some schools find it a worthwhile attempt and like to continue.
  - ✧ SLTP N1 Losari, Brebes, CJ
  - ✧ SLTP N2 Tanjung, Brebes, CJ
  - ✧ SLTP N1 Kesesi, Pekalongan, CJ

#### Unexpected consequences

- School governance has become more democratic. *Teachers seem to hesitate less to voice*. At several locations in Brebes, the principal now *assigns teachers to grade and class in consultation with the teachers and based on teachers' self-evaluation of performance*. Both the principal and teachers assess teachers' performance and preference to make the assignment plan. Such a procedure is unlikely in an average SLTP in Indonesia where the principal decides assignments alone and teachers just follow.
  - ✧ SLTP N1 Brebes, Brebes, CJ
- Some schools have initiated a regular by-subject meeting of teachers to discuss issues and share solutions (*school-based MGMP*).
  - ✧ Schools in Kec. Brebes, Brebes, CJ
  - ✧ Schools in Kec. Losari, Brebes, CJ
- *Private SLTP/MTs have started to develop the RIPS and RAPBS plans and submit them to Dinas P&K*. Under REDIP2, Dinas P&K asked private SLTP/MTs to prepare and submit RIPS and RAPBS so that they could also be considered in budget allocation. Usually, only public SLTPs are required to submit RIPS and RAPBS. Private SLTP/MTs have found the planning practice very helpful to manage school better, and like to continue it for its own sake.
  - ✧ Kab Brebes, CJ

✧ Kab. Pekalongan, CJ

**How Does the School Principal See REDIP2? – Comments from the Field**

Almost every principal states that REDIP2 gives him or her a new and good opportunity to practice school management with new concepts like school autonomy, bottom-up educational management (school-based management), transparency, accountability, etc. Following are some of the comments made by school principals:

- Sharing among us experiences, feelings and ideas about school management is very advantageous to us in improving our schools. It promotes the sense of “togetherness” among all principals of SLTP and MTs, public and private, in Kecamatan and urges us to collaborate and materialize better schools in Kecamatan. (Drs. Sutopo, Principal, SLTPN 2 Kedungwuni)
- At first, it was very difficult to convince our school *yayasan* (foundation) that REDIP2 is an independent program, not a project-type activity (“*proyek*”), aiming to improve our school quality. Once *yayasan* asked the school to transfer REDIP2 funds to the *yayasan* bank account. The school refused because it would make it difficult for the school to administer the funds. With support from the Field Consultant, we managed to make the foundation members understand and accept REDIP2 regulations on financial management. (Principal, MTs Al-Hikmah, Kedungwuni)
- REDIP2 financial management, especially the financial report, gives us a new experience in managing education funds appropriately. Transparent and accountable management forms a core characteristic of REDIP. All of my staff tried hard to socialize REDIP2 and its financial management system to all concerned parties openly. By this way we got a wider support. (Drs. Suroto, Principal, SLTPN 1 Kedungwuni)
- RIPS (school master plan) which was formulated by all schools during the KKKS workshop really directs us to improve our schools in the future. It is a real output of the principal workshop, and this is very different from the typical training setting in Indonesia. Technical assistance by specialists from all over Central Java Province really gave us a new paradigm with a clear competency statement on managing schools. (Drs. Subandi, Principal, SLTP Muhammadiyah, Wonopringgo)

***Changes, Impact and Consequences Regarding Inter-School Relationship (TPK)***

TPKs have functioned as a focal point of inter-school collaboration. The psychological barrier between SLTP and MTs and between public and private schools is being overcome. Cabang Dinas P&K has become more proactive in communication and collaboration among schools.<sup>2</sup> Several initiatives, both planned and unexpected, have been observed.

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<sup>2</sup> Most staff at Cabang Dinas P&K are former primary school teachers. Cabang Dinas P&K used to be in charge of only primary, pre-school, and non-formal education. According to a provincial officer at Dinas P&K, there is a general feeling that junior secondary school teachers are superior to primary school teachers. This feeling has prevented junior secondary school teachers from collaborating with Cabang Dinas P&K.

### Planned changes and impact

- **Neighboring schools have started to collaborate with each other.** Private MTs especially see REDIP2 advantageous as they can collaborate with other schools in Kecamatan. For example, **both SLTP and MTs, public and private schools can now participate in an education exhibition organized by TPK** whereas only public SLTPs could set up a booth in past exhibitions. Most private MTs cannot participate either in official school competitions (on the Education Day and the Independence Day) because the competitions are usually organized at the kabupaten level and many private MTs cannot afford to attend them.
  - ✧ Various locations in CJ
  - ✧ TPK Jatibarang, Brebes, CJ (education exhibition)
  - ✧ TPK/MGMP Tanjung, Brebes, CJ
  - ✧ MTs An Nur Karang Junti, Kec. Losari, Brebes, CJ (Conceptual Teaching and Learning (CTL) seminar at school)
- **A student forum organized by TPK** is a very novel activity. At the forum students voiced their opinions wishing that future educational activities would reflect their voices. Such **assessment of students' needs** is unlikely to be done in other non-REDIP2 sites.
  - ✧ Several locations in Minahasa, NS
- **Camat has a better understanding of the education system.** Camat used to have a poor understanding of how the education system works in Indonesia, because in the centralized system education was none of their business. However, through REDIP2, **many Camat have learned how the system works and how it is difficult and complicated to manage.** Also they now take **a close look at several education issues** such as parents' competition to put their kids into the N1 school, how to collect education indicators, how to ensure equity in educational service provision, etc.
  - ✧ Various Kecamatan in Brebes, CJ
  - ✧ Kec. Karanganyar, Pekalongan, CJ
  - ✧ Kec. Wonopringgo, Pekalongan, CJ
  - ✧ Kec. Kedungwuni, Pekalongan, CJ
  - ✧ Kec. Tirto, Pekalongan, CJ
  - ✧ Kec. Wiradesa, Pekalongan, CJ
  - ✧ Kec. Bojong, Pekalongan, CJ
  - ✧ Kec. Tareran, Minahasa, NS

### Unexpected consequences

- **Some TPKs have awarded their own scholarships** to economically poor students and "students with potentials" in kecamatan. There exist various scholarships available to students, but most of them are administered at the kabupaten level. Therefore competition is keen and the most needy students cannot always receive one.
  - ✧ TPK Jatibarang, Brebes, CJ (Rp. 760,000 in total)
  - ✧ TPK Wiradesa, Pekalongan, CJ
  - ✧ TPK Kedungwuni, Pekalongan, CJ (Rp. 3 million in total)
- Using a PC provided through REDIP2 Year 1, one Kecamatan Dinas P&K has started to issue **a monthly newsletter for schools and communities** in the kecamatan. Before REDIP2, they had no PC or typewriter with them. Printing



and delivery costs are covered with budget of Dinas P&K, which is financed by Kabupaten APBD

- ◇ Dinas P&K Tondano, Minahasa, NS
- ◇ Dinas P&K Tenga, Minahasa, NS
- Several schools have tied up to start **a teacher exchange system to supplement teacher(s) of a particular subject**. For example, a private MTs sends a religious teacher to a public SLTP while the SLTP sends an English teacher to the MTs in return. In general, agreement is such that no cost would be incurred if the exchange is mutual. If it is not mutual (a school only receives teachers without sending any), the recipient school should cover transportation costs for visiting teachers.
  - ◇ SLTP Kristen Tangkunej and neighboring schools, Kec. Tumpaan, Minahasa, NS
  - ◇ MTs Wachid Hasyim and neighboring schools, Kec. Wanasari, Brebes, CJ
  - ◇ MTs Ma'arif, SLTP N1 and N2, Kec. Karanganyar, Pekalongan, CJ
- One TPK has chosen a Dinas P&K Kecamatan staff member as TPK Chairman. This indicates that REDIP2 stakeholders can consider personnel assignment on a “right person right position” basis, rather than following the conventional consideration of official rank.
  - ◇ TPK Bulakamba, Brebes, CJ
- In several kecamatan, schools have agreed on a special arrangement, through TPK, regarding student registration for the new school year. They have agreed to **exchange information on excess and deficiency of applications, so that all the applications would be accommodated by the schools in the kecamatan**.
  - ◇ TPK Banjarharjo, Brebes, CJ
  - ◇ TPK Ketanggungan, Brebes, CJ
  - ◇ TPK Losari, Brebes, CJ
  - ◇ TPK Tanjung, Brebes, CJ
  - ◇ TPK Bulakamba, Brebes, CJ
  - ◇ TPK Wiradesa, Pekalongan, CJ
  - ◇ TPK Kedungwuni, Pekalongan, CJ
  - ◇ TPK Tirto, Pekalongan, CJ
  - ◇ TPK Bojong, Pekalongan, CJ
  - ◇ TPK Wonopringgo, Pekalongan, CJ
  - ◇ TPK Karanganyar, Pekalongan, CJ
- All schools in one kecamatan have agreed to accommodate Terbuka students for their schooling (**Terbuka consortium**). Under this arrangement, a Terbuka student can receive schooling at any school in the kecamatan. This scheme makes the Terbuka education highly accessible.
  - ◇ TPK Banjarharjo, Brebes, CJ
- TPK **can press Dinas P&K Kabupaten to establish a new school**. Considering the limited school capacity in kecamatan, TPK Tanjung proposed to open a new public school. Kabupaten has already approved the plan and a contract will be sealed soon once the funds are disbursed.
  - ◇ TPK Tanjung, Brebes, CJ

- Mathematics, English and IPA modules for grade 1 have been developed as an MGMP activity, and ***the modules have been adopted as the main textbooks to be used in two kecamatan from 2003/4.*** The two TPKs plan to sell the books to new grade 1 students (Rp. 25,000 for the three subjects) to cover the printing costs. They will also print extra copies and give them to poor students free of charge. Remaining funds will be retained for next year.
  - ✧ TPK Wonopringgo and TPK Kedungwuni, Pekalongan, CJ
- Many TPKs would like to continue their activities even after JICA-REDIP is terminated. Following comments well summarize an average view of TPK members with regard to the continuation of REDIP.

**Indication of TPK Continuation:  
A Case of TPK Kedungwuni, Pekalongan, Central Java**

When asked, members of TPK Kedungwuni said that they were sure and confident that they would continue TPK activities even after JICA-REDIP was terminated.

- Discussion Forum for principals (public and private schools) and *yayasan* has been held once every two months to report and monitor REDIP2 progress and discuss issues. This activity would continue even after REDIP as its cost is negligible and affordable to TPK.
- They see advantages of learning from others. Especially resource-poor private schools can learn a lot: e.g., they learn how to make RIPS and RAPBS. There was no such chance for private school teachers before REDIP. SLTP and MTs used to be isolated from each other, but TPK activities have brought them closer.
- Necessary funds will be raised through TPK fund raising. By the end of December 2002, they successfully raised more than Rp. 5 million. They will keep 40% of the amount for TPK activities after 2004 when JICA-REDIP is scheduled to terminate. (The remaining 60% was spent on scholarships targeting out-of-school and at-risk students.)
- Donation boxes are set up at 26 locations throughout kecamatan. TPK has so far administered them very well.

***Changes, Impact and Consequences Regarding Kabupaten/Kota Dinas P&K***

Officers at Dinas P&K Kabupaten/Kota have shown changes in their behavior and mode of work. Some Dinas P&K have amended their institutional arrangement so as to facilitate smooth implementation of REDIP2. Furthermore, some Dinas officers are trying to put REDIP2 know-how into practice in day-to-day activities of Dinas P&K Kabupaten/Kota.

***Planned changes and impact***

- Dinas P&K Kota Bitung has been ***suspending routine shuffling of public SLTP principals*** during 2002-2004 to ensure continuity of REDIP2 activities at schools.

- More cases have been observed where **a high-ranked officer tries to collect information and asks for others' opinion before making decision, even for non-REDIP2 activities**. They try to know what educational resources they have and what they do not and consider the conditions well in decision-making.
  - ✧ General observation, NS
- Not only school personnel but also officers at Dinas P&K are learning how to make an educational development program transparent. They have learned that if a program document describes flow of every Rupiah, there will be a smaller chance of the money being mal-utilized.
  - ✧ General observation, NS and CJ

#### Unexpected consequences

- **Kadinas (head of Dinas) have started to coordinate both SLTP and MTs proactively**. For example, **Kadinas** invites principals and teachers from all SLTP and MTs for periodical (e.g., bi-monthly) discussion. Sometimes non-REDIP2 schools are also invited. Such an innovative and courageous deed by **Kadinas** is unlikely to be seen in non-REDIP kabupaten.
  - ✧ Dinas P&K Pekalongan, CJ
  - ✧ Dinas P&K Brebes, CJ
- Dinas P&K has formulated a **better Renstra P&K** (education sector development plan), in an attempt to put REDIP2 lessons into practice. They tried to **employ school information and data to make the document more convincing with a sound needs analysis and clear rationale for prioritization**.<sup>3</sup> They **abandoned the "cut-and-paste" practice** of almost copying the last year's document. Not only Dinas officers but **Commission E members of DPRD formally and informally took part** in the planning.
  - ✧ Kabupaten Brebes government, CJ
  - ✧ Kabupaten Pekalongan government, CJ
- REDIP2 has **revitalized functions of Dinas P&K officials, especially pengawas** (school supervisor). When they visit schools as external auditors of the REDIP School Committee, **they also provide suggestions and advice on various issues not directly related to REDIP2 activities**. For example, one **pengawas** on such a visit recommended the school to stop using the existing student work sheets designed for UAN preparation because he noticed that they contained many inappropriate questions and misprints.<sup>4</sup> The **pengawas** later brought this issue to Dinas P&K Kabupaten. Dinas P&K Kabupaten is now revising the student work sheets eliminating inappropriate points. They will soon distribute the revised edition to all schools together with a guideline on "how to avoid dependency on student work sheets."

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<sup>3</sup> Development plans are usually formulated in Indonesia without needs assessment. This sometimes leads to a conflict between the school and the government. For example, in one book procurement project currently being implemented by government, schools in Kabupaten Sukoharjo, Central Java, refused to receive the distributed textbooks because the books were what they already had.

<sup>4</sup> LKS (student work sheets) is a very popular learning aid to let students prepared to sit for UAN. However, some severely criticize it because 1) it only focuses on answering techniques, and 2) schools too often show heavy dependence on LKS, oblivious of real improvement on the teaching-learning process.

✧ Kasubdin Dinas P&K Brebes, CJ

- Some *kabupaten* try to disseminate outcomes of REDIP2-related activities. In one kabupaten, Dinas P&K collected “modules” developed by individual teachers at school and MGMP. After revision and referee check, the modules were listed by Dinas and are ready for dissemination. In other cases, several MGMP prepared “modules” as an alternative to the existing textbooks.
  - ✧ Dinas P&K Brebes, CJ

**REDIP2 and *Pengawas*:  
Background Story Told by an Officer of Dinas P&K Province**

*Pengawas* (school supervisor) is not always a welcome guest to schools. Before decentralization, *pengawas* in general did not (was not able to) carry out their duty fully, due to lack of transportation means (notably public transportation) and transportation allowance. Besides, some *pengawas* abused their authority to make petty cash – they asked for a bribe (overtly and covertly) when they visited school for supervision. Such *pengawas* were a minority but this was enough to make school teachers skeptical toward *pengawas*.

Under the centralized system, most *pengawas* were appointed by Kanwil, and attached to Kandep P&K. After decentralization, most of them have remained at kabupaten with new Kabupaten Dinas P&K. The number of *pengawas* varies by kabupaten. For example, there are eight in Brebes and four in Pekalongan.

With authority and responsibility increased, Dinas P&K Kabupaten does not feel comfortable with those *pengawas* appointed by Provincial Kanwil in the previous system. Further, they don't know how to make the most use of them.

After decentralization, Bawasda Kabupaten/Kota has been strengthened to monitor and audit resource flows (financial and personnel) in public services including education. Naturally, Kabupaten/Kota government and schools have come to think that *pengawas* is no longer necessary as far as they can clear Bawasda's check. Aware of this unfavorable view, many *pengawas* now hesitate to visit schools and do supervisory work.

It was in this context that REDIP2 involved *pengawas* as external auditors of the REDIP School Committee. Through the auditing and other REDIP2 activities, schools have begun to realize that there are certain areas where Bawasda (non-education expert) cannot provide advice, but *pengawas* can.

As a result, there is a mounting momentum to rethink and restructure the duty of *pengawas*, who has a richer knowledge and experience in school management than Bawasda personnel.

- Taking the REDIP2 opportunity, several Dinas P&K offices *re-examined job descriptions and performance of pengawas (school supervisor)*. Some of them have *revised the TOR (terms of reference) for pengawas* incorporating *pengawas'* function as external auditors in REDIP2.
  - ✧ Dinas P&K Kota Bitung, NS
  - ✧ Dinas P&K Pekalongan, CJ

## **Changes, Impact and Consequences Regarding Kabupaten/Kota Government (Bupati/Walikota and DPRD)**

### **Unexpected consequences**

- **Bupati has committed himself** to smooth and proper implementation of REDIP2 and shown his concern with transparent management. **Bupati Pekalongan**, in a meeting with Camat and TPK members, warned that anybody suspected of mal-utilization of REDIP2 funds would face **a questioning session chaired by Bupati**.
- Kabupaten and Kota governments have decided to allocate **extra budget for REDIP (and REDIP-type intervention) from APBD**. Some of them plan to implement their own version of REDIP, and others are to provide supplementary budget for external auditors and REDIP2 schools. **These initiatives cover both SLTP and MTs, which is a breakthrough** in Indonesian education administration. (See Section 2.5 for more details.)
  - ✧ Kabupaten Pekalongan has decided to appropriate a total of Rp. 250 million for Pekalongan REDIP. Pekalongan REDIP aims at 20 schools in 7 kecamatan that are not covered by JICA-REDIP. It is scheduled to start in August 2003. Schools and TPKs will receive Rp 10 million and 5 million each, respectively.
  - ✧ Kota Bitung disbursed Rp 5 million each to REDIP2 schools in March 2003. The government further plans to disburse another Rp 5 million each to schools during REDIP2 Year 2.
  - ✧ Kabupaten Minahasa made a commitment in July 2003 to disburse a total of Rp. 200 million to REDIP2 schools. A REDIP2 school will receive additional Rp. 2-3 million during REDIP2 Year 2.
  - ✧ In preparation of APBD 2003, Kabupaten Brebes Dinas P&K proposed its own version of REDIP (which is similar to Pekalongan's). The proposal has already been approved by DPRD. They are waiting for the final ratification by Bupati to disburse the funds.
- **Bupati and DPRD have gained their confidence in Dinas P&K's capability of development planning and proposal making, and become more supportive.** Generally speaking, after decentralization, budget for the education sector is one of the most vulnerable in the DPRD budget session. This is not the case in REDIP2 kabupaten in CJ where education budget is well protected.
  - ✧ Kabupaten Brebes government, CJ
  - ✧ Kabupaten Pekalongan government, CJ
- Table 7-3 below summarizes changes observed in the education sector development plan (Renstra P&K) and responses by DPRD and Bupati. **Communications among Dinas P&K, DPRD, and Bupati are essential to the changes described in the Table. The changes were built upon what was done for REDIP2.**

Table 7-3: Changes in the Education Plan and Responses

	Dinas P&K Kabupaten (Budget proposal)	DPRD and Bupati
Before Year1	<ul style="list-style-type: none"> <li>• Dinas P&amp;K Kabupaten prepares all by themselves</li> <li>• No/less reflection of information obtained from schools</li> <li>• No/less attempt to reflect reality</li> <li>• No/less verification of data obtained</li> <li>• Partial distribution or delivery of what is proposed and approved; <i>potongan</i>-prone</li> <li>• Methodology based on skewed assessment and thus fragmented</li> </ul>	<ul style="list-style-type: none"> <li>• Skeptical to Dinas' proposal of development program/project</li> <li>• Approval of limited amount</li> <li>• Partial disbursement of what is approved; the rest goes to DPRD members and political parties</li> <li>• A great chance of political intervention even after the program is started</li> </ul>
After Year1	<ul style="list-style-type: none"> <li>• A wider range of stakeholders participate; not only Dinas officers but also DPRD members and school principals</li> <li>• School information is examined and verified if necessary to assess financial needs</li> <li>• Data verification has become stricter; more schools are called for information clarification</li> <li>• Entire distribution and delivery of what is proposed and approved; more "<i>potongan</i>-proof"</li> <li>• A "holistic" methodology</li> </ul>	<ul style="list-style-type: none"> <li>• Understand preparation process of the plan</li> <li>• More supportive toward the plan</li> <li>• Approve entire amount with a smaller chance of discounting</li> <li>• Entire disbursement of the approved amount</li> <li>• No/less intention to interrupt a program once it is started</li> </ul>

**From Field Consultant's Memo (2): SLTP Nasional Tompaso, Minahasa, North Sulawesi**

- This school is financed by a church called KGPM. The total number of students is not more than 15. It has only a few teachers, and they teach subjects they did not major.
- The school condition before REDIP was what a school could not be. They did not have any textbook or teaching media at all. Tables and chairs for students were in a very poor condition. The teachers had never been invited to attend a training or workshop concerning innovative teaching skills or their subjects or education policy. They had never received any assistance from ADB, the World Bank or others before. In short, they stood in isolation from other schools without access to governmental or international support.
- Under REDIP2 Year 1, the school committee proposed such activities as rehabilitation of classrooms, textbook management, purchase of a bookshelf, tables and chairs for teachers, KBK training, and the enrichment program for students. They have implemented all the activities with support from parents and the church.
- When Year 1 is over, students can learn in a more conducive classroom setting. The activities have had positive impact on the students' academic achievement. The teachers could broaden their knowledge and improve their teaching skill through MGMP meetings and KBK training.

### **Changes, Impact and Consequences Regarding the Community**

Psychological distance between school and community has been shortened. Their linkage has been broadened and strengthened, compared to the school-BP3 relationship. The community has been invited to participate in the entire process of REDIP2 implementation. It has actively responded to the invitation with unexpected input to the school. Such positive response was possible because REDIP2 provided a workable and trustworthy framework for their collaboration.

Repeated socialization has made community members aware of their right as well as obligation to better education. With this awareness, it was not so difficult for schools to raise funds through education canteen, donation card, alumni charity campaign, congregation participation, etc. It also helped to raise funds that a number of people were involved in making and implementing the action plans. Since parents, teachers and community members all knew about the proposed activities and the budget, this helped create sense of ownership and responsibility among all the stakeholders.<sup>5</sup> This has never happened before. This momentum needs to be maintained.

#### **Planned changes and impact**

- Most communities were **informed of the establishment of School Committee (stipulated in MONE Minister Degree 44/2002) for the first time** through REDIP2 socialization. At many locations, schools transformed their BP3 into the School Committee. At the same time, they formed the REDIP2 School Committee slightly modifying the official School Committee.<sup>6</sup> Eventually, the official School Committee and the REDIP2 School Committee have been integrated in many schools and this particular arrangement has enabled a wider range of stakeholders to participate intensively in school management.<sup>7</sup> This development is quite unlikely to happen in non-REDIP2 areas<sup>8</sup>

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<sup>5</sup> Some of the private schools have never received any assistance before. So they were very happy when they first heard about JICA assistance coming through REDIP. Before REDIP, it was difficult for schools, especially public schools, to have community participation in supporting their programs. The community members were of the opinion that the government should take all the responsibility to improve and develop education. After some socialization and education campaign, they seemed to realize their own responsibilities. Village leaders have also played an influential role in promoting community participation. (Comments by a Field Consultant in North Sulawesi.)

<sup>6</sup> The principal cannot chair the official School Committee whereas no such restriction applies to the REDIP2 School Committee.

<sup>7</sup> The principal used to dominate BP3. In the BP3 system community members (mainly parents) were passive: being invited, informed, and asked for consensus occasionally. Now in the new School Committee they can take action, give opinion, audit, and influence decision making of school. Such a positive change is actually observed at REDIP2 sites, as many schools follow suggestions made in the REDIP2 guidelines. REDIP2 functions as an agent of change for the School Committee. (Comments by an officer at Dinas P&K North Sulawesi.)

<sup>8</sup> According to an officer of Provincial Dinas P&K North Sulawesi, REDIP was the first donor-supported intervention in education where a wide range of community members were invited to participate: village leaders, religious leaders, local businesses, etc. Its difference from other projects, according to the officer, is that REDIP2 is so designed or “institutionalized” that it can continuously provide opportunities for people to participate. By contrast, other conventional

- ◇ General observation, south of Kab. Minahasa, North Sulawesi (NS)
- ◇ Various schools, Kec. Tareran, Minahasa, NS
- ◇ Various schools, Kec. Tombatu, Minahasa, NS
- Socialization activities have highlighted school education in the community's perspective. Community was aware of importance of basic education but did not know how to approach it. Through REDIP2, several communities have been stimulated to foster enthusiasm. At several locations, some community participants tried to convince and encourage others by saying "**Japanese are trying to help our education; why aren't we?**"
  - ◇ SLTP PGRI Bitung, NS
- **Community and school feel less hesitation to talk to each other.** A variety of community residents began to visit school to meet not only principal but also teachers. They come to school to talk about both REDIP2 and non-REDIP2 issues. Before REDIP2 only key figures (BP3 chairman, village head, etc.) would visit school to see principal. At one school, a sofa has been moved out of principal's room to teachers' room as it is more convenient for teachers to greet and meet visiting guests from community.
  - ◇ SLTP Advent Rerer, Kec. Kombi, Minahasa, NS
  - ◇ SLTP Katolik Don Bosco, Bitung, NS
  - ◇ Several locations in Kec. Tombatu, Minahasa, NS
  - ◇ Various locations in Pekalongan, Central Java (CJ)
  - ◇ Schools in Kec. Kedungwuni, Pekalongan, CJ

#### Unexpected consequences

- **A new organization** has been established as a by-product of a REDIP-assisted campaign against drug abuse, alcoholic drink, and pornography. The name of the organization is **Bahana Pena Map, Badan Penyuluhan dan Pembinaan Anti Penyalahgunaan Narkoba, Miras, dan Pornografi**. The members of the organization come from **NGOs, police department, kecamatan office, schools, and students**.
  - ◇ Kec. Tanjung, Brebes, CJ
- It seems that **Camat's participation** is the key to successful community participation, though it also depends upon Camat's personal characteristics and behavior. In fact, Camat's participation is a breakthrough in itself, an unlikely event in non-REDIP2 sites.<sup>9</sup> Where it happens, Camat's significant role is to mobilize community people by talking to them at various occasions (PKK, socialization, a gathering on "responsibility of citizen") in the kecamatan. This helps convince non-parent people about how education is important. If Dinas P&K organizes such an occasion and officers try to deliver the same message, people would not listen to them in some areas.<sup>10</sup>

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projects would hold a socialization meeting just once in the beginning and that's the only opportunity for the community to participate.

<sup>9</sup> Even after decentralization, majority of Camat would not pay attention to education in his/her kecamatan, as Kecamatan government does not have budget for education.

<sup>10</sup> One reason why people don't listen to officers is that people consider Dinas P&K officers to be corrupt through various "**proyek**" in the education sector. Community people would think that community participation would only benefit Dinas P&K officers, not education. Bupati's



- ✧ Kec. Tareran, Minahasa, NS
  - ✧ Kec. Karanganyar, Pekalongan, CJ
  - ✧ Kec. Wonopringgo, Pekalongan, CJ
  - ✧ Kec. Kedungwuni, Pekalongan, CJ
  - ✧ Kec. Tirto, Pekalongan, CJ
  - ✧ Kec. Wiradesa, Pekalongan, CJ
  - ✧ Kec. Bojong, Pekalongan, CJ
- In Kecamatan Tirto, schools and *Puskesmas (community health care center)* have agreed to collaborate to *detect ill students at an early stage*. Schools will report to Puskesmas if a student leaves school for three days. *Camat came up with this idea through discussion with TPK*, and coordinated TPK and Puskesmas to agree with the working arrangement.
    - ✧ Kec. Tirto, Pekalongan, CJ
  - After a school procured one PC with REDIP2 funds, *community donated several additional PCs*. To accommodate the PCs, *they also built a PC room and donated it to the school*. The PCs are now *available not only for school administration uses but also for educational purposes*.
    - ✧ SLTP Advent Tondano, Minahasa, NS
    - ✧ SLTP Katolik Tondano, Minahasa, NS
    - ✧ MTs Toulimambot, Tondano, Minahasa, NS
  - The number of community members gathering at activities is on the increase as far as the Field Consultant observes it. Some religious community events were held at school (MTs), instead of mosque.
    - ✧ Several locations in Kec. Kedungwuni and Wonopringgo, CJ
  - Some communities in North Sulawesi financed cost for teachers and other community members to participate in the exchange program under which a team visited Central Java in April 2003. Out of 50 participants from North Sulawesi, 16 were supported this way. JICA financed the remaining 34.
  - Several schools and communities have jointly initiated "*study hours at home*." This activity has two objectives: 1) to make parents and community members aware that they have to let children come to school and study at home; and 2) to improve students' scores of UAN (National Achievement Test). It is rare to see such a school-community collaboration take place in non-REDIP2 sites.
    - ✧ SLTP N8 Bitung, NS
    - ✧ SLTP N1 Banjarharjo, Brebes, CJ
  - A number of schools and communities raised a significantly larger amount of matching fund in Term 2 compared to Term 1. Table 7-4 shows some reported cases from Central Java.
    - ✧ Schools in Kec. Tanjung, Brebes, CJ
    - ✧ Schools in Kec. Losari, Brebes, CJ

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commitment to education also pressed Camat to take part in REDIP2. Camat might not want to be questioned by Bupati.

Table 7-4: Raised Amount of Matching Fund at Two Selected Kecamatan

Kec. Tanjung, Brebes, CJ			
School	Term 1	Term 2	Total
SLTP 1 Tanjung	787,680	1,937,370	2,725,050
SLTP 2 Tanjung	1,043,150	2,866,830	3,909,980
SLTP 3 Tanjung	2,677,910	962,600	3,640,510
MTs Al Mubarak Tanjung	1,107,000	2,004,510	3,111,510
MTs Dar Es Salaam	2,403,200	2,792,200	5,195,400
Total	8,018,940	10,563,510	18,582,450

Kec. Losari, Brebes, CJ			
School	Term 1	Term 2	Total
SLTP 1 Losari	3,057,470	9,862,820	12,920,290
SLTP 2 Losari	1,188,800	2,066,550	3,255,350
SLTP 3 Losari	1,500,000	1,967,410	3,467,410
SLTP Islam Losari	336,500	10,841,440	11,177,940
MTs Al Ikhlas Losari	2,034,140	2,759,170	4,793,310
MTs An Nur Karang Junti	5,115,600	12,995,760	18,111,360
MTs Nurul Huda Kali Buntu	976,200	4,650,880	5,627,080
MTs Darul Ulum Lampur	1,139,660	2,458,370	3,598,030
Total	15,348,370	47,602,400	62,950,770

- **Police** has become a part of education workforce in some kecamatan. Policemen were asked to talk to school-aged children who stay outside school during the school hours. This was arranged by Camat, who is a member of TPK.
  - ✧ Kec. Tanjung, Brebes, CJ
- **Faced with the teacher shortage, one community has gone the length of financing a mathematics teacher (honorarium teacher) at a public SLTP.**<sup>11</sup> This arrangement is quite unusual for an Indonesian public school since all public school teachers are supposed to be government employees. Usually, community would not even consider supplementing teachers at a public school at its own expense.
  - ✧ SLTP N8 Bitung, NS
- **Schools open their activities to both parents and non-parent community residents.** For example, some schools invite parents and children in the community to sports meetings and subject competitions, regardless of which school the children belong to. In other schools, they for the first time invited community members to teach at an open class. The responses were unexpectedly good; they have found that many residents are interested to “teach.”
  - ✧ Various school locations introducing “open class”
  - ✧ Kec. Kajen, Pekalongan, CJ
  - ✧ Kec. Kedungwuni, Pekalongan, CJ

<sup>11</sup> An honorarium teacher is a part-time teacher who is not on the government payroll. It is a common practice for a private school to hire honorarium teachers because the government subsidizes only a limited number of teachers there. The costs are largely born by the parents. By contrast, a public school seldom hires honorarium teachers. Even when it hires one, community would not think they should bear the costs. They think it is the government responsibility.

- **Community has been particularly responsive to private MTs** during Year 1. For example, a school community of one MTs **donated a piece of land** called "**wakah**" (a holy way of calling land for education). Another community **donated two classrooms with desks and chairs**.
  - ✧ MTs Darul Abror, Kec. Brebes, CJ (**wakah** donated by community)
  - ✧ MTs Ma'arif 9 Pende, Kec. Kersana, Brebes, CJ (two classrooms with desks and chairs)
  - ✧ SLTP Muh. Ketanggungan, Brebes, CJ (bridge over drainage in front of school, water supply, ground work)<sup>12</sup>
  
- Communities are **invited not only to REDIP2 activities, but also to RIPS and RAPBS preparation**. RIPS is the medium-term school development plan and RAPBS is the annual plan. Such an extent of cooperation between school and community is unlikely to be seen in non-REDIP2 areas.
  - ✧ Various locations in CJ

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<sup>12</sup> It should be interesting to note the rivalry between two Muslim foundations in Central Java: Muhammadiyah and Ma'arif. If their schools happen to be located in the same kecamatan, it is very likely that both schools will grow as both try to reach out for more students while parents (supposedly diligent followers) support the schools very hard.

**From Field Consultant's Memo (3):  
SLTP REDIP2 LKMD Ranowangko, Kombi,  
Minahasa**

There is one private SLTP (SLTP Wirakarya) in Desa Ranowangko, but this school has not been popular. In fact many parents send their children to a public SLTP in a neighboring village 4-5 km away.

The private SLTP failed to gain community support because, according to head of Desa, people were disappointed that *yayasan* (foundation) did not keep its promise to construct the school building. The school has had no school building of its own for the past 12 years. The school has shared a classroom of a primary school in the village.

When REDIP2 was announced in April 2002, village people had a long discussion on how to use the funds, and decided to establish a new private SLTP called SLTP REDIP2 LKMD Ranowangko. While raising money and collecting material donations, they started to gradually shift students from SLTP Wirakarya to the new school. At the time when REDIP2 activities started in Year 1, only two students remained at SLTP Wirakarya. As of mid-July 2003, SLTP REDIP2 LKMD Ranowangko has 20 students.

Students have shown better performance. SLTP REDIP2 LKMD Ranowangko was ranked no.1 in Kecamatan Kombi in an English contest held in August 2002 as part of the Independence Day celebration.



Temporary school space for SLTP REDIP2 LKMD Ranowangko using the office of village head. Village head has suspended a planned reconstruction of the office to provide the space. The new school building is under construction and due in December 2003.



An outside view of the office of village head, which temporarily houses the new school. The white signboard proudly indicates the school's name. The banner on the right, originally made for a REDIP-supported campaign in 2000, is hung here to show the school is affiliated with REDIP2.

#### 7.1.4 Why Were These Changes Possible?

Although quantitative analysis has yet to be done, anecdotal indications collected above amply suggest that REDIP2 has been making positive impact on the stakeholders. Why was this possible?

To generalize the comments given in the interviews, the first reason should be that REDIP2 has provided a simple and workable model that can be shared by various stakeholders. Second, this particular model has successfully induced highly dynamic, often unconventional interactions among stakeholders. Third, a team of Field Consultants, deployed to facilitate and monitor the whole process, painstakingly and effectively guided the participants with the best possible resources at hand.

Following remarks by the interviewees also illuminate the reasons:

- REDIP2 uses a direct approach. It tells the schools and TPKs that they *are* responsible for planning, implementation and evaluation. This has encouraged teachers and officers at Dinas P&K.
- REDIP2 does not segment junior secondary schools in one kecamatan. It covers all. That is an innovative way compared to other projects which generally categorize the schools into SLTP, MTs, public and private groups and cover only part of them.
- REDIP2 necessitates and allows a wider participation. With regard to community participation, involvement of non-educationists (Camat, Bupati, DPRD members) has been the key. Sometimes community would not listen to educationists (Dinas officers, principals, etc.) because of their tarnished image associated with "*proyek*."
- Participation REDIP2 means is not just one-time participation but a continuous and mutual one. A school principal observed that "REDIP is not the same as other projects: They hold one big training meeting at the beginning and 'participation' is just like that."
- REDIP2 treats kecamatan as the unit for inter-school relationships and activities. Kecamatan is a good size for gathering; it is not too big or too small. Kabupaten-wide activities are too "big" to participate in and sometimes exclude disadvantaged schools.
- REDIP2 is in line with the current Indonesian policy on education. REDIP2 was carefully designed to be consistent with the three basic concepts of decentralization, school-based management and community participation. Its conceptual basis is solid and its design is simple so that it can flexibly accommodate such ideas as School Committee, competency-based curriculum, RIPS and RAPPS.
- REDIP2 is resourceful especially in human resources. It has mobilized a capable mix of experts and specialists: Indonesian counterpart officials at the central, provincial and kabupaten/kota levels, field consultants, national and international consultants. Admittedly, their performances have not always been perfect. Nonetheless, REDIP2 has shown that a capable, knowledgeable and dedicated team of people is *the* input indispensable for such a participatory program to succeed.

## 7.2 Quantitative Analysis of First Year's Impact

REDIP2 pilot activities have been implemented for two years since the beginning of the 2002-2003 school year. The impacts of these activities are measured at different times during and after these two years: pre-pilot evaluation was conducted from July to September 2002; mid-term evaluation from April to June 2003; and post-pilot evaluation from June to August 2004. Following is an impact analysis of the first year's implementation using the data collected through the baseline and interim surveys.

### 7.2.1 Outline of Baseline Survey and Interim Survey

There are three components in the impact analysis: pre-pilot evaluation, mid-term evaluation, and post-pilot evaluation, each of which includes different survey methods and instruments. Pre-pilot evaluation was carried out before implementing the pilot activities, whose objective was to record the conditions before the pilot implementation. It was conducted in the form of baseline survey: an extensive survey that covered all junior secondary schools in the pilot areas and in two control group kecamatan. Data collection for the baseline survey was carried out by a group of Indonesian local consultants from June 5 to September 15, 2002.

Mid-term evaluation was conducted to assess the impacts of pilot activities after one year of implementation, and the evaluation consisted of the interim survey (data collection), focus group interviews, and self-evaluation by the schools and district/provincial implementation teams. The interim survey was conducted at the end of the school year 2002-2003 from April to June. Most questions of the interim survey were the same as those of the baseline survey instruments, but some questions were updated to enhance clarity and adjust the changes in school activities from the previous year. Data collection was carried out by a different group of Indonesian local consultants, most of whose members, however, were those participated in the baseline survey. It was conducted from April to May of 2003, and data entry was carried out from May to September 2003.

The analysis in this chapter is solely based on the data collected through the baseline and interim surveys. Qualitative analysis based on the results of focus group interviews and self-evaluation was included in Progress Report 3 published in July 2003.

### 7.2.2 Analysis

#### ***Collected Data***<sup>13</sup>

The baseline survey was conducted at the beginning of the school year 2002-2003, and the interim survey was conducted at the end of the same school year. Therefore, these surveys recorded the situation for the same school year; same student groups and teacher groups. The target groups and the number of people surveyed in the baseline and interim surveys are summarized in Table 7-5. The interim survey covered more schools than the baseline survey because the former counted SLTP *Terbuka* as separate schools. As a result, the number of school surveyed increased to 300.

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<sup>13</sup> For details of the data collection procedures, refer to JICA (2003) *REDIP2 Progress Report 2* and JICA (2003) *REDIP2 Progress Report 3*.

Table 7-5: Number of Data Collected (Baseline and Interim Surveys)

Province	Kabupaten/ Kota	Baseline/ Interim	No of Schools Covered	Respondents				
				School Principal	Administrator	Teacher	Student	Community
Central Java	Brebes	Baseline	94	93	93	1,314	11,702	12
		Interim	96	94*	93	1,692	10,420	214
	Pekalongan	Baseline	65	59	59	1,016	7,510	10
		Interim	70	68**	67	1,266	7,151	184
	Tegal	Baseline	9	9	9	100	933	12
		Interim	9	9	9	127	975	25
North Sulawesi	Minahasa	Baseline	98	92	94	889	6,023	82
		Interim	99	99	99	1,050	6,299	200
	Bitung	Baseline	26	24	25	729	2,108	44
		Interim	26	26	26	387	1,964	86
	Bolaang Mongondow	Baseline	4	4	3	63	372	10
		Interim	4	4	4	73	336	20

Note: \* 2 SLTP Terbuka (SLTP Terbuka Kersana and Larangan) were inactive. Survey was not conducted at those 2 schools. \*\* SLTP Terbuka Karanganyar and SLTP Terbuka 2 Kajen were inactive for the last one year and not surveyed.

### **Framework of Analysis**

The survey concept is based on the "Education System Model" where constituents of the system (inputs, processes, and outputs) interact and have impacts on one another. For example, educational outputs are regarded as a function of inputs and processes inside and outside school. Schools receive educational inputs in the form of funds, human resources, material resources, and policies. How these inputs interact represents various processes, and the results of the interaction may bring changes in skills, motivation, or satisfaction, that are outputs. The nature of these changes again affects the characteristics of school inputs and non-school inputs (such as the support of the community). Thus, how much changes are made in which factors need to be measured to determine how changes in one factor brought changes in others. The following section describes the changes observed by comparing the data collected through baseline survey and interim survey, particularly changes of those indicators that relate to some intervention by REDIP2. However, the analysis here does not include the factor analysis of the surveyed items that describes which inputs or processes had impacts on outputs.

### **Comparisons of the 2002 and 2003 Data**

#### **(1) Input Indicators**

##### **1) Training Programs for Principals**

Figure 7-2 shows increase in participation of principals in training programs between school year 2001-2002 and school year 2002-2003.

The graph shows the difference in percentage point of the principals who participated in the training indicated. As is seen, in Minahasa, more principals received training over the year but, in Pekalongan, participation decreased in most types of training. As REDIP2 encouraged kecamatan-based KKKS activities, participation in KKKS increased in all kabupaten/kota.

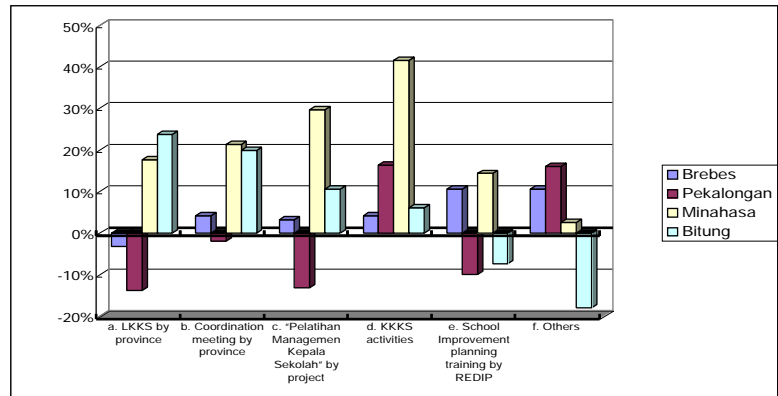


Figure 7-2 Increase in the number of principals participated in training programs

Unlike KKKS training that has been practiced for some time, REDIP2 training (for planning and management) was newly introduced by REDIP2. Impacts of these training programs are summarized in Figure 7-3 (7-3-a to 7-3-d) below. Changes in the average scales between the baseline and the interim surveys are plotted in the graphs. Positive figures mean increase in the scale and negative figures mean decrease in the scale in the response. Though the respondents generally assessed all categories positively, REDIP2 training program, which was conducted more systematically, seems to have had stronger impacts. In Bitung, impacts are negative in most items. The reasons are not clear at this moment, but should be investigated. These changes, however, are generally small and most of the items are considered either useful or very useful as shown in Figures 7-3-c and 7-3-d.

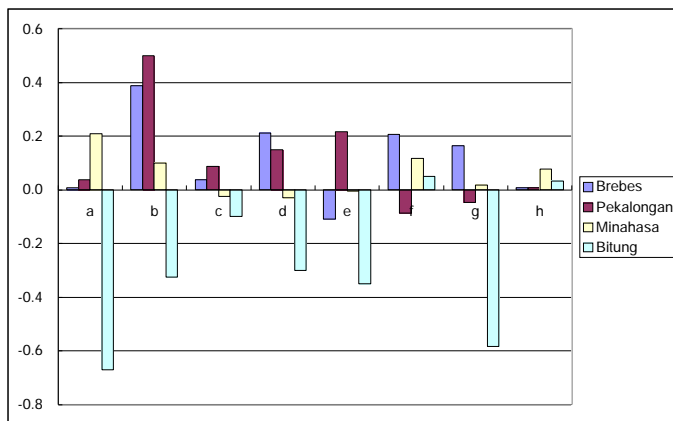


Figure 7-3-a Changes in impacts of training (KKKS)

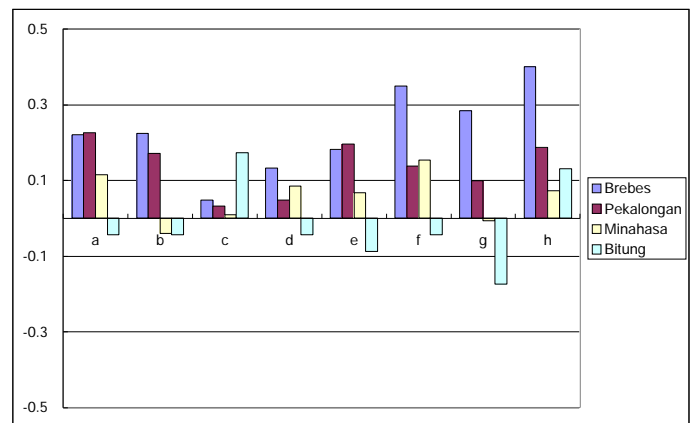


Figure 7-3-b Changes in impacts of training (REDIP2)

Scale 1: Not useful 2: Little useful 3: Hard to tell 4: Useful 5: Very Useful

Indicators of impacts:

- a. Useful for supervising teachers' performance
- b. Useful for making school plans
- c. Useful for improving financial management
- d. Useful for obtaining ideas/knowledge on mobilizing of community resources
- e. Useful for motivating stakeholders (yayasan, community, parents and etc.) towards school improvement
- f. Useful for solving common problems at school.
- g. Useful for discussing administrative problems
- h. Useful for exchanging information and making friends



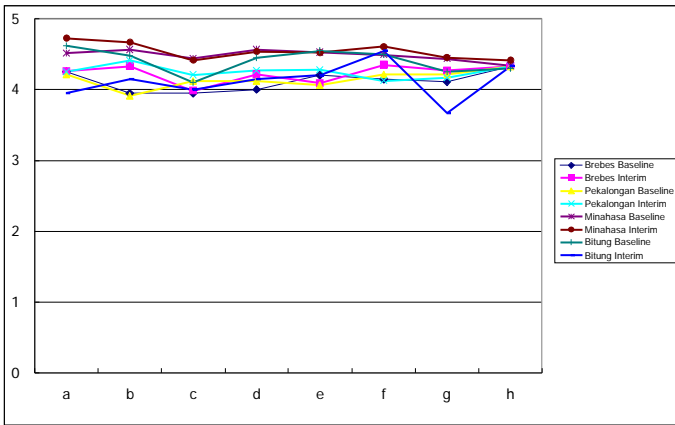


Figure 7-3-c Impacts of training (KKKS)

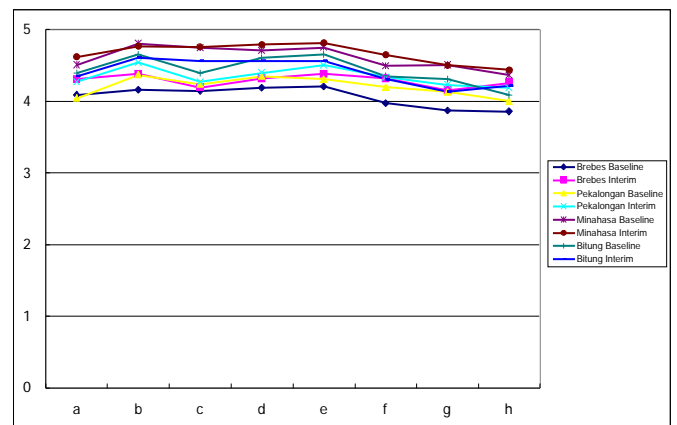


Figure 7-3-d Impacts of training (REDIP2)

## 2) Training Programs for Teachers

Figure 7-4 shows increase in participation of teachers in various types of training programs between school year 2001-2002 and school year 2002-2003. The increment is shown in percentage points.

REDIP2 direct intervention was made for two items: g. MGMP activities and h. dissemination activities in school. In Pekalongan and Minahasa, the rate of participation in MGMP activities increased over 20% from the previous year, while in Brebes more emphasis was placed on dissemination activities inside school. In Bitung, however, participation in MGMP decreased according to the responses. This seems contradictory to the fact that the Bitung district has added its own budget to the REDIP2 funds for MGMP activities. This needs further clarification.

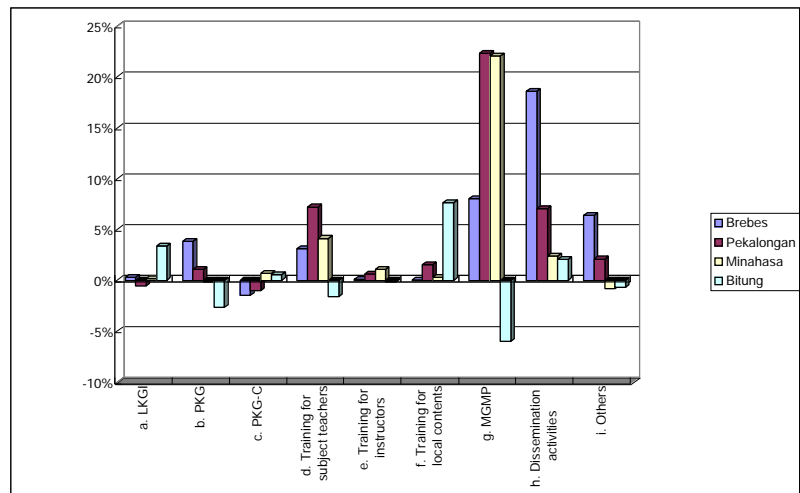


Figure 7-4 Increase in the number of teachers participated in training programs

Impacts of these training programs are summarized in Figure 7-5 (7-5-a to 7-5-d) below. Respondents were asked to evaluate usefulness of those training programs with a 5-point Likert scale. Changes in the average scales between the baseline and the interim surveys are plotted in the graphs. Positive figures mean that the respondents indicated greater impacts of the training programs. According to the data, participants of the MGMP training have not shown clear impact except for Minahasa. Similarly, many participants of dissemination activities gave lower scores in the interim survey. Yet, most of the items received 4 ("useful") or 5 ("very useful") as shown in Figures 7-5-c and 7-5-d.

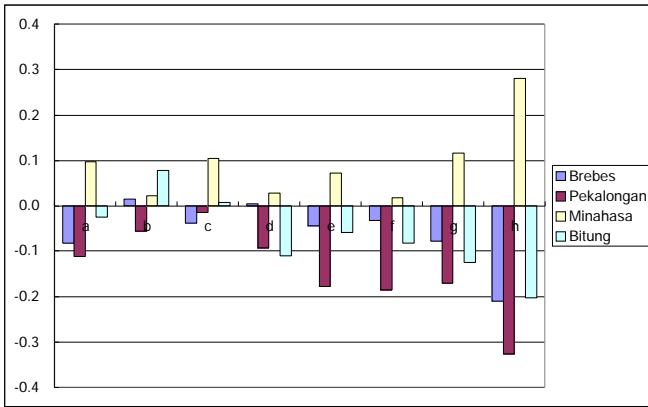


Figure 7-5-a Changes in impacts of training (MGMP)

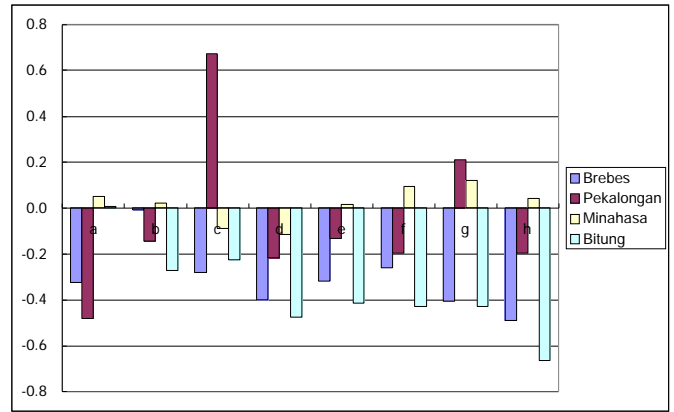


Figure 7-5-b Changes in impacts of training (Dissemination activities)

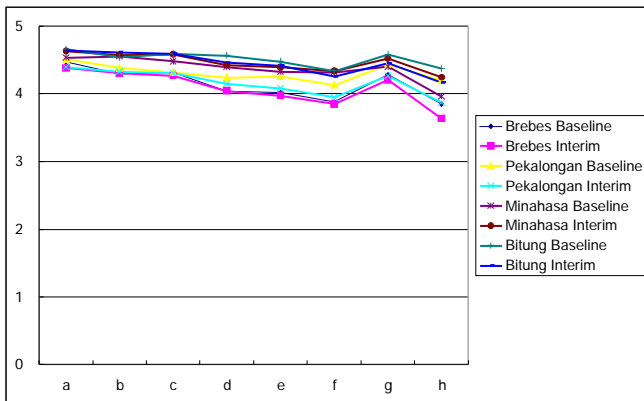


Figure 7-5-c Impacts of training (MGMP)

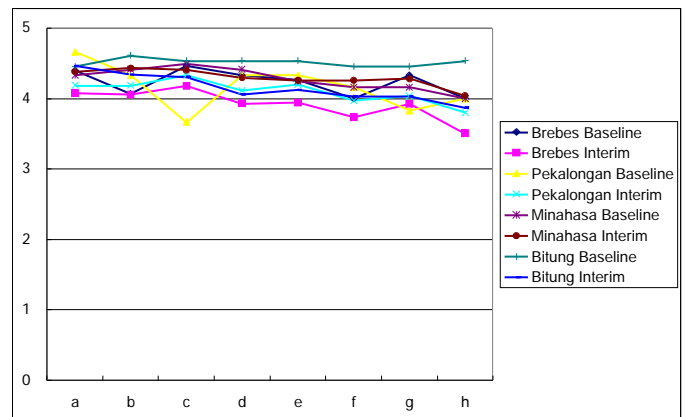


Figure 7-5-d Impacts of training (Dissemination activities)

Scale 1: Not useful 2: Little useful 3: Hard to tell 4: Useful 5: Very Useful

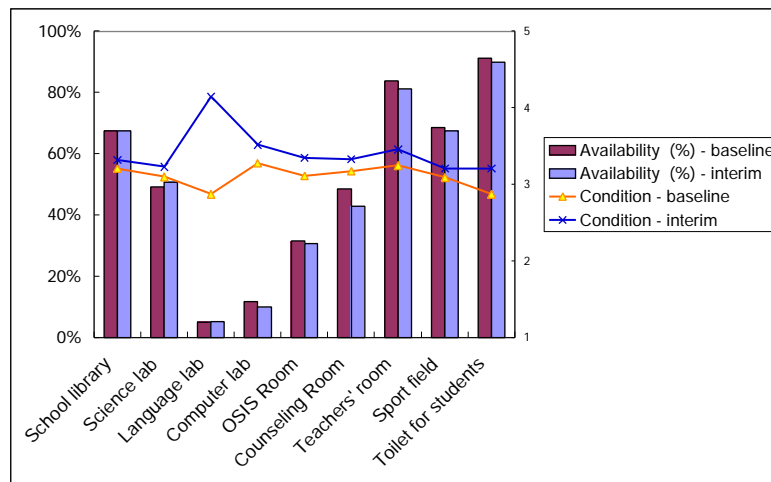
**Indicators of Impacts**

- a. Useful for improving subject-matter knowledge
- b. Useful for developing teaching-learning materials/aids
- c. Useful for improving teaching method/techniques
- d. Useful for improving methods of student assessment
- e. Useful for improving classroom management skills
- f. Useful for developing counseling skills
- g. Useful for exchanging ideas with other teachers
- h. Useful for discussing administrative problem.

### 3) School Facilities and Equipment

The following two figures summarize availability and condition of various school facilities and equipment. The level of availability is counted as the percentage of the schools that have those facilities or equipment. Information about condition of each facility and equipment is measured with a 5-point Likert scale.

According to Figures 7-6 and 7-7, no notable improvement is detected in availability of the facilities or equipment; changes in availability are moderate in either way. However, their condition improved invariably.



**Condition Scale**

1: Very poor condition, 2: Poor condition, 3: Fair condition 4: Good condition, 5: Very good condition

Figure 7-6 Changes in availability and condition of school

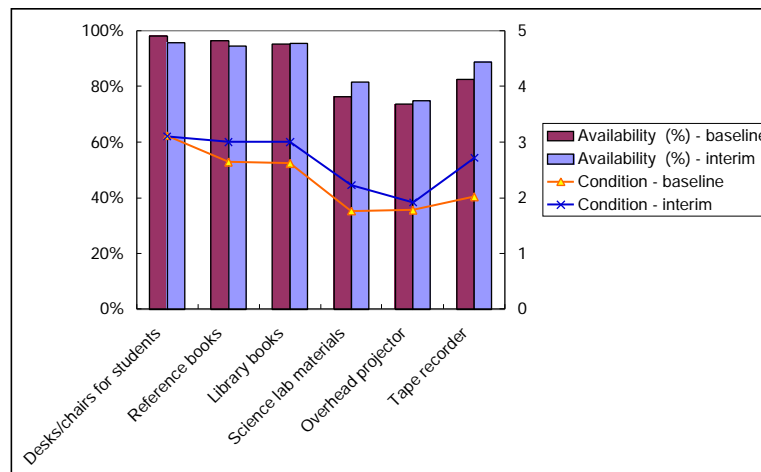


Figure 7-7 Changes in availability and condition of school equipment

#### 4) Textbooks

Figure 7-8 shows changes in availability of textbooks to individual teachers. Each teacher responded availability of textbooks for his/her main subject. Percentage point changes in the rate of teachers who responded positively are shown. According to the baseline survey results, not only textbooks but also curriculum outlines were not distributed to all teachers. This situation slightly improved in the pilot kabupaten/kota, which may be due partly to the REDIP2 funds utilized to purchase those materials.

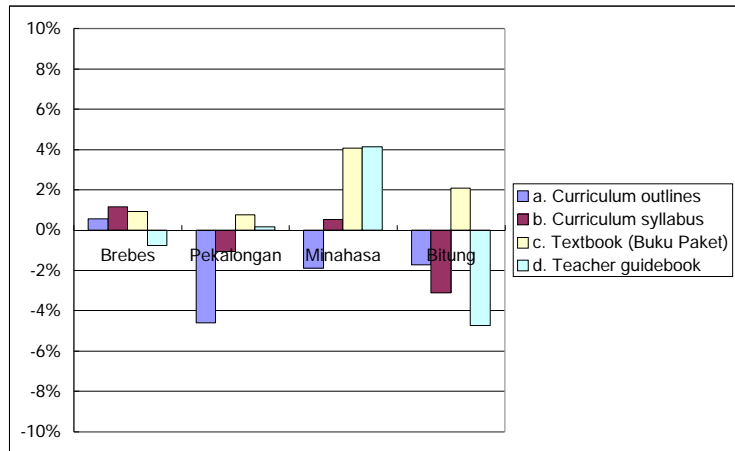


Figure 7-8 Changes in textbook availability for teachers

Students' access to textbooks has improved over the year. Changes in availability between the baseline and interim surveys are shown in Figure 7-9. They are described as difference in percentage points, and a positive number means that the situation has improved.

Contrary to the teachers' access to textbooks, students' access clearly improved for all subjects.

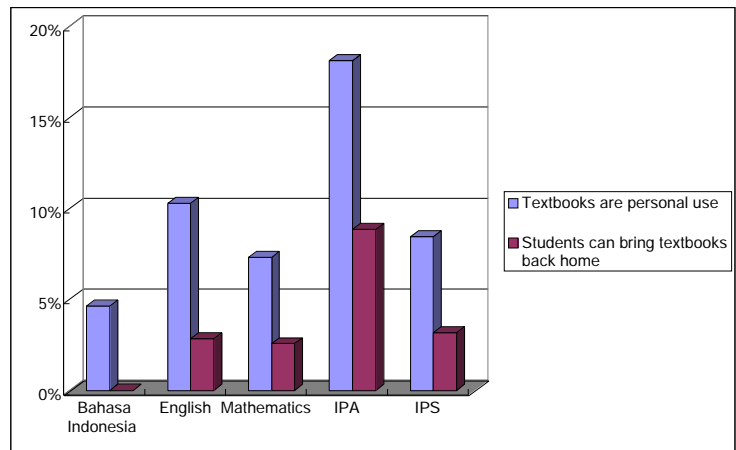


Figure 7-9 Changes in textbook availability for students

### (2) Process Indicators

#### 1) School Management (Relationship between Principals and Teachers)

Both principals and teachers were surveyed regarding their perception on school management. Figures 7-10 and 7-11 show changes in perception by principals and teachers. The changes were measured with a 5-point Likert scale. Positive changes (differences) indicate that the average score improved between the two surveys. Principals have generally positive perception on school environment and that further improved over the year. By contrast, teachers' perception has not improved much. In Brebes and Bitung, many indicators have even decreased.

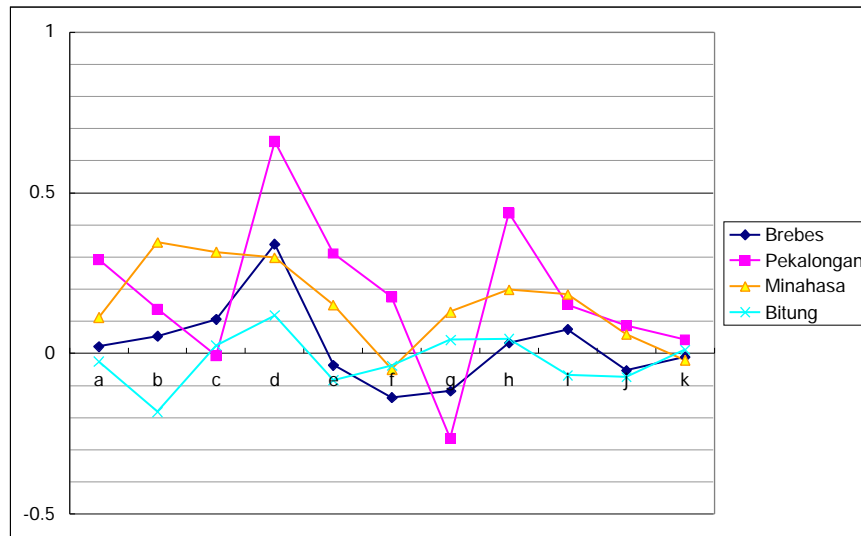


Figure 7-10 Changes in School Environment (Principals' perspectives)

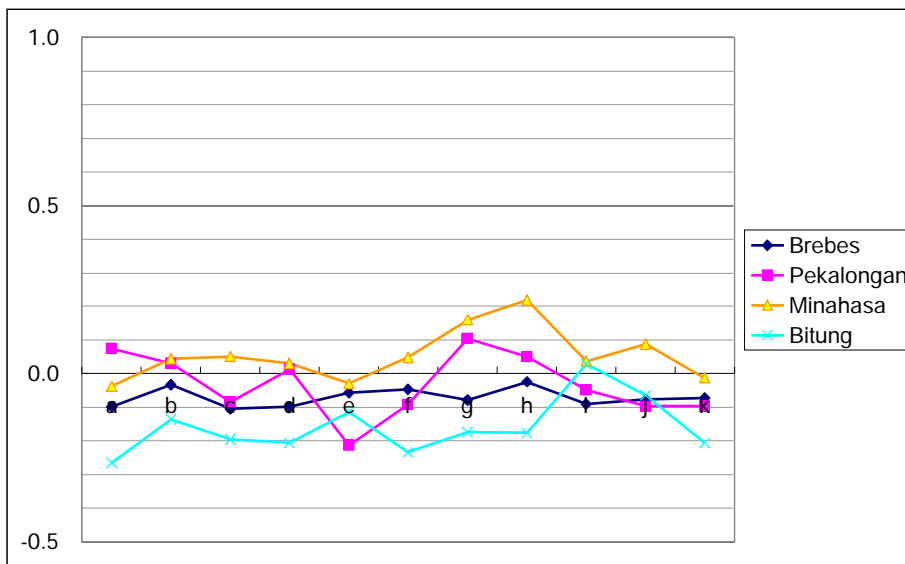


Figure 7-11 Changes in School Environment (Teachers' perspectives)

The indicators below are common to both Figures 7-10 and 7-11:

*Indicators of school environment*

- a. All teachers are involved in making school policies and planning school programs.*
- b. All non-teaching staff is involved in making school policies and planning program.*
- c. School staff participates in meetings by asking questions, sharing information, clarifying issues, and expressing disagreement.*
- d. The principal inspires a shared vision among school staff.*
- e. Each teacher and staff understands his/her own responsibilities for school performance.*
- f. The principal sets high expectation for teacher performance.*
- g. All staff has access to relevant professional development opportunities.*
- h. Communication inside school is made effectively- accurate, relevant and on time.*
- i. Everyone in the school follows school rules and policies.*
- j. Teachers look forward to coming to the classroom.*
- k. Students are eager to come to the classroom.*

## 2) School Management (Relationship between Schools and Outside Stakeholders)

Schools communicate with parents through various means. For example, teachers visit students' homes, and parents are invited to classrooms.

Figure 7-12 shows frequency of home visits made by teachers and Figure 7-13 shows the number of parents who visited schools during the pervious school year. There still is a large variance among individual schools, though the average numbers of home visits and school visits increased unambiguously.

Schools have to deal with other stakeholders in education as well. Figure 7-14 shows the principals' perspectives on how their schools are related to other educational stakeholders. Principals were asked how often they had contacts with people or organizations listed in the figure. Changes in the responses between the two surveys are shown. Generally speaking, principals' relationship with the stakeholders was strengthened, but there are large differences among the kabupaten/kota: Brebes shows improved relationship with all the stakeholders; by contrast principals in Pekalongan significantly weakened contact with the Education Board and BP3.

Figure 7-15 shows changes in what way and how much schools and parents/

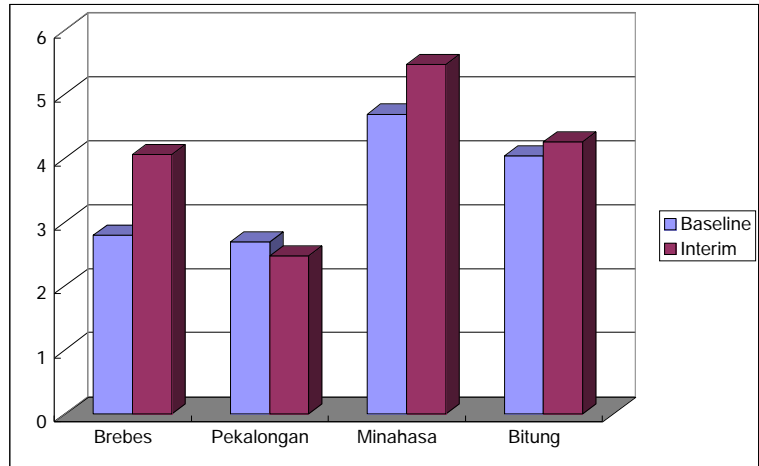


Figure 7-12 Number of home visits by teachers

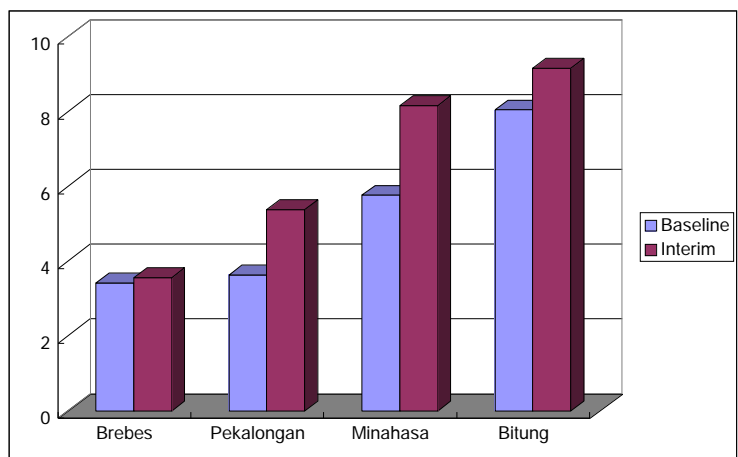


Figure 7-13 Number of parents who made school visits

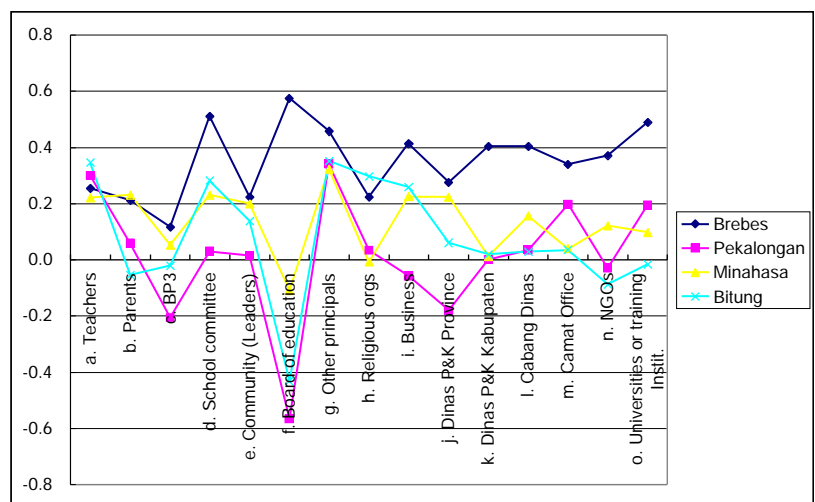


Figure 7-14 Changes in relationship with other stakeholders

community interact from the school principals' viewpoint. There was an increase in scale with most of the items except items such as d. community's involvement in contents to be taught.

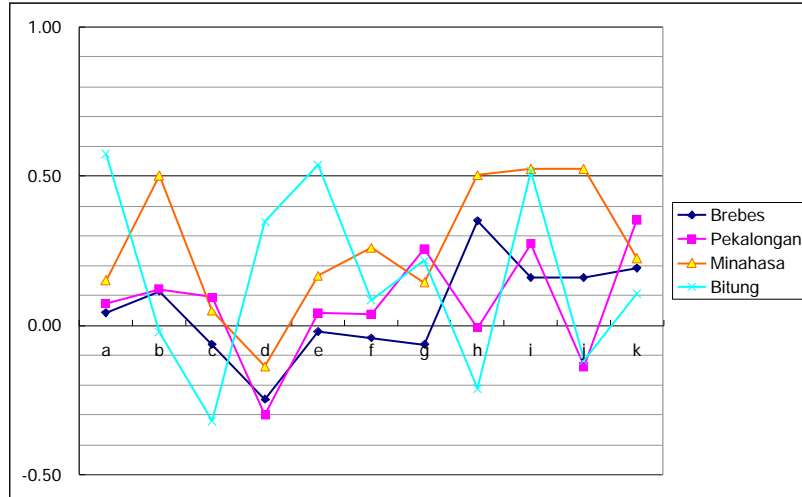


Figure 7-15 Changes in relationship between schools and parents/community

Scale 1: Never, 2: Seldom, 3: Sometimes, 4: Often, 5: Always

- a. School financial books are updated regularly and always ready for disclosure
- b. School facilities are open for community usage
- c. Parents are involved in making school policies and planning school programs.
- d. Parents recommend what should be taught
- e. Parents are involved in planning school budget, monitoring, and evaluating school expenditure
- f. Parents assist in selecting teaching and non-teaching personnel
- g. Community representatives serve on school committees
- h. Community supports the school by providing funds, expertise, equipment, and other donations
- i. Community members assist Local Contents subject
- j. The school communicates with community organizations through such means as newsletters, publications, and announcements
- k. The school initiates group meetings with community organizations

### 3) Parents' Participation

Figure 7-16 shows students' responses regarding their parents' participation in school matters. Parents generally have strong interest in and expectation for their children's education, but their activities with school are fairly limited. Moreover, the degree of participation decreased over the year as the figure indicates. For most of the indicators the level of participation is lower at the time of interim survey, though changes are very small.

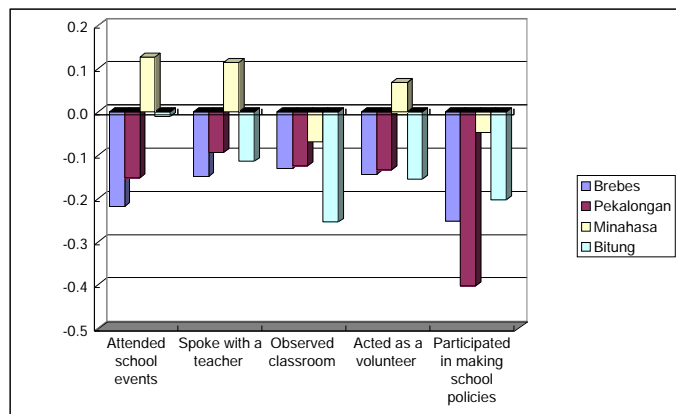


Figure 7-16 Changes in parents' participation in school matters

#### 4) Community Participation

Figure 7-17 shows changes in community involvement that was perceived by the community members. Many indicators were scored lower than the baseline survey except for a few cases.

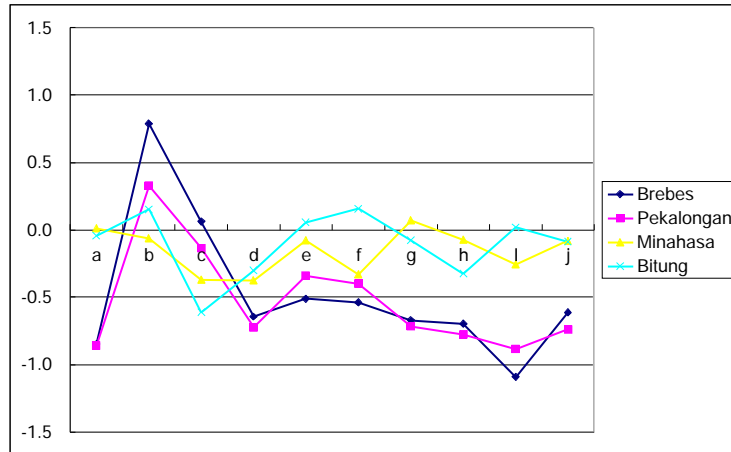


Figure 7-17 Changes in Community involvement (Community's perspectives)

- a. Community holds committee or forum to discuss education in kecamatan.
- b. Community members are aware of the school situation in the kecamatan.
- c. Community members are interested in school events such as school festivals or sport festival.
- d. Community members pay attention to students' achievement.
- e. Schools communicate with community organizations through newsletters, publications, or announcements.
- f. Community supports schools by providing funds.
- g. Community supports schools by providing advice or expertise.
- h. Community supports schools by providing land, facility, or equipment.
- i. Community members assist Local Contents subject.
- j. Community recommends what should be taught in schools.



### 5) Teaching-Learning Process in the Classrooms

Figure 7-18 shows changes in teachers' perspectives on their own lessons. The results generally show improvement, yet include mixed responses.

A similar set of questions were asked to students as well regarding five subjects. Figure 7-19 (7-19-a to 7-19-e) shows changes in students' responses by subject. Generally, students appear negative on most items with all subjects. Still, improvement is observed in items k (teachers respond to students' questions and opinions), l (teachers give me feedback about my work), and m (textbooks are used in the class). Note further that item i (teachers use lecturing approaches in the teaching-learning process) in fact shows much "improvement" over the year because the results are all "negative" with all five subjects. Bitung and Minahasa record relatively better improvement compared with Brebes and Pekalongan.

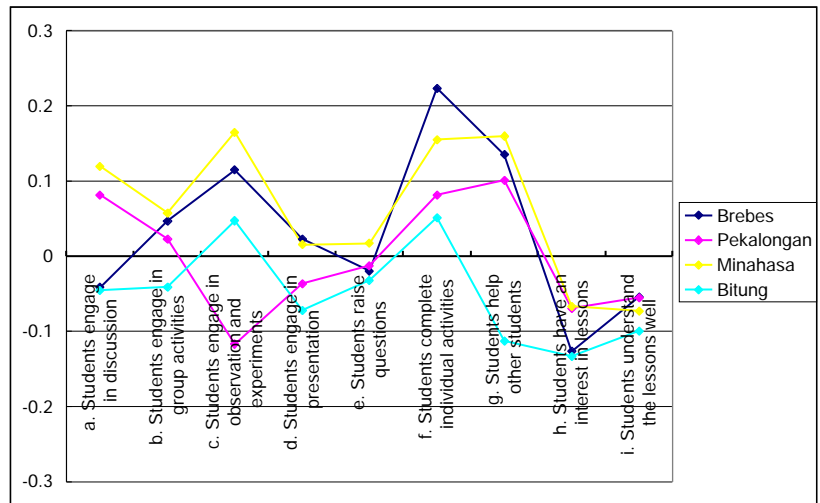


Figure 7-18 Changes in Teaching-Learning Process –Teachers' Perspectives

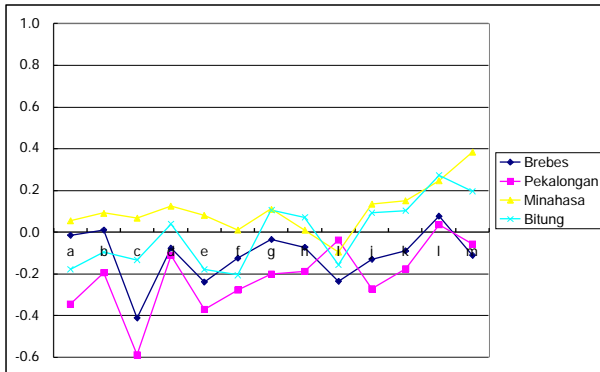


Figure 7-19-a Changes in teaching-learning process – Students' perspectives (Bahasa Indonesia)

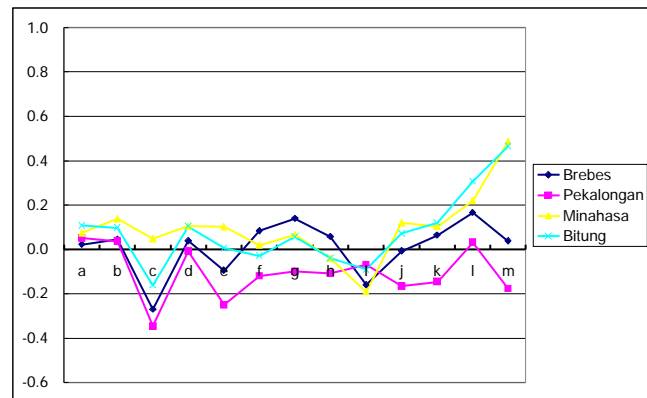


Figure 7-19-b Changes in teaching-learning process – Students' perspectives (English)

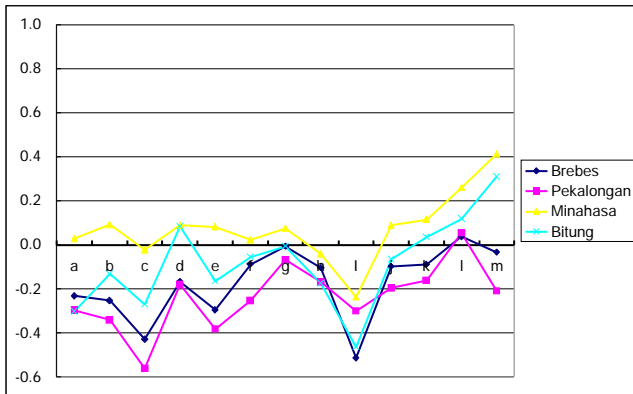


Figure 7-19-c Changes in teaching-learning process – Students' perspectives (Math)

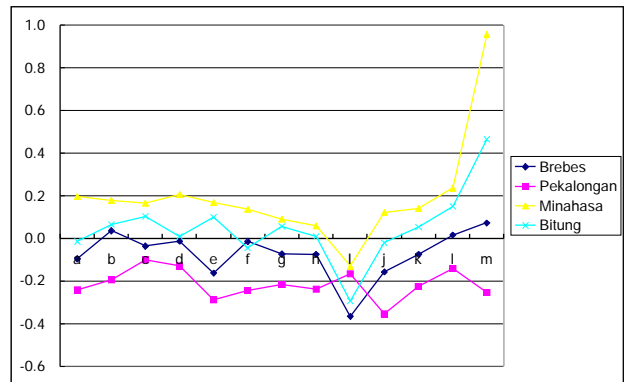


Figure 7-19-e Changes in teaching-learning process – Students' perspectives (IPS)

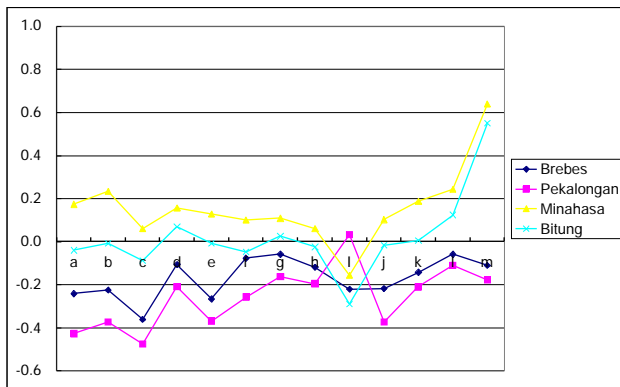


Figure 7-19-d Changes in teaching-learning process – Students' perspectives (IPA)

**Indicators**

- a. You participate in discussion in the class.
- b. You participate in group activity in the class.
- c. You have observation and experiment activities in the class
- d. You raise questions during the class.
- e. You complete individual activities such as individual projects and research.
- f. You help other students by tutoring and testing each other
- g. You have an interest in lessons.
- h. Teacher ' s explanation is clear.
- i. Teachers use lecturing approaches in the teaching-learning process.
- j. Teachers understand my difficulties.
- k. Teachers respond to students' questions and opinions.
- l. Teachers give me feedback about my work.
- m. Textbooks are used in the class.

**6) Teaching Aids**

Figure 7-20 shows changes in teachers' response on the usage of teaching aids in their lessons. According to the data, teachers in Bitung and Minahasa consider that they use significantly more teaching aids than before. By contrast, teachers in Brebes and Pekalongan indicate less frequent usage of teaching aids.

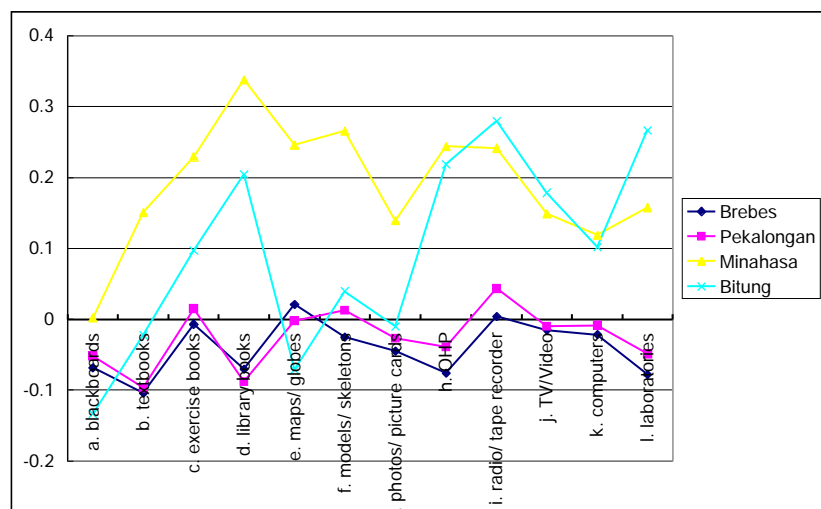


Figure 7-20 Changes in usage of teaching aids

### 7) Lesson Preparation

Figure 7-21 shows changes in teachers' preparation for lessons. Teachers generally believe that they better prepare for their lessons than before. Item a (prepare detailed lesson plans), however, indicates little improvement or worsens in Pekalongan and Bitung. This may be attributed to the fact that teachers under MGMP actively developed their own teaching materials (particularly "modules") throughout the pilot sites and thus felt it less necessary to prepare lesson plans of their own.

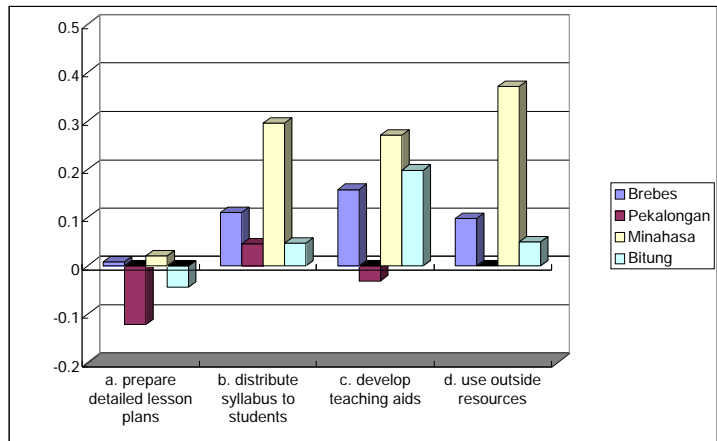


Figure 7-21 Changes in preparation for lessons

### 8) Evaluation of Students

According to the teachers' responses, evaluation of students is conducted in a variety of methods. As Figure 7-22 show, teachers in Minahasa particularly consider that they use a variety of evaluation methods more frequently than before while teachers in Bitung evaluate students' attitudes and behavior significantly less than before.

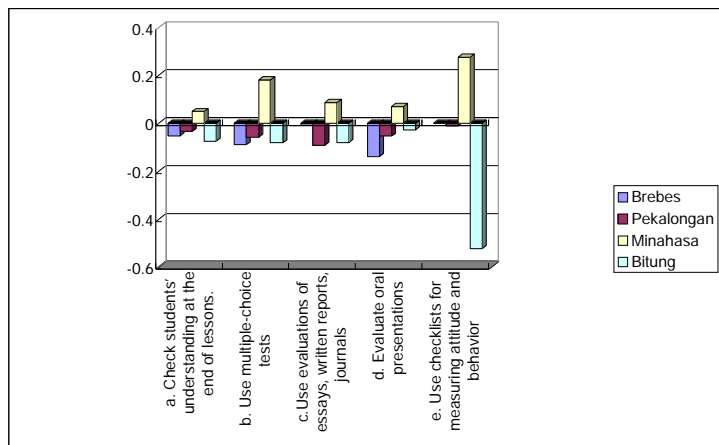


Figure 7-22 Changes in method of evaluation

### 9) Homework and Extra Lessons

Figure 7-23 shows changes in frequency of giving homework and extra lessons to students. Frequency of giving homework decreased in all kabupaten/ kota, while remedial teaching or supplementary lessons increased in most of the kabupaten/kota.

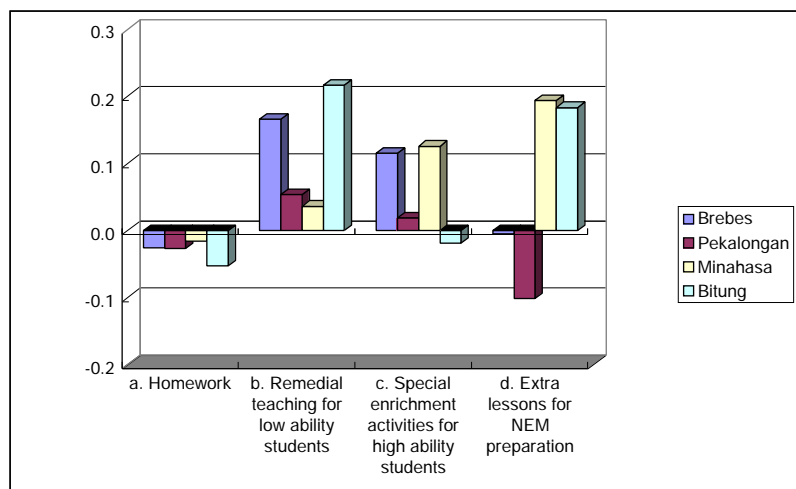


Figure 7-23 Changes in frequency in provision of homework/extra lessons

### 10) School Problems

Figure 7-24 shows changes of principals' perception of problems facing their schools. Changes scored negative here mean the items have become less problematic over the year (actual betterment). Generally, local variations are considerable. Whereas in Pekalongan principals feel much improvement with almost all items, Bitung principals see the situation worsened. Item g (students' low motivation), however, is the only problem item that improved throughout the four sites. The positive change is particularly large in Minahasa.

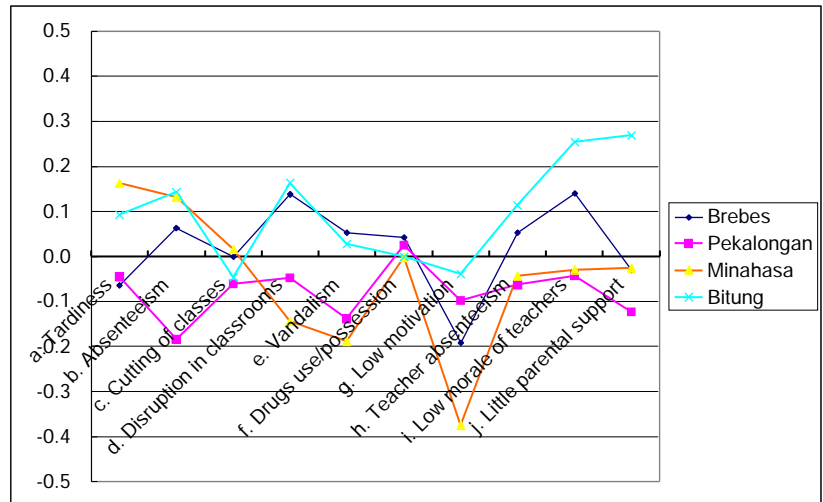


Figure 7-24 Changes in principals' perspectives on school problems

Item g (students' low motivation), however, is the only problem item that improved throughout the four sites. The positive change is particularly large in Minahasa.

### (3) Outputs Indicators

#### 1) Enrollment of Students

Table 7-6 shows the average enrollment at the time of baseline survey and interim survey. As is seen, all enrollment figures decreased over the year. However, this is because the two surveys recorded the numbers of students at the beginning of 2002/03 and at the end of the same school year. The decreases simply reflect dropouts during the year.

Table 7-6 Changes in average enrollment

	Grade 1		Grade 2		Grade 3		Total	
	Baseline	Interim	Baseline	Interim	Baseline	Interim	Baseline	Interim
Male students	59.8	58.5	54.7	51.7	48.4	46.6	162.9	156.3
Female students	58.9	57.7	54.6	53.0	49.9	46.2	163.3	158.4

Note: 1) Data of Baseline Survey are as of August 2002, and data of interim survey are as of April 2003. 2) Interim survey covered 15 more schools than the baseline survey did. However, these schools were all SLTP *Terbuka* with a limited number of students. Therefore, those 15 schools were excluded from the tabulation above to make the comparison consistent.

#### 2) Students' Achievement

One way to measure students' achievement is examining CAWU or EBANAS scores. Unfortunately, since the interim survey was conducted in April-June 2003, the latest NEM scores for 2002-2003 were not available yet and, hence, a systematic comparison of the NEM scores was not possible for this analysis. Instead, Semester Exam scores for Semester 1 in 2001-2002 and 2002-2003 were compared just to see a general picture. Table 7-7 lists average scores by subject. Shaded boxes show those scores which are higher than the previous year. However, it is needless to say that these figures actually cannot be compared since the test sheets used were not the same among the schools or by year.

Table 7-7 Average Semester Score (Semester 1)

	Grade 1		Grade 2		Grade 3	
	Year 2001/2002	Year 2002/2003	Year 2001/2002	Year 2002/2003	Year 2001/2002	Year 2002/2003
Indonesian:	6.60	6.57	6.62	6.65	6.78	6.78
English:	5.93	5.96	5.96	5.90	6.21	6.30
Math:	5.77	5.72	5.77	5.78	5.62	6.11
IPA:	6.03	6.07	6.60	6.28	6.46	6.24
IPS:	6.28	6.30	6.36	6.43	6.79	6.47

### 3) Satisfaction of Principals

Figure 7-25 shows changes in principals' satisfaction and motivation. In the interim survey, principals in both provinces generally indicated a higher level of satisfaction with regard to many items. Their satisfaction was particularly greater with items e. (satisfied with the teachers' capability), f. (satisfied with the teachers' attitude), and m. (satisfied with professional and/or monetary rewards for the work). On the other hand, they became less satisfied with items k. (recognition by the government), and n. (you feel that you have the authority and responsibility to make important decisions about how the school is run). Here again local variations are significant suggesting strong influences coming from local government and community with this regard.

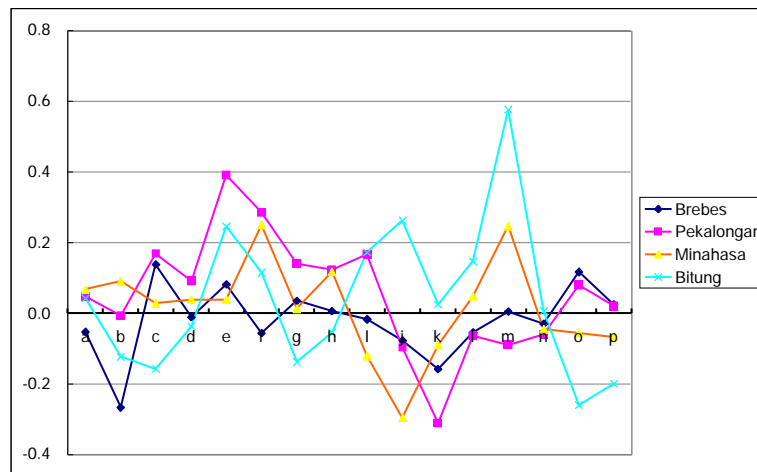


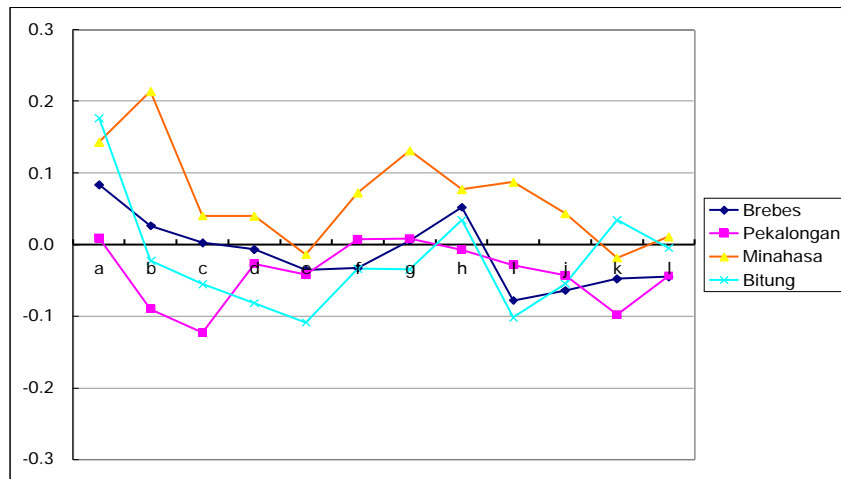
Figure 7-25 Changes in satisfaction of principals

#### Indicators for Figure 2-24

- a. You are satisfied with your performance as principal.
- b. You are satisfied with the performance of the school.
- c. You are satisfied with students' academic achievement.
- d. You are satisfied with the students' attitudes.
- e. You are satisfied with the teachers' capability.
- f. You are satisfied with the teachers' attitude.
- g. You are satisfied with the parents' support to school.
- h. You are satisfied with the community's concern with your school.
- i. You are satisfied with the kecamatan government's concern with your school.
- j. You are satisfied with the kabupaten/kota government's concern with your school.
- k. You are recognized by the government for your contributions to the school.
- l. You are recognized by the community for your contributions to the school.
- m. You receive professional and/or monetary rewards for the work you do for the school.
- n. You feel that you have the authority and responsibility to make important decisions about how the school is run.
- o. You feel that your efforts have contributed to the improvement of school quality.
- p. You are motivated to challenge new things to improve school quality.

#### 4) Satisfaction of Teachers

Figure 7-26 shows changes in teachers' satisfaction and motivation. Teachers feel more satisfied with their profession (item a: prefer teaching to any other profession) but give a more critical look at themselves (item c: satisfied with your performance as a teacher; item k: trusted by the students) and at students (item e: satisfied with students' attitude). They are generally positive about local government (item h: satisfied with the support from the kabupaten/kota government) and their own school (item g: satisfied with the support from the school). The latter may indicate that the relationship between the principal and teachers has improved.



- a. You prefer teaching to any other profession
- b. You would like to work at this school rather than any other schools
- c. You are satisfied with your performance as a teacher
- d. You are satisfied with students' academic achievement
- e. You are satisfied with students' attitudes
- f. You are satisfied with co-workers' professional capabilities
- g. You are satisfied with the support you receive from school
- h. You are satisfied with the support you receive from the kabupaten/kota government
- i. You receive sufficient rewards from the school, government, and the community for the work you do
- j. You are satisfied with the school rules
- k. You feel that you are trusted by the students
- l. You feel that you are trusted by the parents of the students

Figure 7-26 Changes in satisfaction of teachers

#### 5) Students' Satisfaction

Figure 7-27 shows changes in students' feelings and satisfaction towards their school. Although small, negative changes are observed with all indicators except one: I feel that I should contribute to the community that supports my school. This surge may be taken to indicate that REDIP2-

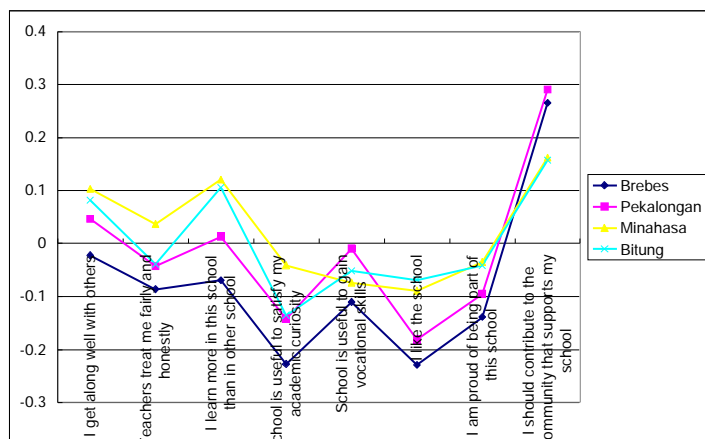


Figure 7-27 Changes in satisfaction of students

initiated community support has been felt very positively and appreciated by the students.

Students were also asked how many years they would continue to study. There is a clear difference between North Sulawesi and Central Java: about 30% of students in Brebes and Pekalongan want to attend college/university; the rate exceeds 60% in Minahasa and Bitung. The data show a slight increase in students' aspiration between the surveys.

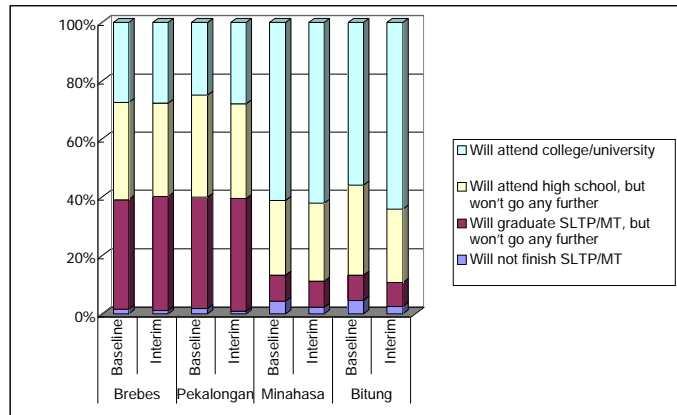


Figure 7-28 Students' aspiration for academic career

### 6) Parents' Satisfaction

Parents' feelings towards school were surveyed indirectly through students' responses.<sup>14</sup> According to the responses, parents seem to have become less satisfied with the quality of school education (item a) and children's attitude (item b) but significantly opener towards school (item e: welcome home visit) and more mindful of children's learning environment (item f). These changes, whether positive or negative, might indicate their heightened awareness about children's education.

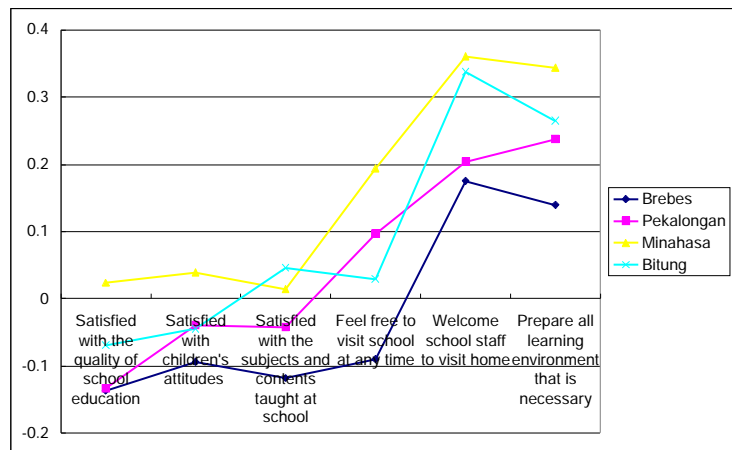
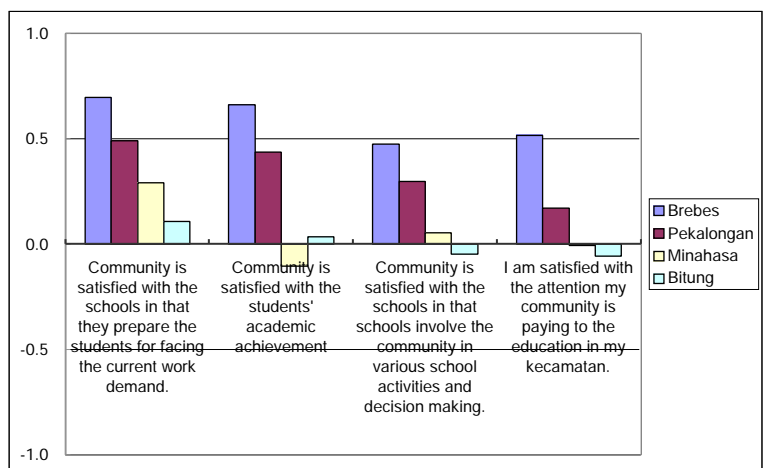


Figure 7-29 Satisfaction of Parents

### 7) Community Satisfaction

Community members have generally positive feelings towards schools and education. Figure 7-30 shows changes over the year observed in community satisfaction. With most items, the satisfaction level is higher at the time of interim survey. While Brebes and Pekalongan show a notable increase in the average scale,



1: Strongly disagree, 2: Disagree, 3: Hard to tell, 4: Agree, 5: Strongly Agree  
Figure 7-30 Changes in satisfaction of community

<sup>14</sup> This was due to a technical difficulty to conduct a questionnaire survey on parents. In REDIP1, the JICA study team carried out parent surveys as part of the baseline and post-pilot surveys only to obtain highly unreliable data.

Minahasa and Bitung show little change.

### 8) Community Aspiration for Education

Figure 7-31 summarizes answers to a question asking community members and school principals about their perception of community's educational aspiration. Note two observations: first, community members gave slightly higher marks than principals did; second, interim survey results almost invariably improved.

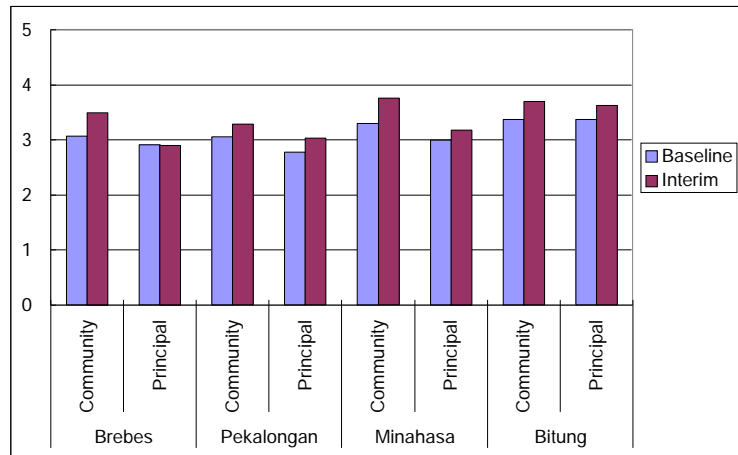


Figure 7-31 Community Environment - perspectives of community and principals

### 7.2.3 Conclusion

As was seen, the preliminary data analysis above was inconclusive. While some indicators showed positive, expected changes, others deteriorated. Whether their direction of change was positive or not, a number of indicators showed little change over the time failing to testify any impact taking place. Those slight changes were generally mixed: principals, for instance, became more satisfied with some aspects but less with others. Is this because there was no significant impact to begin with? Or is this due to some fault in the survey design or analytical method? Or still, is this attributed to certain other factors?

#### **Was there no impact?**

A possible explanation is that REDIP2 had no significant impact. This explanation is readily negated by field observations and narrative descriptions by participants.<sup>15</sup> The scores of teaching materials and aids developed by teachers under REDIP2 (see Chapter 3 below) are another proof of its positive impact. Qualitatively, impact abounds. The two surveys, however, did not capture the impact in unambiguous, quantitative terms.

#### **Was there a fault with the method?**

Another possible explanation for the inconclusive results is a methodological fault: either the survey design was faulty or the method of analysis was inappropriate or both. These possibilities are hard to deny because, as far as expected changes do not emerge in the results, some technical reasons are always the prime suspect. However, a careful look at the results suggests that these possibilities are in fact low: as mentioned earlier, those indicators which are linked directly to REDIP2 interventions show an unambiguous improvement over the year. The surveys *did* record such types

<sup>15</sup> These are extensively documented in Chapter 5, *Monitoring*, of Progress Report 2 (February 2003) and in Section 2.4, *Outcome and Impact of the First Year Pilot Project*, and Appendix 4, *Monitoring Notes of Kab. Minahasa and Kota Bitung in March 2003*, of Progress Report 3 (July 2003).



of impact as are direct and straightforward. The analytical method employed here (comparing the before- and after-averages) is simple and neutral enough to be dubious. Technical shortcomings may never explain away the deviations fully.

### ***Then, why? — Shifting scales***

The most likely reason for the mixed results is that the surveys used 5-point Likert scales to quantify subjective answers. The very basic assumption for such a comparative analysis is that in the two surveys, respondents use the same judgmental scale consistently to give their answers to the same question. If this assumption is not held, the real picture will only get distorted or blurred. This seems to be exactly what happened.

Why don't or can't people use the same scale consistently over time? Three cases may be cited.

First, people simply do not remember what they answered one year ago to the same questions. Since differences between choices on the Likert scale are subtle and subjective (how different are "4: useful" and "5: very useful?"), answers tend to fluctuate. The best way to avoid this fluctuation is to show the respondents their own answers in the previous survey. Using the old answer sheets as a solid framework for reference, they will give far more consistent answers in the second survey. This practice, however, will be costly when a large number of respondents are to be covered.

Second, people may give a more critical look at their own situation or environment after being involved in REDIP2 activities for a year. As people become better informed and aware of the reality, they will be more disappointed or frustrated by it. Their answers will reflect their newly found dissatisfaction, shifting systematically downward on the 5-point scale.

Take an example. Teachers answer a question, "teachers are involved in school management," with a 5-point scale from "1: strongly disagree" to "5: strongly agree." It is quite possible that a teacher answers 5 in the baseline survey and 1 in the interim survey even if she actually becomes more "involved" after a year. This contradiction occurs when her notion of "involvement" has completely changed by her experiencing true "involvement" for herself. After such a notional change, she may see the actual level of involvement not high enough even when she is more involved than before.

And third, it is not easy for people to evaluate other people's behavior consistently over time. Their evaluation is likely to be based on mere "impression" and show some volatility. They will give more consistent answers when evaluating their own performance or change. This distinction, though quite human, can instill some distortion in the data. If both of the two types of questions (one asking about others, the other asking about the respondents themselves) are asked to measure impact on some aspect, the aggregate results will very likely be mixed unless the impact is highly significant. Furthermore, the fact is that the questionnaires used in the two surveys contain more questions about others but fewer questions about respondents themselves. Their overall outcome was thus more susceptible to inconsistency.

### ***Note on the control group***

One kabupaten each from the two pilot provinces was also surveyed as the "control group" (Tegal in Central Java and Bolaang Mongondow in North Sulawesi). The purpose for this is to obtain data of the "without" cases. After a preliminary analysis,

however, we decided *not* to use their data in this mid-term impact analysis. Reasons are as follows.

First, the control group data turned out highly unreliable. As a general rule, their two survey data sets revealed very different patterns. Some question items even produced self-contradictory results. A considerable magnitude of inconsistency is suspected in the data sets.

Second, the control group data showed inexplicably different patterns from the pilot group data, making it difficult or useless to compare the two groups to detect the program impact. The reason for this is not known but indifference or the lack of seriousness on the part of the control group respondents may be the reason.

One may suspect that the sample size was not large enough to produce a reliable data set. The surveys sampled 13 schools in the two control group kabupaten, 13 principals, 163-200 teachers, 1,305-1,311 students, and 22-45 community members. It may be true that the surveys had enough sample teachers and students but too few principals and community members to yield statistically sound results. On the other hand, due to time and budget limitations, it is not possible to significantly expand the control group. This is one issue that needs serious review before designing the post-pilot survey in 2004.

### ***Some lessons for the post-pilot survey***

From the observations above, we may be able to draw some lessons for the post-pilot survey.

Ideally, the survey questionnaires should be revised, selecting and wording questions carefully based on the past results. It is particularly necessary to recognize the distinction between the two types of questions and the characteristics of their respective answers. Questions should be so aligned that the two types are well balanced and clearly separated. However, their total revision is barred because of the requirement to compare the data of the three surveys in a consistent manner. It is instead suggested to add a few more questions to the end of each questionnaire which ask self-evaluation of the respondent's change over the two years.

In order to complement the purely quantitative analysis, focus group interviews may be conducted afterward to verify the individual figures and support interpretation of the results. The main problem of the shifting judgment scales can be mitigated this way.

How to deal with the control group is another remaining issue to be solved before the survey. As noted above, since it may not be possible to expand the group or reselect the samples or revise the questionnaires, an alternative is to keep the survey as it is but process its data separately from the main body pilot group data.

These are the lessons to be considered in preparing the post-pilot survey scheduled in June-August 2004.

## 7.3 Overall Evaluation of the First Year Pilot Project

### 7.3.1 REDIP's Aim

REDIP started in 1999 with three basic principles guiding its formation: decentralization, school-based management, and community participation. The three principles have led to the current form of REDIP that, among others, seeks to empower schools, communities and local governments. REDIP's ultimate aim is, by empowering them, to improve Indonesia's junior secondary education both in quantity and quality terms.

### 7.3.2 What Happened in the First Year Pilot Project

#### (1) Qualitative Aspects

People who participated in the first year pilot project reported several significant changes taking place in people's perception and attitude. They noted improvement in transparency, accountability, discipline, honesty or motivation. The most important thing may be that people practiced democracy for the first time. Changes in local government's perception were also notable, as signified by the adoption of the REDIP model in their educational administration.

#### ***Transparency***

When you visit a school or TPK in the pilot site, you will probably see their proposal for REDIP2 funds posted proudly on the bulletin board. Anyone can know how much funds will be granted to finance activities in the school or kecamatan. This is in fact a remarkable practice in the country where KKN (corruption, collusion and nepotism) is a norm, not an exception. REDIP2 has used extra care to ensure transparency in the pilot schools and TPKs, promoting the public posting of the proposal in particular. This practice seems to have been effective. So far, no financial malpractice has been reported from the field except a case where one school principal tried to embezzle part of the funds<sup>16</sup>. What matters most, however, is that once accustomed to transparency, people will no longer accept the old-fashioned way of decision-making or leadership. With this respect, REDIP2 has definitely worked a real change.

#### ***Accountability, Discipline and Honesty***

Kabupaten/Kota Dinas staff and field consultants point out that the REDIP2 pilot has significantly promoted accountability, discipline or honesty among the participants. These traits seem to be attributed to the same mental attitude, 'honesty'. It appears that REDIP2 has effectively encouraged those honest people to prevail with its particular scheme for participation. This is again a remarkable achievement in view of the Indonesian context.

#### ***Motivation***

REDIP2 has successfully motivated a wide range of participants: principals, teachers, students, parents, community leaders, government officials and others. One indication is the collection of teaching materials and aids developed by teachers as reviewed in Chapter 3 above. This reminds us that educational quality improvement should begin with motivating the teachers and that the MGMP-TPK scheme adopted by REDIP2 could

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<sup>16</sup> A school in Kecamatan Likupang, Kab Minahasa, North Sulawesi.

be highly appropriate for that purpose. Another example of REDIP-motivated people is *Bupati* and *Walikota* of the pilot sites. REDIP2 has further inspired the local administrators who are seriously concerned with education. The outcome is their effort to provide matching funds to REDIP2 and, furthermore, institutionalize the block grant system in their budget. Local government-initiated REDIP is about to start in Kabupaten Pekalongan and Kabupaten Brebes in Central Java. Kabupaten Brebes finally succeeded to persuade local legislators to approve their own REDIP. In North Sulawesi, Kota Bitung has been providing official matching funds to REDIP2 since the first year. Kabupaten Minahasa was slow to financially cooperate with REDIP2 but has finally approved official matching funds to REDIP2 schools.

### **Democracy**

In a sense, the most important achievement of REDIP2 is that it let people practice real democracy for the first time ever. In Indonesia democracy has long been an elusive goal even after the era of *reformasi* began. Traditional culture remains strong particularly in Java where seniority counts, men dominate and voicing an opinion is something ordinary, and people never dare to do in the public. However, REDIP has quietly and carefully installed democratic ways of doing things in schools and in TPKs. Many people happily welcomed the new ways and cherished them. One typical anecdote to show this is the selection of TPK chairman. REDIP2 guidelines instructed the TPK members to elect the chairman from among them. During the old era, chairmanship should have automatically gone to *Camat* (a head of sub-district) without election. In REDIP2, however, given the choice people got serious to find the best leader for their TPK. A number of TPKs chose head of Cabang Dinas Kecamatan (a head of education department branch in sub-district) as chairman, suggesting that they judged *Camat* was less up to the task of leading educational development. Democratic leadership was also instilled into schools. A number of principals easily adapted themselves to this new way of school administration, while others found it difficult to give up their authoritative ways. However, REDIP2 has clearly shown that school-based management will naturally go hand in hand with democracy. Practicing democracy is a windfall of this program but can be highlighted as one of the very tangible results.

### **Local Government's Initiative**

The four pilot Kabupaten and Kota have all indicated their intention to initiate their own version of REDIP in some way or other. When sustainability is concerned, this aspect becomes the most crucial. Considering that REDIP1 only started in 1999 on an experimental basis, this is an interim result that far exceeds prior expectation. If the four local government-initiated REDIP are smaller in budget, they clearly show they grasp the gist of the program. They have learned some small but crucial hints from REDIP:

- A. They will cover all SLTPs and MTs, both public and private, in their kabupaten/kota. This principle of indiscrimination has proved a key to motivate community.
- B. They will provide a block grant to the schools. They are convinced that block grants are the most efficient means to meet individual schools' diverse needs.

- C. They will organize TPKs and provide funds for their use.<sup>17</sup> TPK is a unique creation by REDIP and, as proved, plays the pivotal role in kecamatan.

If things go well, the REDIP model will be "naturalized" in a few more years in the four local governments. The first year pilot has testified that this scenario is not impossible.

## (2) Quantitative Aspects

### **Enrollment**

As described in Chapter 2, Brebes experienced comparatively a larger decrease in enrollment over the year, particularly among students of Grade 2. Pekalongan also has the similar trend of changes although the degree was smaller than that of Brebes. On the other hand, in North Sulawesi Province, only around 80% to 85 % of the students remained in the control group, whereas Minahasa and Bitung showed only slight decreases that is similar to that of Central Java. In Minahasa there was a increase of enrolment in Grade 2 of female.

According to data from each kabupaten and kota Dinas, the transition rate between elementary school graduates and newly enrolled students at junior secondary school increased in North Sulawesi and decreased or is same in Central Java between 2002/03 and 2003/04. The Minahasa and Bitung transition rates increased by 0.6% (92.4% -> 93.0%) and 7.2% (102.2% -> 109.4%) respectively. The Brebes transition rate decreased by 1.5% (65.7% -> 64.2%). The Pekalongan transition rate wasn't changed (87% -> 87%). The reason of Kota Bitung's transition rate exceeding 100% is mainly due to receiving many students from neighbor kecamatan of Kabupaten Minahasa.

### **Achievement Test Scores**

Unfortunately, the interim survey couldn't collect the results of final examination because the survey was done before the final examination. The scores of Semester 1 between Year 2001/2002 and Year 2002/2003 are comparable. The result shows that there are two to three subjects at every grade of which scores were increased, but they are not significant.

### **Other Indicators**

Indicators in participation in training, condition of some facilities, and textbook availability clearly improved over the year. Process indicators such as principal's satisfaction, teacher's perspectives on their teaching-learning process, and the level of community satisfaction on schools improved. These indicators were directly intervened by REDIP2. However, there are no significant changes observed between the baseline and interim results among many indicators, and some of indicators show lowered scores in the scale or decreases in numbers over the year<sup>18</sup>.

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<sup>17</sup> Kabupaten Minahasa is an exception which, due to budget constraint, has yet to support TPKs financially.

<sup>18</sup> The respondents tend to become more conscious of the situation and meanings of the stated issues in the questionnaires after experiences in the first year pilot project. It seems that they obtained their new notion of school development through the pilot project activities and they felt that the level of actual involvement is not enough when the interim survey was conducted.

### 7.3.3 How Much the Aim Was Achieved

There can be many approaches to develop and improve education. In retrospect, REDIP was quite unique in that it unwittingly took a holistic approach to that end. The approach can be compared to the oriental medicine. It did not try to cure specific "ailments" or treat specific "organs." Rather it tried to invigorate the "human body as a whole" that is education in community. This holistic approach characterizes REDIP and its performances should be reviewed in relation to this particular characteristic.

With respect to empowerment, REDIP2 in the first year has performed well. As was the case in REDIP1, the pilot project successfully motivated people in schools, local government offices, villages, and households. The qualitative impact was evident in various ways. However, in quantitative terms, main indicators do not attest significant positive effects of the pilot.

We may be inclined to say that this is exactly what the holistic approach can do the best just like the oriental medicine slowly improving the total condition of the human body. There is no surgical treatment or quick recovery but a gradual yet fundamental reorganization of the body functions. If this is our aim, REDIP2 has achieved it to a respectable extent.

### 7.3.4 Towards the Second Year

Three specific goals may be cited for the second year:

#### ***Support to the Local Government-Initiated REDIP***

The second year will be crucial for the pilot kabupaten and kota to lay solid basis for their own REDIP. The first goal therefore should be to support their initiative as effectively as possible. As a matter of fact, the JICA study team has already deployed four additional field consultants to support Kabupaten Brebes and Pekalongan in their implementation of their own REDIP.

#### ***Encouragement of the Spontaneous Drive to Quality Improvement***

In the first year, many teachers spontaneously showed their initiative to develop their own teaching materials and aids. This indicates that the professional quest for better quality education is alive in many teachers' mind. The second year pilot should take extra care to encourage and support this initiative. One such attempt is a new joint program with IMSTEP to support MGMP teachers to acquire advanced teaching methods.

#### ***National and Provincial Exposure of REDIP***

The ultimate goal of REDIP is to institutionalize it within the Indonesian educational administration system. To achieve that goal, it is needed to expose the program to a wider audience nationwide. MONE should provide the initiative and the JICA team should support with technical matters. The REDIP seminar held in Jakarta in February 2003 inviting all Kabupaten/Kota Dinas P&K in Aceh was a case in point. Disseminating the REDIP experiences in other parts of Indonesia is a priority for the second year. Publishing a series of booklets on REDIP is another activity to be pursued.

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## **CHAPTER 8 DEVELOPING TEACHING MATERIALS AND AIDS: BEST PRACTICES OF FIRST YEAR PILOT PROJECT**

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### **8.1 Why Best Practices?**

The REDIP2 pilot project has been stressing the improvement of teaching-learning process at school. Many TPKs (through MGMP) and schools endeavored to achieve this objective through a variety of activities. One typical such activity was developing teaching materials and aids of their own.

Unfortunately, Indonesian teachers are not very famous for their keen attention to quality teaching. Their seeming lack of professional attention and aspiration is quite understandable, given the poor physical and financial conditions of schools. This general view, however, has been negated at least partially by a number of individual teachers and MGMP teams in the first year pilot. In fact, it was as if their professional conscience and innovative creativity had finally burst out after a long period of suppression. Within a year, a host of self-made teaching materials and aids blossomed throughout the pilot kecamatans.

The very fact that ordinary teachers took such an initiative is a remarkable phenomenon in itself. It testifies that teachers' professional conscience has never been lost; it is merely dormant in an adverse environment aspiring to wake and work. The fact also points out, without ambiguity, where educational quality improvement should start: with teachers.

To measure the scope and depth of this particular phenomenon and look for a workable approach to quality improvement, the JICA study team collected as many self-developed teaching materials and aids as possible during November 2003. It managed to identify 43 cases in Central Java and 10 in North Sulawesi. Table 3.1 at the end of this chapter lists the entire collection of teaching materials and some of the teaching aids.

The collection is a splendid showcase of teachers' creativity though it naturally reveals a vast range of effort involved and sophistication achieved. A few of them are already worthy of national publication while some others are little more than the author's personal memo. In view of this, it would be useful to focus on some excellent examples and see how they were created and are being used. It is hoped that we can draw ample lessons and hints on quality improvement from this review of best practices.

### **8.2 Overview of Teaching Material Development under REDIP2**

Even though REDIP2 stressed quality aspects in its pilot, it did not specifically require TPKs or schools to conduct some particular activities or other to improve the teaching-learning process. It was completely up to them to decide whether to address this problem and what action to take. It turned out that many of them launched into developing teaching materials and aids of their own which were more suitable for their students.



The interviews with the teachers who developed them or TPK members who initiated the activity reveal some interesting observations. We can generalize them and hypothesize as follows:

### ***Why their own "modules"?***

As seen in Table 3.1, the majority of the collected items are "modules," teacher's guides that organize lesson topics, students' exercises and, sometimes, background information according to lesson units. This is not because such teacher's guides are not published in Indonesia or not available in the provinces. According to the interviews, there are several reasons why so many teachers created their own modules:

A better substitute for the textbooks. Many teachers felt them necessary simply because they thought the current textbooks and, thus, existing modules were not satisfactory. They created their modules as a better substitute for the textbooks. Some explicitly criticized the latest textbooks (based on the competency-based curriculum) for being too academic, too complicated or too broad.<sup>1</sup> Their modules are meant to be alternative textbooks easy to understand and suitable for students.

A supplement to the textbooks and modules. Some teachers cited the need to supplement the textbooks with essential topics that were uncovered, illustrations, reference information or student exercises.

A cheaper alternative to the textbooks. One school in Central Java created their own modules as cheaper "textbooks" affordable to students.<sup>2</sup> Since students have to buy all textbooks and reference books, the total expense can easily discourage those poor students who cannot afford them. The school developed their own modules to replace the textbooks with cheaper home-made alternatives.

Lack of textbooks or modules. With regard to a few subjects, there are no textbooks or modules available. Teachers therefore had to create a new module from scratch. Two examples of this case are sewing skills (as local content) and computer (as extra curricula activity).

### ***Who developed?***

There were three cases. One group of teaching materials and aids were developed by Kecamatan MGMPs (under TPK). About half of the modules and exercise books belong to this group. Another group was created by teachers of individual schools.<sup>3</sup> The remaining half is of this group. The third group was creations by individual teachers. Some teaching materials and most teaching aids belong to this group. In either case, REDIP2 very effectively stimulated the teachers with funds as well as the spirit of initiative and innovation.

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<sup>1</sup> Teachers in Kecamatan Kresana and Kecamatan Bulakamba (both Kab Brebes).

<sup>2</sup> A school in Kecamatan Kesesi (Kab Pekalongan).

<sup>3</sup> Either by the school MGMP's initiative or by the principal's initiative and instruction. The latter case apparently failed to motivate other fellow teachers than the author to utilize the developed materials.

### **What subject?**

As Table 3-1 shows, almost all subjects were dealt with in some way or other. Bearing in mind that these items are never meant to be exhaustive, we can nonetheless draw a broad picture of teachers' concern and interest by counting the numbers of items listed in the table. The result is as follows:

English	15	
Mathematics	10	
IPA: Physics	10	
IPA: Biology	8	(IPA total 18)
Bahasa Indonesia	4	
IPS: Geography	4	
PPKn	3	
IPS: Economics	2	
IPS: History	2	(IPS total 8)
Bahasa Jawa	1	
Religion	1	
Local Content (sewing skills)	1	
Computer	1	
Total	62	

If this list is any indication, we may safely infer that English, mathematics and IPA (science) are the three subjects that students have difficulty to learn and teachers think appropriate materials and aids will help them better understand. This list further suggests that the current curricula and textbooks particularly for those three subjects may need a critical review and revision.

## **8.3 Best Practices**

Following are short descriptions of seven good examples. They are selected either for their outstanding quality or for their unique way of development or both.

### **8.3.1 Modules, Worksheets and Aids by TPK Kedungwuni and TPK Wonopringgo**

MGMP teams under TPK Kedungwuni and TPK Wonopringgo in Kab Pekalongan jointly developed a series of modules and accompanying teaching aids. They are:

- Modul Matematika Kelas I Semester 1* (accompanied by teaching aids)
- Modul Biologi Kelas II Semester 1* (accompanied by teaching aids)
- Modul Fisika Kelas I Semester 2* (accompanied by teaching aids)
- Unit Lesson Program English 1 Semester I*
- Students' Worksheet English 1 Semester I*

These were all officially adopted by Kabupaten Dinas P&K as standard materials and used in schools throughout Kabupaten. The printed copies with full-color covers are sold at Rp 4,000 (English) to 17,000 (mathematics) per copy.

Their levels of sophistication are very high: well organized, compact, clearly written, amply illustrated (some even in color), attractively type-set, and affordable. What is unique and remarkable with them is the way they were developed. First, they were

jointly developed by two TPKs. This is the only case where neighboring TPKs collaborated to create such materials.<sup>4</sup> Second, the MGMP teams sought technical and academic advice from university lecturers and the Field Consultant in charge. And third, they developed the modules and the accompanying teaching aids simultaneously, thus maximizing their effectiveness.

Judging from the products, it seems quite reasonable that Kabupaten Dinas P&K has authorized their use in all the schools in Kabupaten. It is hoped that they will continue their effort to create remaining materials for other grades and semesters asking for other TPKs' collaboration and that the products will be published commercially with lower sales prices.



Figure 8-1: Modules and Worksheet



Figure 8-2: A Page of the Worksheet

### 8.3.2 English Exercises for Students 1, 2 and 3 by MGMP Sragi

This three-volume exercise book was created by the English MGMP team under TPK Sragi, Kab Pekalongan. The book is a collection of questions and their answers organized according to the lesson units (Figures 8-3 and 8-4). The reason they created this was that English teachers strongly felt needs to give more exercises to students. Although not printed, neat type-set and color illustrations render it a very attractive appearance. All English teachers in Kecamatan are using it as a handy source of classroom exercises and exam questions. According to teachers at SLTP N1 Sragi, 50 to 60% of students had improved their English scores since its adoption.<sup>5</sup> They even received inquiries from some interested teachers outside Kecamatan. The MGMP plans to create similar exercise books for listening comprehension and conversation.

### 8.3.3 Guidelines of Making Teaching Aids on Teaching Writing for SLTP/MTs Grade 2 by MGMP Ketanggungan

This book is unique in that it focuses on how to create teaching aids (mostly cards with pictures) and use them in English classes (Figures 8-5 and 8-6). Although its main

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<sup>4</sup> Obviously, the reason behind this was Mr. Sukarno, a REDIP Field Consultant who is in charge of the two kecamatan. Mr. Sukarno not only encouraged them to collaborate but also volunteered to become academic advisor to the MGMP teams and introduce resource persons from outside.

<sup>5</sup> The book was published in September 2002. The interview was held in November 2003, over one year after the publication.

objective is to improve students' writing ability,<sup>6</sup> the teaching aids can also make English lessons more active and fun. The book contains a number of sample drawings for teachers to imitate or copy. English teachers in Kecamatan are using the book.



Figure 8-3: English Exercises for Students



Figure 8-4: A Sample Page



Figure 8-5: Guidelines of Making Teaching Aids



Figure 8-6: A Sample Page

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<sup>6</sup> English classes are supposed to proceed as follows: The teacher asks questions showing a picture card; students write the answers on their notebook; the teacher writes the correct answers on the blackboard and check students' answers.

#### 8.3.4 *Cara Membuat dan Memanfaatkan Media Pembelajaran Matematika di SLTP<sup>7</sup>* by MGMP Losari

This book is a unique guide for mathematics teachers, specializing in how to visually explain the formulas to measure area and volume (Figures 8-7 and 8-8). It also shows the ways to geometrically explain some basic mathematic formulas such as  $(a + b)^2 = a^2 + 2ab + b^2$  and  $a^2 - b^2 = (a + b)(a - b)$ . To induce students' interest in geometry, it introduces the tangram and the pentamino as simple geometric games. All mathematics teachers in Kecamatan are using the guide and, according to the interview, students' scores have improved.



Figure 8-7: *Cara Membuat dan Memanfaatkan*



Figure 8-8: A Sample Page

#### 8.3.5 *Modul Mata Pelajaran Fisika* by MTs N Kesesi

This module is one of the 9 modules developed by teachers at MTs Negeri Kesesi, Kab Pekalongan. A good point with them is that they are complete covering all grades. Basically, one teacher was assigned for one grade per subject and spent three months to finish. The results are well organized and beautifully presented. This module on physics is particularly outstanding with its few but accurate illustrations (Figures 8-9 and 8-10).

The modules developed by the school had one problem, however: the school principal decided to develop the modules without consultation with the teachers and "ordered" them to do so. Teachers thus lacked initiative and urge for collaboration; the assigned authors did not discuss how to develop the materials with colleagues. As a result, the activity left the teachers with some frustration. Currently, the modules are being used only by the school's teachers.

#### 8.3.6 *Modul Keterampilan Tata Busana* by SLTP N1 Karanganyar

This module on sewing skills (local content) is a unique product by SLTP N1 Karanganyar, Kab Pekalongan, where batik production is a main local industry. In three compact volumes, it provides essential knowledge and skills to make cloths

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<sup>7</sup> "Method to make and use teaching aids for junior secondary mathematics."

(Figures 8-11 and 8-12). The teachers at the school hope that students will be encouraged to become designers or tailors of their own, not labors in the garment industry. So far the module has been only used by the school but, as they hope, can be adopted kecamatan-wise through MGMP or kabupaten-wise through Dinas workshops. Two other schools in Pekalongan had already contacted the school to learn its experience and start a similar program in 2004.



Figure 8-9: *Modul Mata Pelajaran Fisika*



Figure 8-10: A Sample Page



Figure 8-11: *Modul Keterampilan Tata Busana*



Figure 8-12: A Sample Page

### 8.3.7 PIT's Communicative Games by Pitoyo, SLTP N2 Jatibarang

This board game was created by Mr. Pitoyo, English teacher at SLTP N2 Jatibarang, Kab Brebes (Figure 8-13). He came up with this idea because he wanted students, who were very silent in English classes, to speak up. It consists of a board with 104 picture items on it, a set of dice and four pawns. Five different games are possible with four players:

- 1 Vocabulary building
- 2 Sentence building (That is .../This is .../The ... is/He has a/an ..., etc.)
- 3 Dialogue with Yes/No question

- 4 Dialogue with W/H question
- 5 Dialogue with Yes/No or W/H question

Players alternately cast the dice, forward their pawn, pronounce the word or the sentence required at the cell. The first to finish the 104 pictures is the winner.

The game is distributed to a number of schools in Java and has received favorable comments from teachers and students.



Figure 8-13: PIT's Communicative Games

## 8.4 Lessons for Further Improvement

### 8.4.1 Group Work Better Than Individual Work

As a general rule, teaching materials and aids that were developed by MGMP are of higher quality and used more widely than those developed by individuals. It is recommended that MGMP under TPK should take initiative and organize the effort within Kecamatan. This way is not only to achieve higher quality of the products but to ensure their wider utilization as well. Individually initiated work is commendable, but often ends up with isolated and limited usage, without benefiting other teachers or students.

Table 8-1 below highlights this point. The large difference between the numbers of items collected in Central Java and North Sulawesi was not due to the teachers' motivation or capacity. It was a straightforward reflection of the activity level of MGMPs. In fact none of the items collected in North Sulawesi were products of MGMP teamwork. By contrast, examples from Central Java strongly testify that teachers can be more stimulated and productive when working in groups.

### 8.4.2 Opportunities to Share the Products

It is a pity that not all materials or aids have been shared by other fellow teachers. This is particularly the case with those items developed with individual initiative. Furthermore, the materials rarely cross the kecamatan border even if their quality is high. The only exception was the modules and aids developed jointly by TPK Kedungwuni and TPK Wonopringgo and officially adopted by Dinas P&K Kabupaten.

It is justified that initiative to develop such materials should come from individual teachers and, better, from Kecamatan MGMPs. However, the materials should be shared by as many teachers and students as possible to benefit them and, at the same time, to receive user reactions and comments for future improvement. One effective way to introduce and disseminate the materials and aids is to hold a workshop or exhibition in Kapupaten/Kota and, later on, in Province. Such opportunities will not only promote their usage but also create a healthy competition among the teachers facilitating quality improvement of the products.

### 8.4.3 Quality Improvement Starting from Teachers

The whole collection unambiguously testifies that initiative for educational quality improvement could and should come from the teachers, not from the top down. Those teachers who developed the materials and aids initiated their efforts out of their own motivation. Admittedly, their products vary with the level of sophistication but have one remarkable thing in common: the authors are using them bringing some real change in the classes.

When quality improvement is intended, it is fairly common to conduct a training seminar or workshop with a large number of teachers attending. This top-down approach has proved minimally effective since it does not come from teacher's own initiative or is not organizationally supported at school. By contrast, the first year pilot of REDIP2 clearly suggests that the approach should be the other way around: quality improvement should start from the teachers.

The pilot experiences unanimously suggest that we let the teachers do it first in whatever ways they like. We simply motivate them with a bit of liberty and a modest amount of funds. Once their professionalism is kindled, it will work a remarkable change as observed in the REDIP2 sites. Formal training will become highly effective once those teachers begin to realize their limitation and seek new or advanced knowledge from outside. Tangible improvement on educational quality can only be achieved this way.



Table 8-1: Teaching Materials and Aids Developed under REDIP2 First Year Pilot Project (2002-2003)<sup>1)</sup>

Type <sup>2)</sup>	Sub-Ject <sup>3)</sup>	Author	Title	Page	Period Needed for Development	Date of Publication	Remarks
Kab Brebes, Central Java							
MO	Phy	Tim MGMP IPA Kec Banjarharjo	Petunjuk Praktikum IPA Fisika untuk SLTP Semester 2 Kelas 1, 2 and 3	Kelas 1: 22 Kelas 2: 9 Kelas 3: 13	2 months	2002	Used by science teachers in Kecamatan
MO	Bio	Tim MGMP IPA Kec Banjarharjo	Petunjuk Praktikum IPA Biologi untuk SLTP Semester 2 Kelas 1, 2 and 3	Kelas 1: 7 Kelas 2: 7 Kelas 3: 7	2 months	2002	Used by science teachers in Kecamatan
GB	Eng	Tim MGMP Bahasa Inggris Kec Brebes	Teaching Aids as Communicative Games and Classroom for SLTP/MTs	19 p	2 months	2002	Used by English teachers in Kecamatan
MO	Phy	Mufrodi Wahud (SLTP N5 Brebes)	Modul IPA Fisika Kelas III Semester 1	23 p	n.a.	n.a.	
MO	Religion	MTs Negeri Model Brebes	Modul Pembelajaran Sejarah Kebudayaan Islam Berdasarkan Kurikulum Nasional Kompetensi Dasar Madrasah Tsanawiyah untuk Kelas I Madrasah Tsanawiyah	26 p	n.a.	2002/03	
MO	Math	Tim Penyusun Guru Matematika, MGMP Kec Bulakamba	Modul Matematika untuk Kelas 3 Semester 2	61 p	1.5 months	Dec 2002	Used by teachers in Kecamatan
MO	Indo	SLTP Muhammadiyah Banjaratma	Modul Bahasa Indonesia Kelas 1 Semester 1	32 p	1 month	May 2003	Kec Bulakamba, Kab Brebes Yet to be used by other teachers
MO	Eng	Siti Jamilah (SLTP Muhammadiyah Banjaratma )	Modul Bahasa Inggris Kelas 1 Semester 1	12 p	1 month	n.a.	Kec Bulakamba, Kab Brebes Yet to be used by other teachers
MO	Phy	Suwardoyo (SLTP Muhammadiyah Banjaratma )	Modul Ilmu Pengetahuan Alam (IPA/Fisika) Kelas 1 Semester 1	9 p	1 month	n.a.	Kec Bulakamba, Kab Brebes Yet to be used by other teachers
MO	Econ	SLTP Muhammadiyah Banjaratma	Modul Ilmu Pengetahuan Sosial (IPS/Ekonomi) Kelas 1 Semester 1	6 p	1 month	n.a.	Kec Bulakamba, Kab Brebes Yet to be used by other teachers
MO	Math	SLTP Muhammadiyah Banjaratma	Modul Matematika Kelas 1 Semester 1	9 p	1 month	April 2003	Kec Bulakamba, Kab Brebes Yet to be used by other teachers
MO	PPKn	Sarjiono (SLTP Muhammadiyah Banjaratma)	Modul PPKn: Pendidikan Pancasila dan Kewarganegaraan untuk SLTP Kelas 1 Semester 1	15 p	1 month	n.a.	Kec Bulakamba, Kab Brebes Yet to be used by other teachers

MO	Hist	Mashuri Hasbullah (SLTP Muhammadiyah Kluwut)	IPS Sejarah 3 untuk SLTP Kelas III Semester Genap	48 p	15 days	Dec 2002	Kec Bulakamba, Kab Brebes. Used by other teachers in Kecamatan
MO	Geo	Mashuri Hasbullah (SLTP Muhammadiyah Kluwut)	Diktat IPS Geografi untuk SLTP Semester 6	47 p	15 days	Dec 2002	Kec Bulakamba, Kab Brebes. Used by other teachers in Kecamatan
MO	Math	Tim MGMP Matematika Kec Jatibarang	Modul Mata Pelajaran Matematika Kelas 3 Semester Genap SLTP (Book 1: Fungsi Kuadrat dan Grafik. Book 2: Logaritma)	Book 1: 34 Book 2: 30	5 months	2002	Used by math teachers in Kecamatan
TA	Eng	Pitoyo (SLTP N2 Jatibarang)	PIT's Communicative Games	--	1 year	n.a.	A board game developed by the author to practice English and build vocabulary. On sale at Rp. 20,000 per set.
GB	Eng	Pitoyo (SLTP N2 Jatibarang)	BIG: Building Information Gap	3 p	1 year	n.a.	Still under development
MO	Phy	Moh. Aaf Maftuh, Akhmad Nurohman Rojat, MGMP Fisika Kec Kersana	Konsep-Konsep Dasar Fisika 2 SLTP/MTs Kelas II Semester 2	53 p	2 months	Dec 2002	Used by science teachers in Kecamatan
MO	Bio	Suhanto, Sudarno, Dian Hariyati Kardinah, and Setiyowati, MGMP Biologi Kec Kersana	Konsep-Konsep Dasar Biologi 2 SLTP/MTs Kelas II Semester 2	37 p	2 months	Dec 2002	Used by science teachers in Kecamatan
GB	Eng	English Teachers in Kec Ketanggungan	Guidelines of Making Teaching Aids on Teaching Writing for SLTP/MTs Grade 2	87 p	3 months	n.a.	Used by English teachers in Kecamatan
MO	Phy	Tim MGMP IPA, TPK Larangan	Modul Pembelajaran Gaya Mata Pelajaran IPA: Sub Mata Pelajaran Fisika Kelas I Semester Genap	8 p	2 months	n.a.	In total, 8 modules were developed.
MO	Phy	Tim MGMP IPA, TPK Larangan	Modul Pembelajaran Cahaya Mata Pelajaran IPA: Sub Mata Pelajaran Fisika Kelas I Semester Genap	19 p	2 months	n.a.	In total, 8 modules were developed.
MO	Bio	Tim MGMP IPA, TPK Larangan	Modul Pembelajaran Sistem Pengeluaran Mata Pelajaran IPA: Sub Mata Pelajaran Fisika Kelas II Semester Genap	6 p	2 months	n.a.	In total, 8 modules were developed.
MO	Bio	Tim MGMP IPA, TPK Larangan	Modul Biologi: Klasifikasi Hewan Kelas I Semester 2	11 p	2 months	n.a.	In total, 8 modules were developed.
GB	Eng	Forum MGMP Bahasa Inggris Kec Losari	Guidelines of Making Teaching Aids on Vocabulary Enrichment	28 p	1 month	2002/03	Instructions on the eight kinds of teaching aids developed by the group. Used by all English teachers in Kecamatan

MO	Math	Tim MGMP Matematika, TPK Losari	Cara Membuat dan Memanfaatkan Media Pembelajaran Matematika di SLTP	29 p	1 month	2002	Accompanied by aids (tangram, pentamino, etc.) Used by all math teachers in Kecamatan
MO	Eng	MGMP Team, Kecamatan Wanasari	Module: Easy Ways to Learning English	88 p	1 month	2002	Waiting for multiplication and wider use
MO	Geo	Alimatul Maghfuri (SLTP Muhammadiyah Sawojajar)	Hand Out IPS Geografi untuk SLTP: Lingkungan Alam Indonesia	43 p	2 months	May 2003	Kec Wanasari, Kab Brebes. Used in the school only.
MO	PPKn	Wasripah (SLTP Muhammadiyah Sawojajar)	Hand Out PPKn Kelas 2 Semester II	14 p	2 months	May 2003	Kec Wanasari, Kab Brebes. Used in the school only.
MO	Math	Rajuli (SLTP Muhammadiyah Sawojajar)	Hand Out Matematika Kelas 3 Semester II	21 p	2 months	May 2003	Kec Wanasari, Kab Brebes. Used in the school only.
<b>Kab Pekalongan, Central Java</b>							
MO	Com-puter	Tim Pendidikan Komputer SLTP 1 Kajen	Cara Cepat Belajar Komputer	29 p	1 month	n.a.	For extra curricula activity
MO	Local Content (Sewing)	SLTP N1 Karanganyar	Modul Keterampilan Tata Busana Kelas 1, 2 and 3 Semester 1	Kelas 1: 8 Kelas 2: 13 Kelas 3: 6	1 week	n.a.	Used in the school only
MO	Math	MGMP Matematika, TPK Kedungwuni and TPK Wonopringgo	Modul Matematika (Standar Kompetensi) SLTP/MTs Kelas I Semester 1	233 p	3 months	July 2003	Authorized as an official material by Kab Pekalongan. Printed and sold for teachers' use.
MO	Bio	MGMP Biologi, TPK Kedungwuni and TPK Wonopringgo	Modul Biologi (Standar Kompetensi) SLTP/MTs Kelas II Semester 1	126 p	3 months	July 2003	Authorized as an official material by Kab Pekalongan. Printed and sold for teachers' use.
MO	Phy	MGMP IPA Fisika, TPK Kedungwuni and TPK Wonopringgo	Modul Fisika (Standar Kompetensi) SLTP/MTs Kelas I Semester 2	73 p	3 months	July 2003	Authorized as an official material by Kab Pekalongan. Printed and sold for teachers' use.
MO	Eng	MGMP of English, TPK Kedungwuni and TPK Wonopringgo	Unit Lesson Program: English 1 for Junior High School Semester 1	51 p	3 months	July 2003	Accompanied by sets of instruction media (flash cards, Kwartet game, colored paper)
EX	Eng	MGMP of English, TPK Kedungwuni and TPK Wonopringgo	Students' Worksheet: English 1 for Junior High School Semester 1	55 p	3 months	July 2003	Authorized as an official material by Kab Pekalongan. Printed and sold for students' use.
MO	Math	Rustono (SLTP N3 Kesesi)	Modul Pembelajaran Matematika untuk SLTP Kelas 3 Semester 5	64 p	1 month	May 2003	Yet to be used by other teachers

MO	Eng	Sunaryo (SLTP N3 Kesesi)	Modul SLTP Bahasa Inggris Kelas III Semester 5	43 p	1 month	May 2003	Yet to be used by other teachers
MO	Bio	Khikmawati (SLTP N3 Kesesi)	Modul SLTP Ilmu Pengetahuan Alam (Biologi) Kelas 3 Semester 5	63 p	1 month	n.a.	Yet to be used by other teachers
MO	Math	Sri Yuniarsih and Siti Mahafufah (MTs N Kesesi)	Modul Mata Pelajaran: Matematika	148 p	3 months	2003	Developed with principal's initiative. Yet to be used by other teachers.
MO	Phy	Isma Fuaida, Tri Puji Astuti and Setya Prapti (MTs N Kesesi)	Modul Mata Pelajaran: Fisika	169 p	3 months	2003	Developed with principal's initiative. Yet to be used by other teachers.
MO	Bio	Tri Puji Astuti (MTs N Kesesi)	Modul Mata Pelajaran: IPA- Biologi	50 p	3 months	2003	Developed with principal's initiative. Yet to be used by other teachers.
MO	Eng	Aris Maryono (MTs N Kesesi)	Modul Mata Pelajaran: Bahasa Inggris	24 p	3 months	2003	Developed with principal's initiative. Yet to be used by other teachers.
MO	Indo	Fatkurozi (MTs N Kesesi)	Modul Mata Pelajaran: Bahasa Indonesia	47 p	3 months	2003	Developed with principal's initiative. Yet to be used by other teachers.
MO	Geo	Tarpatni Budi Lestari, Ali Akhrom and Ghufon (MTs N Kesesi)	Modul Mata Pelajaran: Geografi	146 p	3 months	2003	Developed with principal's initiative. Yet to be used by other teachers.
MO	PPKn	Wasimin (MTs N Kesesi)	Modul Mata Pelajaran: PPKn	144 p	3 months	2003	Developed with principal's initiative. Yet to be used by other teachers.
MO	Hist	Tarpatni Budi Lestari, Ali Akhrom and Ghufon (MTs N Kesesi)	Modul Mata Pelajaran: Sejarah	119 p	3 months	2003	Developed with principal's initiative. Yet to be used by other teachers.
MO	Econ	Tarpatni Budi Lestari, Ali Akhrom and Ghufon (MTs N Kesesi)	Modul Mata Pelajaran: Ekonomi	97 p	3 months	2003	Developed with principal's initiative. Yet to be used by other teachers.
EX	Jawa	MGMP Bahasa Jawa, TPK Sragi	MGMP Bahasa Jawa TPK Sragi Tahun 2002/2003	Vol 1: 34 Vol 2: 76 Vol 3: 141	3 weeks	Sept 2002	Used by all Bahasa Jawa teachers in Kecamatan
EX	Indo	MGMP Bahasa Indonesia, TPK Sragi	Kumpulan Soal Tes Pilihan; Bahasa Indonesia	Vol 1: 59 Vol 2: 55 Vol 3: 84	2 weeks	Sept 2002	Used by all Bahasa Indonesia teachers in Kecamatan

EX	Eng	MGMP Bahasa Inggris, TPK Sragi	English Exercises for Students	Vol 1: 95 Vol 2: 102 Vol 3: 115	2 weeks	Sept 2002	Used by all English teachers in Kecamatan
MO	Eng	Saryana (SLTP N3 Sragi)	Modul Media Masa (Kelas III, Semester 6)	27 p	6 weeks	2003	Yet to be used by other teachers
MO	Math	Codiyono (SLTP N3 Sragi)	Modul Persaman Garis Lurus (Kelas II, Semester 2)	18 p	6 weeks	2003	Yet to be used by other teachers
MO	Phy	Indah Astuti (SLTP N3 Sragi)	Modul Pengukuran (Kelas I, Semester 1)	27 p	6 weeks	2003	Yet to be used by other teachers
MO	Phy	Indah Astuti (SLTP N3 Sragi)	Modul Cahaya (Kelas II)	31 p	6 weeks	2003	Yet to be used by other teachers
MO	Bio	Muchtar Fadholi (SLTP N3 Sragi)	Modul Keanekaragaman (Kelas I, Semester 2)	15 p	6 weeks	2003	Yet to be used by other teachers
MO	Geo	Mardiyanto (SLTP N3 Sragi)	Modul Pengetahuan Peta (Kelas I, Semester 1)	29 p	6 weeks	2003	Yet to be used by other teachers
<b>Kota Bitung, North Sulawesi</b>							
MO	Indo	Cornella J. Ering (SLTP N2 Bitung)	Himpunan Materi Pembelajaran Bahasa Indonesia untuk SLTP Kelas 3 Semester Ganjil	44 p	2 weeks	2003	Used by all Bahasa Indonesia teachers in the school
MO	Math	Bastian Langingi (SLTP N4 Bitung)	(No title)	16 p	2 months	n.a.	Used in the school only
GB	Eng	Tedie Walewanyko (SLTP N4 Bitung)	(Instructions on classroom games using English)	--	1 day	n.a.	Used by all English teachers in the school
<b>Kab Minahasa, North Sulawesi</b>							
TA	Eng	J. Leong (SLTP N1 Tombatu)	Kamus Bahasa Inggris - Bahasa Indonesia	39 p	3 weeks	n.a.	All students in the school have a copy

- Note: 1) This list is not meant to be exhaustive. A number of teaching aids are omitted.  
 2) **EX** = Exercise book for students; **GB** = Guidebook for teachers; **MO** = Module (Teacher's lesson guide); **TA** = Teaching aid.  
 3) **Bio** = Biology; **Econ** = Economics; **Eng** = English; **Geo** = Geography; **Hist** = History; **Indo** = Bahasa Indonesia; **Jawa** = Bahasa Jawa; **Math** = Mathematics; **Phy** = Physics; **PPKn** = Civics.

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## CHAPTER 9 TOWARDS SECOND YEAR PILOT PROJECT

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### 9.1 Challenges for the Second Year Pilot Project

As described in Section 7.1, there are tremendous qualitative progress and impact on education development among TPKs and schools in the first year. The local government involvement, community mobilization, parent's education awareness, principal's attitude changes, teacher's motivation and student's learning have highly improved. The results of continuous monitoring and various reports from the field consultants and the provincial implementation teams (PITs) showed that overall, the first year REDIP2 pilot project was very successful.

However, there are some shortcomings in the first year and challenges for the coming second year pilot project. Some factors must be taken care of, improved and strengthened more at the levels of school, TPK and local government. Following is a summary of shortcomings in the first year implementation and challenges that REDIP2 tackled in the second year.

#### 9.1.1 Kabupaten Government Role

##### **Shortcomings**

Since the REDIP2 pilot project activities started in July 2002, the study team, the provincial implementation teams (PITs) and the field consultants have made strenuous efforts to lobby the kabupaten/kota governments and Dinas P&K for promising their commitments to REDIP2, especially financial support from the local governments and technical support from Dinas P&K. The kabupaten/kota governments of Brebes, Pekalongan, Minahsa and Bitung have already announced their financial support to REDIP2 TPKs and schools. As realization, Kab. Brebes did provide APBD (school development budget) for physical rehabilitation like classroom construction and library furniture supply, and textbook procurement in FY 2002. The Bitung government also took a similar action in March 2003. The other two kabupaten, however, did not actualize any particular expenditure to REDIP2.

Table 9-1 is a summary of local government statements and their realization in the first year pilot project.

An interesting fact is that Kab. Brebes and Kota Bitung had different approaches. In case of Kab. Brebes, the government and Dinas P&K intentionally focused on schools' physical rehabilitation and procurement to avoid duplication with the REDIP2 pilot which mainly covers software components. However, the Brebes government did not support any TPK with their APBD.<sup>1</sup> On the other hand, the Bitung government tried to enhance REDIP2 activities including TPKs by adding funds on top of the REDIP2 funds. These two approaches are both justifiable in view of the current government practices. These facts also showed that the kabupaten/kota government's initiative is absolutely necessary to sustain the TPK and school development and improvement after REDIP2's completion in June 2004.

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<sup>1</sup> The reason is that they think providing budget from Dinas P&K to TPK is a violation of government administrative rule because kecamatan is not under Dinas P&K's authority. The Dinas is considering an alternative way of financing TPK through *Dewan Pendidikan*.

Table 9-1: Local Government Statements and Realization

Kabupaten/ Kota	Statements in FY 2002	Realization in FY 2002
Brebes Government	<ul style="list-style-type: none"> <li>- The former Bupati announced to provide Rp465 million as a counterpart budget for REDIP2 TPKs and schools in August 2002.</li> <li>- The government approved to disburse Rp1.6 billion as a part of APBD adjustment 2002 (for physical/material improvement for schools) as of August 2002.</li> </ul>	<ul style="list-style-type: none"> <li>- The government provided Rp30 million of operational budget to Dinas P&amp;K.</li> <li>- The government has disbursed Rp1.6 billion for physical rehabilitation like rehabilitating classrooms/libraries and textbook procurement to REDIP2 and non-REDIP2 school.</li> </ul>
Pekalongan Government	<ul style="list-style-type: none"> <li>- The government approved to disburse Rp45 million to Dinas P&amp;K to support and monitor the REDIP2 activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Dinas P&amp;K has not received Rp45 million yet as of June 2003. Dinas P&amp;K is still proposing the same amount to the government.</li> </ul>
Minahasa Government	<ul style="list-style-type: none"> <li>- The Minahasa government approved to provide Rp3 million of routine budget for each public SLTP. After decentralization, the routine budget dropped dramatically to less than Rp3 million per school. Before decentralization, each school used to receive at least Rp20 million of routine budget.</li> </ul>	<ul style="list-style-type: none"> <li>- The real amount of routine budget that the government actually provided in 2002 was less than Rp1 million per school.</li> </ul>
Bitung Government	<ul style="list-style-type: none"> <li>- The Mayor and the head of Dinas P&amp;K promised to support REDIP2 TPKs and schools financially in 2002.</li> </ul>	<ul style="list-style-type: none"> <li>- The government disbursed Rp5 million to each REDIP2 school, Rp1.5 million to each REDIP2 TPK and Rp10 million to Dinas P&amp;K for monitoring in March 2003. (This date actually was not in FY 2002, but it still fell in school year 2002.)</li> </ul>

### Challenges

As of June 2003, the Brebes and Bitung governments had taken a real action of financial support to REDIP2 TPKs and schools. The other two governments also promised their financial support, but unfortunately no actions were taken in the last fiscal year. The JICA study team, the provincial implementation teams (PITs), the kabupaten implementation teams (KITs) and the field consultants understand that they need continuous lobbying to make the governments realize the importance of education development until they successfully receive financial support from them.

As of July 2003, the Brebes government finally started taking an action, and the other governments have also committed themselves to financial support as shown in Table 9-2.

The study team, provincial implementation teams (PITs) and the field consultants kept approaching the governments and Dinas P&K to support REDIP2 financially as well as technically. The JICA study team paid several courtesy calls to Bupati of Kabupaten Minahasa government and Mayor of Kota Bitung. Both of them expressed their willingness to strongly support REDIP2, and promised the study team to provide financial support as mentioned above.



Table 9-2: Local Government Commitments in 2003/2004

Kabupaten/Kota	Commitments by the Governments in 2003/2004
Brebes Government	- Dinas P&K received Rp1.77 billion from the local government in July 2003. As in the last year, this budget was used mainly for physical rehabilitation, supplying library furniture, textbook procurement and teacher training. - The government has provided Rp52 million of operational budget to Dinas P&K.
Pekalongan Government	- The government is committed to provide Rp10 million each to all the non-REDIP2 schools (20 schools) and Rp5 million each to all the non-REDIP2 TPKs (7 TPKs) in 2003.
Minahasa Government	- The government is committed to provide Rp2 million each to all the REDIP2 schools and Rp50 million to Dinas P&K for monitoring in 2003.
Bitung Government	- The mayor has promised the JICA study team to provide the same amount as last year to REDIP2 TPKs, schools and Dinas P&K.

Dinas P&K of Kabupaten Minahasa and Kota Bitung governments have also promised their institutional support such as reviewing proposals and financial reports, monitoring and auditing the REDIP2 pilot project activities.

### 9.1.2 TPK's Role

#### **Shortcomings**

Although TPKs have tremendously been contributing to education development last year as described in Section 7.1, there are still some shortcomings, and they can improve themselves more in the second year. Following are the shortcomings.

#### (1) Approaches to Dinas P&K of Kabupaten/Kota by TPK

There are many SLTP public schools in remote areas where they don't have a sufficient number of subject teachers. For example, an English teacher hasn't been allocated to a public school in Kecamatan Likupang, Kab.Minahasa, North Sulawesi Province. To solve this problem, TPK can be a better party to negotiate with Dinas P&K of Kabupaten/Kota for this matter, rather than individual school's appeal to Dinas P&K. Unfortunately, such TPK's action wasn't seen last year.

TPK can also be a good organization to appeal to kabupaten/kota governments to increase school routine budget, especially in Kabupaten Minahasa since the budget per school dropped down to one tenth after decentralization. Individual school probably cannot press DinasP&K, but TPK can press Dinas P&K, at least harder than schools can do. Unfortunately, there was no such a movement by TPK in Kabupaten Minahasa last year.

#### (2) KKKS Activity

Kecamatan-based, all-school KKKS<sup>2</sup> is one of REDIP2 unique activities, which is not seen in any other project in Indonesia. Each TPK made a schedule to have meetings of principals in a kecamatan, and they discussed about common problems, particular issues and their solutions. KKKS provides a very good opportunity for principals to meet each other and exchange their daily problems and matters.

<sup>2</sup> KKKS invites all principals who are not only SLTP public school principals but also SLTP private and MTs principals.

Most principals admire REDIP2 KKKS saying it is very beneficial. However, the frequency of meeting differs from TPK to TPK, and some KKKS did nothing but holding meetings. There were no further actions or activities taking place in those KKKS. REDIP2 KKKS's goal is not just having meetings, but they should be action-oriented and solving problems in their kecamatan.

### (3) MGMP Activity

MGMP is one of the briskest activities by TPK, and it directly influences and improves the teaching-learning process. It can be said MGMP is one of the most powerful tools for in-service training for teachers in REDIP2. However, the quality of MGMP in REDIP2 differs from TPK to TPK. Typically, frequency of holding MGMP is once a month, but the contents of MGMP differ from a just lecture-type meeting to a teacher's group work like producing teaching materials. The observation of the first year pilot project has concluded that MGMP needs to be strengthened more and keep the standard of activities.

## **Challenges**

As mentioned above, some TPKs still do not grasp their important roles. TPK can have many functions, effects and influences on education development. Many TPK activities last year already proved it. To make TPK's function effectively, it is very important for TPK to have a very clear vision and objectives. All TPK members should understand what their objectives are, and what they want to achieve after one year. Without these, their activities would end up with very *ad hoc* activities or they would just do conventional activities that are copied from old projects. In case of KKKS, if they seriously think their role, activities would not be just having meetings once or twice in several months. The field consultants need to emphasize the importance of setting a clear vision and objectives in KKKS and facilitate them more in the second year.

To strengthen MGMP, the JICA study team and the provincial implementation teams are designing a program that links local university resources and teacher's in-service training through REDIP2 MGMP. This program is called *Participatory Action Research in Teaching and Learning Process*, and the research team do field research at REDIP2 MGMP and classrooms.

### 9.1.3 School Commitment

Section 7.1 shows so many qualitative changes and impact on schools. The phenomena certainly prove that REDIP2 is a powerful means of school development. The REDIP2 pilot project motivated principals, teachers, students, parents and communities, and it created many opportunities in which all kinds of stakeholders can participate. It has also trained them technically like how to write good proposals, how to implement activities smoothly and efficiently, how to involve communities, how to handle budget, how to write the financial report, etc. The TPKs and schools have learned these through training, practice, review and experience.

## **Shortcomings**

Having said that, there are some schools which still do not get the idea of school-based management and keep the old style in which the principal has privilege to handle a given project. Their attitude is always passive and not democratic. There are also some schools of which proposals do not show any clear vision, objectives, or priorities. Those schools' activities tended to be very *ad hoc*, and transparency is usually low at

those schools. There are also a number of schools where the principal and teachers are only concerned with their students at school, paying little attention to drop-out students or out-of-school children.

For these schools, the field consultants should provide more facilitation. At the same time, the kabupaten/kota and provincial implementation teams should provide advice from Dinas P&K's point of view, and the JICA study team should provide more technical assistants with this respect.

### **Challenges**

As mentioned above, impact of REDIP2 and school improvement differ from school to school. One reason may be that each school has different endowments in terms of school size, location, institutional arrangement, community support and Dinas P&K support. However, some small schools and schools in remote areas have done remarkable work within one year. Following are some important points that schools need to be reminded of again before they enter the second year pilot project.

#### **(1) Proposal and Action Plan**

Many first year school proposals revealed that they did not have a clear vision and objectives. Their prioritization of activities did not give any clear messages either about what they actually wanted to achieve. Therefore, in June 2003 the JICA study team provided interim training on proposal writing for principals and teachers. This training is expected to be very effective since they have already done the first year activities, and it was the right time for them to review their activities and think over the second year proposals. The provincial implementation teams, the kabupaten implementation teams and the field consultants continue to provide facilitation to schools for producing better proposals and action plans.

#### **(2) Out-of-School Children**

Teachers in Kab. Brebes and Pekalongan have visited out-of-school children once a week to provide some educational services. This is one of great phenomena of REDIP2, however, the number of schools that worked for out-of-school children is still small. In the second year, this activity should be emphasized more since the nine-year compulsory education is a target set by the central government. In order to tackle this problem, schools are recommended to utilize TPK because this issue goes beyond individual schools, and it is better to discuss the issue and take action under TPK.

#### **(3) Transparency**

In order to keep transparency at school, the JICA study team has made it a compulsory condition on TPKs and schools that they put a summary of the proposal and the financial report on the bulletin board. Of course, this action cannot solve the transparency problem, but it can be a good beginning for increasing transparency.

#### **(4) Influence from Neighboring Schools**

REDIP2 implemented an exchange program between Central Java and North Sulawesi Provinces after the first year. This exchange program motivated many members of both groups with very meaningful discussions and mutual learning. This experience suggests that schools can learn, get encouraged and motivated from good performing schools in their neighborhood. Good performing schools may invite low-motivated schools and show how they implement their activities.

The JICA study team particularly encourages this type of local-to-local “technology” transfer because transfer can be more effective and efficient between schools under similar environment and condition.

## 9.2 Outline of the Second Year Pilot Project

### 9.2.1 Differences Between the First Year and the Second Year

As for Year2, the pilot project has started implementing since October 2003 and ended in June 2004. Figure 9-1 shows the financial term in the second year and the difference between the first year and the second year of the pilot project.

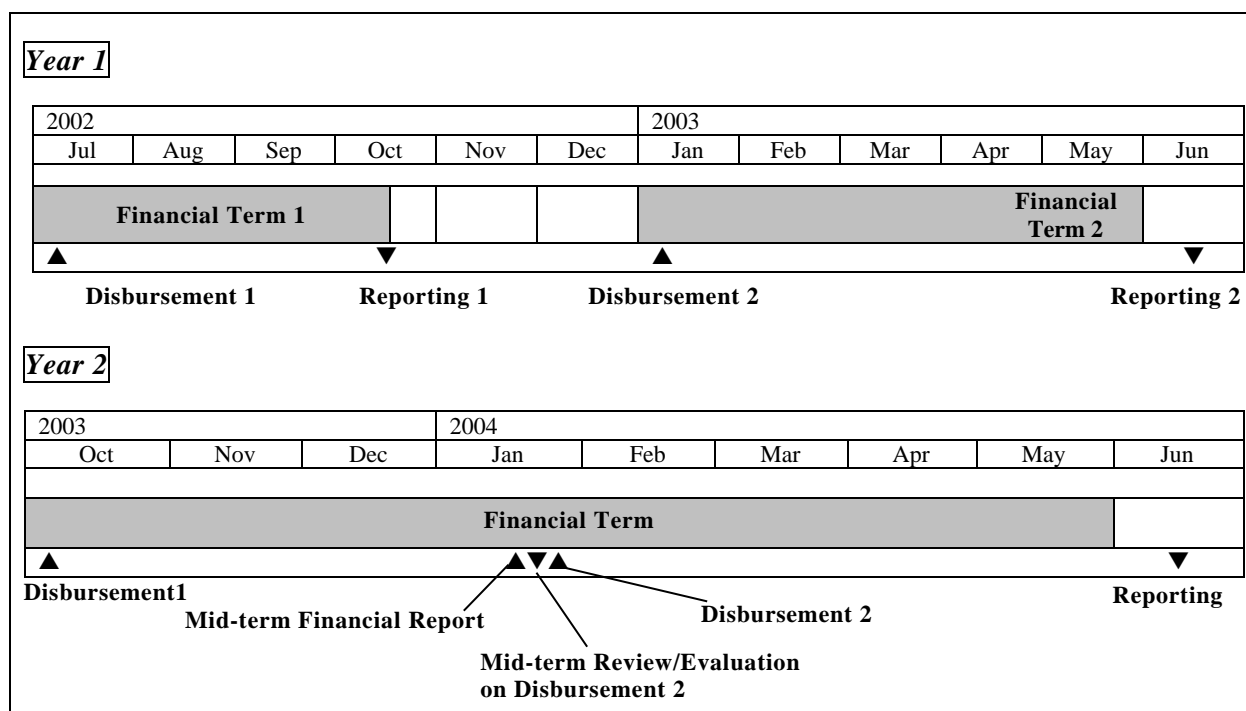


Figure 9-1: Financial Terms in Year 1 and Year 2

The schedule of the second year is as follows:

Deadline of TPK and School Proposals for Year 2	July 20, 2003
Proposal Review (1) by Kabupaten/Kota Dinas P&K and Provincial Dinas P&K	July 20 - August 10, 2003
Proposal review (2) by Kabupaten/Kota Dinas P&K, Provincial Dinas P&K (only those proposals which could not pass the first review)	August 10 - September, 2003
Disbursement (1)	October 2003
Mid-term Review/Judgment on Disbursement (2)	January 2004
Mid-Term Financial Report (a provisional report)	20 January 2004
Disbursement (2)	February 2004
Closing of Year 2	May 31, 2004
Financial Report and Activity Report of Year 2	June 20, 2004
Final Evaluation	July 2004

## 9.2.2 Adjustments and Improvements in Year 2

There are several adjustments and improvements in Year 2 based on the first year's results. Following Table 9-3 highlights them.

Table 9-3: Adjustments and Improvements

Items	Year1 (2002/3)	Year2 (2003/4)	Notes
1. REDIP2 fund resources	From JICA From Communities	From JICA From Communities From Kabupaten/Kota	Kab. Brebes and Kota Bitung Governments provided funds in 2002/3
2. JICA fund	JPY 120 million	JPY 100 million (tentative)	
3. Formulas to allocate budget to TPKs and schools	<ul style="list-style-type: none"> <li>- Base allocation (Rp15 million)</li> <li>- Addition for schools without other assistance (Max Rp10 million)</li> <li>- Addition for SLTP Terbuka (Rp5 million)</li> <li>- Addition for remote schools (Rp3 million)</li> <li>- Proportional allocation</li> </ul>	<ul style="list-style-type: none"> <li>- Base allocation (Rp10 million)</li> <li>- Addition for schools without other assistance (Max Rp10 million)</li> <li>- Addition for SLTP Terbuka (Rp5 million)</li> <li>- Addition for remote schools (Rp5 million)</li> <li>- Proportional allocation</li> </ul>	Rp1 million for best performance TPK (2) and Rp2 million for best performance school (33) were given according to the 2002/3 performance.
4. Financial terms	<ul style="list-style-type: none"> <li>- There is interruption between Term 1 and 2</li> <li>- Term 1 financial report and activity report are required</li> <li>- Schools cannot carry over remained JICA fund of Term 1 to Term 2</li> </ul>	<ul style="list-style-type: none"> <li>- There is no interruption like Term 1 and 2 in Year1</li> <li>- There is mid-term review / evaluation before disbursement 2</li> </ul>	
5. School committee	<ul style="list-style-type: none"> <li>- REDIP2 school committee and the national school committee need not to be the same</li> </ul>	<ul style="list-style-type: none"> <li>- Integration of REDIP2 school committee into the national school committee is recommended</li> </ul>	Avoiding confusion of having two committees within a school. The REDIP2 school committee is inside of the national school committee in 2003/4.
6. Transparency	<ul style="list-style-type: none"> <li>- No compulsory for a school to post REDIP2 documents on its bulletin board.</li> </ul>	<ul style="list-style-type: none"> <li>- It is compulsory for a school to post the three documents on its bulletin board: (1) Proposal (including the approved budget) (2) Action plan (or activity schedule) (3) Auditor's name/signature</li> </ul>	There were some schools they put their proposals, financial reports and action plans on the bulletin boards in 2002/3. These schools' transparency were so high.
7. Computer purchase	<ul style="list-style-type: none"> <li>- More than the adequate numbers of school equipment and machines (computer, photocopy machine, fax machine, etc.) are not allowed to purchase</li> </ul>	<ul style="list-style-type: none"> <li>- The funds can be spent for following items (computer, photocopy machine, fax machine, etc.), but such a proposal is subjected to a very intensive and strict review</li> </ul>	

One of major adjustments is that the financial term in the second year became one instead of two terms like the first year (see Figure 9-1). This adjustment was aimed to reduce a heavy administrative work for TPKs and schools. Another adjustment is that a

REDIP2 school committee was integrated into a '*School Committee*' which was established by the national government's decree. The last major adjustment is that the amount of funds JICA provided to TPKs and schools was reduced roughly 20% because JICA considered the sustainability of REDIP2 after the pilot project's completion, and JICA also acknowledged the REDIP2 covering kabupaten and kota governments have already started providing counterpart budget for REDIP2 schools.

One of major improvement is that most of TPK's and school's transparency has been improved. Many TPKs and schools voluntarily put their proposals and financial reports on a bulletin board in the first year to demonstrate their transparency. In order to make this fine movement as routine for all the TPKs and schools, the National Program Office requested all of them to put their proposals and financial reports on the bulletin boards. Another important improvement is that Kabupaten Brebes and Kota Bitung have provided counterpart funds for REDIP2 TPKs and school in 2002/2003. The other two kabupaten have also planned to provide counterpart funds in 2003/2004, and a part of the funds already disbursed to schools.

### 9.2.3 Coverage and Schedule

The areas where the pilot project covers in the second year are same as that of the first year. The number of schools increased from 262 in the first year to 271 in the second year. These numbers are excluding Terbuka (Open Schools). These 9 public and 1 private new schools are all established in North Sulawesi Province. The total numbers of schools including Terbuka became 293 in Year 2 (see Table 9-4).

As explained in *Section 9.2.1 Differences Between the First Year and the Second Year*, the term in the second year wasn't interrupted in the middle like the first year. However, the fund disbursement is divided into two. The first one was disbursed in October 2003, and the second one was done after review of TPK and school account books and evaluation of their performances by the field consultant, the Kabupaten Implementation Team (KIT) and the Provincial Implementation Team (PIT). The closing day of an accounting book for the second year was on May 31, 2004. After that, the all TPKs and schools submitted financial reports and activity reports in June 2004 (see Figure 9-1).

As it was done in the first year, another exchange program in Central Java and North Sulawesi was held during April to July 2004. The objective of this exchange program was to disseminate the REDIP2 model to other kecamatan which haven't been covered by the pilot project, and these stakeholders were invited to REDIP2 TPKs and schools. The exchange program also covered REDIP inexperienced kabupaten.

Table 9-4: Pilot Kecamatan and Number of Target Schools in Year 2

Kabupaten/ Kota	Kecamatan	SLTP			MTs			SLTP/MTs	SLTP	School	No. of schools (+) or (-) from Year 1
		Public	Private	Total	Public	Private	Total	Total	Terbuka	Total	
Brebes	Brebes	7	3	10	1	2	3	13	1	14	
	Wanasari	4	2	6	1	2	3	9	1	10	
	Bulakamba	3	4	7	0	5	5	12	1	13	
	Tanjung	3	0	3	0	2	2	5	1	6	
	Losari	3	1	4	0	4	4	8	0	8	Terbuka (-1)
	Jatibarang	4	1	5	0	2	2	7	1	8	
	Larangan	3	1	4	0	6	6	10	0	10	
	Ketanggungan	3	2	5	1	3	4	9	1	10	
	Kersana	3	0	3	0	2	2	5	0	5	
	Banjarharjo	3	0	3	0	5	5	8	1	9	
<b>Total</b>		<b>36</b>	<b>14</b>	<b>50</b>	<b>3</b>	<b>33</b>	<b>36</b>	<b>86</b>	<b>7</b>	<b>93</b>	
Pekalongan	Tirto	2	0	2	0	1	1	3	1	4	Terbuka (-1)
	Wiradesa	5	2	7	0	2	2	9	1	10	
	Sragi	5	1	6	0	1	1	7	2	9	
	Kedungwuni	4	4	8	1	4	5	13	1	14	
	Wonopringgo	1	2	3	0	2	2	5	0	5	Terbuka (-1)
	Karanganyar	2	0	2	0	2	2	4	0	4	Terbuka (-1)
	Bojong	3	1	4	0	1	1	5	1	6	
	Kajen	4	1	5	0	1	1	6	0	6	Terbuka (-1)
	Kesesi	3	2	5	1	1	2	7	1	8	
	<b>Total</b>		<b>29</b>	<b>13</b>	<b>42</b>	<b>2</b>	<b>15</b>	<b>17</b>	<b>59</b>	<b>7</b>	<b>66</b>
<b>Central Java Total</b>		<b>65</b>	<b>27</b>	<b>92</b>	<b>5</b>	<b>48</b>	<b>53</b>	<b>145</b>	<b>14</b>	<b>159</b>	
Minahasa	Likupang	6	12	18	0	0	0	18	1	19	SLTP Public (+1)
	Wori	3	3	6	0	0	0	6	1	7	SLTP Private (+1)
	Tondano	6	3	9	0	1	1	10	0	10	SLTP Public (+1)
	Kombi	3	3	6	0	0	0	6	0	6	
	Tompaso	3	2	5	0	0	0	5	0	5	SLTP Public (+1) SLTP Private (-1)
	Tareran	6	6	12	0	0	0	12	0	12	SLTP Public (+1)
	Tumpa	5	1	6	0	0	0	6	1	7	SLTP Public (+1)
	Tombatu	6	4	10	0	0	0	10	1	11	
	Tenga	8	3	11	0	1	1	12	1	13	SLTP Public (+1)
	Motoling	9	6	15	0	0	0	15	1	16	SLTP Public (+1)
<b>Total</b>		<b>55</b>	<b>43</b>	<b>98</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>100</b>	<b>6</b>	<b>106</b>	
Bitung	Bitung Utara	6	2	8	0	1	1	9	1	10	SLTP Public (+1)
	Bitung Tengah	2	6	8	0	0	0	8	0	8	SLTP Public (+1)
	Bitung Timur	1	3	4	0	1	1	5	0	5	
	Bitung Selatan	3	1	4	0	0	0	4	1	5	
<b>Total</b>		<b>12</b>	<b>12</b>	<b>24</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>26</b>	<b>2</b>	<b>28</b>	
<b>North Sulawesi Total</b>		<b>67</b>	<b>55</b>	<b>122</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>126</b>	<b>8</b>	<b>134</b>	
<b>REDIP 2 Total</b>		<b>132</b>	<b>82</b>	<b>214</b>	<b>5</b>	<b>52</b>	<b>57</b>	<b>271</b>	<b>22</b>	<b>293</b>	

#### 9.2.4 Procedure and Budget Allocation

The procedure and the way of budget allocation in the second year are basically same as the first year. However, there is one important change from the first year. That is proposal handling. In the first year, all the proposals were mainly reviewed and approved by the Provincial Implementation Teams (PITs) and the JICA study team members. In the second year, however, all the proposals were carefully reviewed and approved only by the Kabupaten/Kota Implementation Teams (KITs) and the PITs. There was no involvement from the JICA study team, and the JICA study team was satisfied with the results. This is a sign of the local governments' strong initiative and commitment. It can be also said that Dinas P&K of kabupaten and province are basically capable of handling the pilot project because the process of proposal review and approval are one of the most important and difficult tasks in the pilot project.

As the same manner, the JICA study team handed the responsibility of the mid-term review and evaluation to the field consultants, the KITs and the PITs. During the review and evaluation, if the field consultant, the KIT and the PIT conclude that TPK or a school doesn't have satisfactory transparency or accountability, they ask TPK or the school committee to organize a meeting. Then, if the conclusion of the meeting is positive, the JICA study team is informed to disburse the fund. However, if the conclusion is not positive, the JICA study team is requested to hold it. As of writing this progress report,

there are two schools of which funds are still held by the JICA study team because of their transparency problem.

As it is written before, the total amount of budget<sup>3</sup> for the second year is roughly 20% smaller than that of the first year. This cutback is aimed to draw kabupaten government's attention and make kabupaten governments share the funds. So far, all the local governments have already given their counterpart budgets, and some of them are very big amount. Furthermore, Kabupaten Brebes and Kabupaten Pekalongan started applying the REDIP2 model to primary / senior secondary schools and non-REDIP2 kecamatan (sub-district) with their own budgets.

### 9.3 Exchange Program in Year 1

#### 9.3.1 Program Outline

The exchange program between Central Java and North Sulawesi Provinces was held on April 7 – 9, 2003 for the visit to Central Java by the North Sulawesi group and on April 14 – 16, 2003 for the visit to North Sulawesi by the Central Java group.

During the program in Central Java, the group visited 12 kecamatan (7 in Brebes and 5 in Pekalongan) out of 19 kecamatan involved in REDIP 2 (10 in Brebes and 9 in Pekalongan). In North Sulawesi, 9 kecamatan were visited (4 in Bitung and 5 in Minahasa) out of 14 kecamatan (4 in Bitung and 10 in Minahasa).

To implement this program, the Provincial and Kabupaten/Kota Implementation Teams of each province made arrangements for scheduling, preparation of materials for presentation, and determination of members of the visiting delegation. The numbers of delegates by category are as follows:

#### *Central Java*

Kabupaten Government:	9 persons
Kabupaten House of Representatives (Committee E):	1 person
TPK:	19 persons <sup>4</sup>
Provincial and Kabupaten Implementation Teams:	4 persons
Field Consultants:	4 persons

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Total: 37 persons

#### *North Sulawesi*

Kabupaten/Kota Government:	3 persons
Kabupaten/Kota House of Representatives (Committee E):	3 persons
TPK:	14 persons
School Committee:	14 persons
Society, media and NGO:	7 persons
Provincial and Kabupaten/Kota Implementation Teams:	10 persons
Field Consultants:	2 persons

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Total: 52 persons

<sup>3</sup> The second year disbursement sheets are found in Appendix.

<sup>4</sup> Most of them are the chairpersons of TPK.



### 9.3.2 Contents of Visit

During the visits in both provinces, the delegates were divided in two groups, each group visiting different kecamatan in each kabupaten/kota.

#### **Visit to Central Java**

##### Day 1 (April 7)

All delegates from North Sulawesi visited the head of Provincial Dinas P&K of Central Java for a discussion followed by the presentation on REDIP 2's progress in Central Java.

##### Day 2 (April 8)

The delegates met Bupati of Brebes for a discussion followed by a visit to an MTs to have a look at the computer training provided by TPK. Teachers and school administration staff attended the computer training.

##### Visit by Group A

- SLTP N3 Kersana: outdoor training for mathematics teachers on effective and efficient teaching in the use of teaching aids (the participants looked enthusiastic about the training and the discussion went smoothly.)
- SLTP Muh. Ketanggungan: material review and evaluation in the implementation of competency-based curriculum
- SLTP N1 Jatibarang: seminar on the introduction of 9-year compulsory education in light of the high rate of dropouts in the kecamatan (the participants listened to the explanation by the head of kecamatan Dinas P&K of Jatibarang on the background of this activity. Some questions were raised by the delegates like why the dropouts rate is high in this kecamatan and what approaches or steps were taken to deal with the problem.)

##### Visit by Group B

- SLTP N1 Brebes and SLTP N4 Brebes: discussion and review among English and natural science teachers

#### **One Shot of Exchange Program**

District: Jatibarang – Kabupaten Brebes  
Activity: TPK - Seminar on Dealing with Dropping Out  
Place: SLTPN 1 Jatibarang  
Date: April 8, 2003

The activity was a seminar focused on how to overcome the Drop-out problems conducted by TPK Jatibarang. Several questions rose during the question and answer session:

Q: What's the reason for conducting this seminar for drop-out (DO) student?

A: This is because the number of DO students in this particular area is increasing. There are several factors of this problem, some students must assist their parents to earn money for the family, some students get married and some students don't have enough money to continue their study. TPK is responsible for compulsory 9-year education to the community. So, we try to solve this problem.

Q: What are the strategies to reduce DO numbers?

A: Some strategies have already been applied to reduce the number. They are (1) developing open school-activities that already applied in Jatibarang with the REDIP supporting fund and (2) taking more efforts for socialization of the compulsory 9-Year education to students and parents by providing advisory at schools and home visits, which are completely sponsored by REDIP Program.

- SLTP N3 Wanasari: subject competition
- SLTP N3 Bulakamba: discussion and review among natural science teachers
- TPK Losari: RIPS (five-year school master plan) training and workshop

#### Day 3 (April 9)

All delegates met Bupati of Pekalongan for a discussion.

#### Visit by Group A

- TPK Kajen: competition of speech in Javanese language followed by junior high school students throughout Kecamatan Kunjungan
- MTs Ma'arif Wanasari: workshop for the production of stickers conducted by the students, which started from creation of the blue print to the printing, and discussion with the teacher and students who demonstrated the activity
- TPK Kedungwuni: introduction of the 9-year compulsory education program, scholarship granting to the students, and the explanation by the head of Kecamatan Kedungwuni on the REDIP 2 activities in the kecamatan

#### Visit by Group B

- SLTP N1 Bojong: discussion and review among mathematics and physics teachers
- SLTP N1 Wiradesa: same as above

#### **Visit to North Sulawesi**

#### Day 1 (April 14)

All delegates from Central Java visited the head of Provincial Dinas P&K of North Sulawesi for a discussion followed by an explanation on the implementation of REDIP 2 in North Sulawesi.

#### Day 2 (April 15)

The delegates visited the Walikota of Bitung for a discussion.

#### Visit by Group A

- SLTP N4 Bitung: discussion with the chairperson of TPK who explained about the implementation/progress of REDIP2 in Bitung Selatan followed by observation of the school activities
- SLTP Muhammadiyah: observation of crafting class such as the production of *abon* made from *tongkol* fish and barbering, all of which were performed by the students and trained by a local teacher
- SLTP Christian Girian: explanation about the progress/development of REDIP 2

#### **One Shot of Exchange Program**

District: North Bitung – Kota Bitung  
Activity: School  
Place: SLTPN 5 Bitung  
Date: April 15, 2003

One of the SLTPN 5 Bitung activities is making a sport court. The total fund needed for the court was estimated as Rp. 20.000.000. Rp. 3.000.000 from part of REDIP2 fund was spent, and the rest of Rp. 17.000.000 was covered by the community.

Several questions raised by the visitors from Central Java to the principal who is also the secretary of TPK.

Q: How was your school able to raise such a big fund from the community?

A: The way that school applied for the fund raising wasn't only asking parents and community to give money, but also asking them to provide any materials needed for making court like cement and workers for the construction. So, when these all kinds of contributions are combined, the amount reached Rp. 17.000.000.

#### Visit by Group B

- SLTP N6 Bitung: students' activity of cultivation of plants (seeds from the plants were sold to their parents and the proceeds were given to the school.)
- SLTP N1 Bitung
- SLTP N2 Bitung

#### Visit by Group A and B

- SLTP N5 Bitung: dynamic discussion with the chairperson and secretary of TPK Bitung followed by observation of the students' activities such as crafting using rattans as raw materials, competition of English speech and research
- SLTP Pordo Bitung

#### Day 3 (April 16)

All delegates visited the Bupati and Vice-Bupati of Minahasa and thereafter visited SLTP N1 Tondano where the delegates were welcomed and informed by the TPK members of the activities and development of REDIP2 in Tondano.

#### Visit by Group A

- SLTP N5 Tenga: observation of a mathematics class in which the teacher instructed the students to practice the given theory
- SLTP Katolik Mayela: explanation by the TPK members about the activities and development of REDIP2 in Tenga

#### Visit by Group B

- SLTP Advent Tompasso
- SLTP N1 Tareran

#### Visit by Group A and B

- SLTP N2 Tumpaan: explanation about the implementation of REDIP2 in Tumpaan

In Central Java, not all of TPK/schools were visited while all specified places were visited in North Sulawesi. This is because the visiting schedule was near to a public holiday and many schools were off during the visit to Central Java. The activities implemented in both provinces ran smoothly and were well coordinated. During the visits to both provinces, relatively brief discussions were held at some of the places visited while at the other places, the delegates had no discussion and only observed the ongoing activities.

The most frequently asked questions were about the following subjects:

1. The strategies used by TPK/schools to involve the community in support of the REDIP 2 activities including fund-raising and promotion of public participation.
2. Types of activities conducted by schools. During the visit to schools, the delegates from both provinces could observe many student activities such as sticker production, research by student and English speech competition designed to improve English skills of the students.
3. The activities of the discussion forum aimed at teachers of the same subject (MGMP activities). When the delegates from North Sulawesi visited one of the schools in Central Java, one of them asked how TPK/schools got a trainer/instructor for teachers from a university that was far from them. In addition, the delegates were

interested in learning how to teach effectively and efficiently and what teaching aids could be used.

### 9.3.3 Lessons Learned

Based on the observation of the exchange program, the following lessons can be learned:

#### 1. *Number of participants*

The participants of the exchange program sufficiently represented the component members involved in REDIP 2. This was particularly the case with the North Sulawesi delegates that represented almost all members involved in REDIP 2. The support from the community enabled more delegates to be participated in the program from North Sulawesi (16 of 52 delegates were financed by the community). It would be better if the participants represented all the component members involved in REDIP 2 in regions, including the representatives of the regional government and the regional house, TPK, principals and teachers, Provincial/Kabupaten Implementation Team, and field consultants. Especially, the representatives of the regional government and the regional house are necessary. Their participation is important in the effectiveness of regional autonomy in Indonesia since the regional government has the authority to determine a policy at the regional level. The participation of the field consultants is also necessary because they personally deal with TPK and schools in the implementation of the REDIP 2 activities. This exchange program would be a good opportunity for them to share their ideas and views.

#### 2. *Location Target*

In the implementation of the exchange program, not all pre-determined schools were visited in Central Java and the opportunities for discussion were not enough in North Sulawesi. This was due to the large number of delegates and the long distance between the visited schools. In the next exchange program, the number of delegates, grouping and visiting places should be considered carefully so that the coordinators are able to have a better coordination.

#### 3. *Workshop*

The workshop was supposed to be held at the end of the visit, but not held either in Central Java or North Sulawesi. Therefore, after the completion of the field visit, no discussion was held on what was observed and learned by the participants. The workshop should be set as one of the priorities in the program since it is expected that at the workshop the participants who obtained inputs from the field visit can share their views and thoughts more intensively.

## 9.4 Interim Training

### 9.4.1 The Outline of Interim Training

Following the pre-pilot training in the first half of 2002, interim training was held during the implementation of the pilot project. Three kinds of training and a workshop were programmed as the interim training: Principal Training, Teacher Training and Mid-term Workshop. The principal and teacher training were newly programmed in the interim training while the mid-term workshop was intended to refresh participants' understanding on proposal writing and activity implementation. Table 9-5 is a summary of the interim training.

Table 9-5: Summary of REDIP 2 Interim Training

Training Title	Principal Training	Teacher Training	Mid-term Workshop
Date/ Place	CJ: 28 April – 1 May / Semarang NS: 6 – 8 May / Manado	CJ: 2 May / Semarang NS: 9 May / Manado	CJ: 30 June – 3 July / Semarang NS: 17 June / Manado 18 – 25 June / each kecamatan
Trainees	86 principals (Brebes) 59 principals (Pekalongan) 21 principals (Bitung) 79 principals (Minahasa)	57 teachers (CJ) 43 teachers (NS)	CJ: 145 principals, 114 teachers, 13 TPK members and 12 school supervisors NS: 6 KIT members, 354 principals/teachers, 52 TPK members
Trainers	JICA study team Field Consultants	JICA study team	MONE staff JICA study team Field Consultants
Materials used	Module 16	Module 15	Financial Guideline Supplement for Year2

Note: CJ: Central Java Province, NS: North Sulawesi Province, MONE: Ministry of National Education

### 9.4.2 Principal and Teacher Training

#### **Background**

The facts from the field throughout the REDIP 2 activities revealed that many school principals saw educational management merely from the administrative perspective. It is therefore important to enhance the principal's concern in the wider span including the academic-technical supervision function. Accordingly, the training was specially designed for principals focusing on the principal's function as an academic leader, and for teachers as well focusing on the essence of contextual learning. The training aims at increasing the professionalism of school principals and teachers, and eventually the functions of the two educational components.

#### **Objectives**

The objectives of the principal and teacher training are as follows:

1. To provide a basic understanding of the principal's functions as a manager as well as an academic leader at school, and the teacher's functions in the teaching-learning activities in the classroom.
2. To offer an opportunity for each principal and teacher to define what should be learned to improve on their functions.
3. To empower principals and teachers to take more responsibility in their professional development to improve the quality of educational services.

### ***Program Outline***

The trainees of the principal training were all principals of the REDIP 2 pilot schools while those of the teacher training were three teachers (English, mathematics and natural science) from each MGMP. In Central Java, principals were divided in two groups with a mixture of kabupaten Brebes and Kabupaten Pekalongan and two day training was held for each group. The two-day training consisted of lectures by the JICA study team on the first day and presentation by the participants on the second day. In North Sulawesi, on the other hand, one day training for lectures only was held for the principals from all Bitung and part of Minahasa on the first day and for the principals from the rest of Minahasa on the second day, and the presentation was made for all principals on the third day. The teacher training was held as one day training in both provinces for lectures only.

### ***Training Materials***

Module 15 was produced for teacher training and Module 16 was for principal training. Both modules were written in English by the JICA study team and translated into Indonesian to distribute to the participants. The aim of both modules is to address issues of learning, i.e. "what is learning?", "how do we increase student learning?", and "what are the functions and responsibilities of principals and teachers that are directly related to learning?". After the training, it was realized that major changes were needed in the content and structure of the training. The major problem was the fact that the modules had too many contents to be covered within one or two day training.

Module 15 consists of 11 topics and Module 16 consists of 10 topics. Same as Modules 1 to 14 produced in the pre-pilot training, Modules 15 and 16 are organized into a standard format in each topic. The topic is made up of a question, an objective that states measurable outcomes and is achieved by answering the question, and activities to apply the knowledge by working as an individual and in groups to complete one or more tasks. The tasks are designed to develop the practical skills and understanding. To this end, the modules are designed to serve as a self-evaluation tool culminating in the completion of the action plan set in the last activities. For this reason, the modules cannot be seen as a complete training program, but rather a first step in professional development. It is left to the educational community at the kecamatan, kabupaten and even provincial level to determine the most appropriate follow-up for this training.

The topics, questions and objectives of Modules 15 and 16 are as follows. As you can see, both modules share the same topics/questions/objectives.

## **Module 15**

### 1. Developing a Definition for Learning

***“What is learning and how can we clearly define it?”***

**Objective:** Develop a working definition for the concept of learning that can be explained clearly to stakeholders by the teacher.

### 2. Developing a Definition for Brain-based Learning

***“What is the role of the brain in memory and learning?”***

**Objective:** Develop a working definition for each memory center in the brain and then a definition of learning as it pertains to the brain (if the facilitator is untrained, then skip this lesson).

### 3. Lower Order and Higher Order Learning

***“How can we identify a hierarchy of learning so that we can define the difference between lower order and higher order learning?”***

**Objective:** Complete a diagram of “Taxonomy” for learning and provide examples of each level of learning. Define the term “Learning Competency.” Develop a definition of “Contextual Understanding.” Define the difference between lower order and higher order learning.

### 4. Competency-based Learning and Measurement

***“What is meant by competency-based education and how are competencies measured?”***

**Objective:** List competencies for language arts junior secondary level subject, and define at least two ways that each competency can be assessed and measured.

### 5. The Teacher’s Four Classroom Responsibilities

***“What are the different ways to measure if students have learned a competency?”***

**Objective:** Prepare a table of specific tasks for which teachers are responsible and classify those responsibilities under the four classroom responsibilities.

### 6. Instructional Methodologies and Active Learning

***“How can you use a greater variety of teaching methods in the classroom?”***

**Objective:** Using the contextual learning competency from lesson #4, describe how the lesson might be taught to students using active learning methods.

### 7. Creating Low/No Cost Instructional Aids

***“What kind of instructional aids can you develop to support teaching/learning methods?”***

**Objective:** Prepare a list of aids that can be developed for you in the classroom that cost very little or nothing at all.

### 8. Different Tools for Managing Your Classroom

***“What classroom management tools and techniques should you be using?”***

**Objective:** Prepare a list of classroom management responsibilities that teachers have and define each one.

### 9. Developing Effective Lesson Plans

***“Choosing one of the important competencies from #2, how can you develop a lesson plan for its teaching/learning?”***

**Objective:** Using the letter-writing example as a model, prepare a lesson plan for a topic you want to teach in your subject area using the contextual understanding approach.

10. Professional Development Opportunities

*“What are the different options available to you to help you improve learning in your classroom?”*

**Objective:** Prepare a list of resources that might be available to you to improve how you implement the teaching/learning process and prepare a basic action plan for your professional development.

11. A Professional Development Plan

*“How can teachers prepare a development plan for themselves?”*

**Objective:** Complete a professional development plan for one year that shows three top priorities that you have identified.

**Module 16**

1. A Roadmap for This Module

*“What will you learn from participating in this module?”*

**Objective:** Complete a diagram of that shows the topics that will be covered in this training program.

2. Developing a Definition for Learning

*“What is learning and how can we clearly define it?”*

**Objective:** Develop a working definition for the concept of learning that can be explained clearly to stakeholders by the school principal.

3. Developing a Definition for Brain-based Learning

*“What is the role of the brain in memory and learning?”*

**Objective:** Develop a working definition for each memory center in the brain and then a definition of learning as it pertains to the brain (if the facilitator is untrained, then skip this lesson).

4. Lower Order Learning and Higher Order Learning

*“How can we identify a hierarchy of learning so that we can define the difference between lower order and higher order learning?”*

**Objective:** Complete a diagram of “Taxonomy” for learning and provide examples of each level of learning. Define the term “Learning Competency.” Develop a definition of “Contextual Understanding.” Define the difference between lower order and higher order learning.

5. Competency-based Learning and Measurement

*“What is meant by competency-based education and how are competencies measured?”*

**Objective:** List competencies for language arts junior secondary level subject, and define at least two ways that each competency can be assessed and measured.

6. An Overview of Classroom Practices

*“What are the four classroom practices for which teachers are responsible?”*

**Objective:** Prepare a table of specific tasks for which teachers are responsible and classify those responsibilities under the four classroom functions.

7. The Role of the Principal as Instructional Leader

*“What can school principals do to help improve the performance of teachers in the classroom?”*

**Objective:** Finalize list of priority functions for which the principal is responsible. Complete a chart that lists ways that a principal can manage/supervise, evaluate, and



support teachers. Also, review a teacher evaluation checklist to determine its effectiveness as a tool.

#### 8. Selected Tools for Principals

*“What tools might be useful in improving the quality of the teaching/learning process in your school?”*

**Objective:** Examine and evaluate a selection of tools, and design a tool that your KKKS would be willing to field test and adopt.

#### 9. Professional Development for Instructional Leaders

*“What resources are available to the school principal to become a better instructional leader?”*

**Objective:** Define the different resources that principals have access to and explain how the principal can access these resources.

#### 10. A Plan for Professional Development

*“What three behaviors do you want to improve to become a better instructional leader?”*

**Objective:** Identify three behaviors that will lead to becoming a better instructional leader and prepare an action plan for achieving professional development objectives.

### **Training Performance**

Trainees kept quite high percentage of attendance at the principal and teacher training. At the principal training, attendance was 100% in Central Java and somewhat smaller number of principals in North Sulawesi. As for the teacher training, attendance was 100% in both provinces. Training contact time varied from group to group but averaged, 9 hours per group of principals and 6 hours per group of teachers. This includes an evening session that was conducted by the field consultants implementing the last two lessons of each module for principals only.

The training was very much appreciated by all participants and helped offset the long training day and tiredness from travel. The participants were provided the necessary knowledge and skills to complete specific assignments as individuals, in KKKS/MGMP groups, in pairs or in other configurations. Sometimes, trainees came to the board to write responses, stood and gave responses from their groups to the whole class, or moved from one group to another to explain their results. In some cases, a lecture was required such as the presentation on how the brain and memory work and its implication for teaching/learning. In these cases, questions were asked to make sure trainees attended to the knowledge being covered. Trainees responded well to this mix of activities and presentations. All trainees appeared to be actively involved, enjoying their learning. They were highly receptive to the lecture about the brain, probably because it was so new to them yet relevant to their understanding of how we learn.

#### 9.4.3 Mid-term Workshop

##### **Aims and Contents**

The mid-term training was implemented during June – July 2003 in the two provinces. Aims of the training was to improve:

- Quality of needs assessment
- Proposals prepared by TPKs/schools for the second year pilot project
- Action plans prepared by TPKs/schools for the second year pilot project

The workshop was designed to cover following subjects in one day. Session contents were slightly different between Central Java and North Sulawesi because of reflecting logistical arrangement. Central Java covered 4 subjects while North Sulawesi covered 5 subjects.

Subjects	Central Java	North Sulawesi
Possible improvement on REDIP2 auditing (60 min.)		✓
Toward year 2 pilot project (60 min.)	✓	✓
Improving proposals I (Proposal preparation, 90-120 min.)	✓	✓
Improving proposals II (Implementation planning, 90-120 min.)	✓	✓
Group presentation (30 min.)	✓	✓

A draft handout for the workshop was prepared by the JICA study team and provided to the field consultants as well as the provincial implementation teams (PITs). The field consultants and PITs prepared handouts and OHP materials. The materials prepared for the workshop are attached in Appendix.

Each session started with a briefing by facilitators followed by discussion among participants.

### **Logistics**

The number of participants in Table 9-6 attended the workshop.

**Table 9-6: Participants to the Mid-term Workshop\***

Central Java	North Sulawesi
145 principals 12 Supervisors (Extra Auditors from Kabupaten Implementation Team) 114 Teachers (6 Teachers each Kecamatan x 19 Kecamatan) 10 Treasurers <sup>5</sup> (5 each from Kabupaten Implementation Team)	6 from Kabupaten/Kota Implementation Team 354 Teachers (3 each from one school) 52 TPK members (3 each from one TPK)
281 Invitees 281 actually participated (100% participation rate)	406 Invitees 358 actually participated (82% participation rate)

\* Persons only invited for Competence-based Curriculum training are not included here.

In both province, the mid-term workshop was implemented in parallel with a workshop on Competency Based Curriculum (CBC) hosted by each province Dinas P&K office. CBC is scheduled to be implemented from school year 2003/4. Dinas P&K province organized the workshop inviting MONE personnel in charge of curriculum development as speakers at the workshop.

Logistic arrangement like preparing venues and inviting participants for the mid-term workshop was made slightly different in Central Java and North Sulawesi. The provincial/kabupaten implementation teams and the field consultant facilitated the

<sup>5</sup> In total, 19 TPK treasurers were invited, of which 9 were invited as school principals.

workshop in North Sulawesi, while a JICA study team member was also one of facilitators in Central Java.

Following Table 9-7 and Table 9-8 outline the schedules of the workshop.

**Table 9-7: Schedule of the Mid-term Workshop (with CBC training) North Sulawesi**

Date	Contents	Participants (number of participants)*	Facilitators	Venue	
June 17	REDIP2 Mid-term Workshop	14: KIT(5) PIT (2) F/C (7)	Field Consultant study team	Dinas P&K Province	
June 18		School Committee (30), TPK(4) Bitung Utara & Bitung Selatan	Field Consultant, Kabupaten/Kota Implementation Team	SLTP N6	
		School Committee (37), TPK (2) Bitung Tengah & Bitung Timur		SLTP Kristen	
June 19		School committee (15) and TPK (3) Kec Tompaso		SLTP N1 Tompaso	
		School committee (28) and TPK (3) Kec Tombatu		Cabang Dinas Office	
June 20		School committee (31) and TPK (3) Kec Motoling		SLTP N1 Motoling	
		School committee (10) and TPK (3) Kec Tumpaan		SLTP N4 Tumpaan	
June 21		School committee (15) and TPK (3) Kec Wori		SLTP N1 Wori	
		School committee (18) and TPK (3) Kec Kombi		SLTP N1 Kombi	
June 22		School committee (51) and TPK (3) Kec Likupang		SLTP N1 Likupang	
		School committee (27) and TPK (3) Kec Tondano		SLTP N2 Toulimambot	
June 23		School committee (30) and TPK (3) Kec Tareran		SLTP N1 Tareran	
		School committee (24) and TPK (2) Kec Tenga		Cabang Dinas Office	
June 17-21		CBC		MGMP teachers: Kecamatan 52	MONE personnel & REDIP Province Implementation Team
June 23-27	MGMP teachers: Kecamatan 52			Stage II : BPKB Malalayang Manado	

\*Note: KIT: Kabupaten Implementation Team, PIT: Provincial Implementation Team, F/C: Field Consultant

**Table 9-8: Schedule of the Mid-term Workshop (with CBC workshop), Central Java**

Date	Contents	Audience	Facilitators	Venue
30 June 2003	CBC	School Principals & Supervisor (157)	MONE Personnel (Curriculum division)	Pusdiklat BKK Semarang*
1 July 2003	REDIP2 Mid-term Workshop		Field Consultant study team	
2 July 2003	CBC	Teachers (MGMP) (114)	MONE Personnel (Curriculum division)	
3 July 2003	REDIP2 Mid-term Workshop		Field Consultant study team	

\* Pusdiklat BKK, a training facility belonging to Bank Jawa Tengah.

### Observation

The workshop went smoothly and lively, therefore the workshop itself was very successful although the real output and impact of the workshop cannot be seen until the

Year 2 pilot project proposals of TPKs and schools are submitted. Following are some observations on the workshop preparation and implementation.

- It was relatively easy to reach a consensus with the provincial implementation teams (PITs) on the workshop materials prepared by the JICA study team. It proved that the study team and the PITs had the same awareness of issues on implementation of the pilot project.
- Kota Bitung implementation team more actively involved in holding the workshop compared to the series of workshop/training conducted in 2002. Two personnel of the kota implementation team prepared the workshop materials, made a briefing and facilitated group works at the workshop. However, coordination between provincial and Kabupaten implementation teams can be improved more. For example, the provincial implementation team's briefing and the kota implementation team's briefing were duplicated on a session. This problem could have been avoided if they coordinate properly before the workshop.
- The field consultants in both provinces could receive the intentions and contents of the workshop spontaneously, which shows their understanding of the pilot project is excellent.
- The participants were active at the workshop, especially group discussions and presentation were very lively. In North Sulawesi, initially group members were made up of participants from same school. The facilitator realized it and reorganized the groups as it is a good opportunity for participants to exchange views and opinions with other school members.
- Participants are aware of important concepts of REDIP2 such as wider stakeholder participation, democratic school management, and transparency and accountability. Most of the comments made by participants are in line with these key concepts.
- Some schools still face old type bureaucracy. Participants were supposed to represent their schools at the workshop. Some of them, however, anxiously stated that they felt uncomfortable to be informed of such important issues as the second year pilot project. They thought that the kind of information should be forwarded directly to the principal.
- As far as the JICA study team is aware as of July 2003, there are 10 new schools established and they want to join the REDIP2 second year pilot project. Some of these new schools also attended the workshop. Naturally, some confusion was unavoidable among them because the workshop was designed for those who were already involved in the REDIP2 pilot project.

## 9.5 Fund Allocation for the Second Year Pilot Project

### 9.5.1 Budget and Allocation Method

As the amount of funds each TPK or school receives was determined and announced in advance of its proposal writing in the first year pilot project, the JICA study team tentatively determined and announce a draft fund allocation in advance of its second

year proposal writing. With the draft fund allocation sheet, each TPK or school is able to prepare a proposal.

The REDIP2 funds are allocated to TPKs and schools through the following procedure (see Figure 9-2). There is a notice that the REDIP2 funds are reduced to 100 million yen this time from 123 million yen in the last year. The reason is that JICA seriously considers the sustainability of REDIP, and expects more contribution and cost sharing from kabupaten/kota governments. The JICA study team has already got a commitment from each kabupaten or kota government to share financial responsibility.

- 1) JICA's Japanese Yen budget of 100 million for 2003/04 is equivalent to Rp. 6,500,000,000<sup>6</sup>.
- 2) The Rupiah budget is first divided into two parts. Rp. 1,125 million is set aside for the 33 TPK. Rp. 5,375 million is for the 271 SLTP/MTs.
- 3) For TPK, the total funds is divided and allocated in the following manner:
  - Base allocation:** All TPK receive the same amount, Rp. 25 million, each.
  - Proportional allocation:** The remaining funds is allocated in proportion to the number of SLTP/MTs in kecamatan.
  - Best performance award<sup>7</sup>:** Rp. 1 million each is further added to 1 TPK in Central Java and 1 TPK in North Sulawesi.

- 4) For schools, the total funds is divided and allocated into following five categories:
  - Base allocation:** All SLTP/MTs receive the same amount, Rp. 10 million, each.
  - Addition 1:** Those schools which did not receive assistance from other projects in the past two years receive additional Rp. 10 million each<sup>8</sup>.
  - Addition 2:** Those schools which have Terbuka but did/will not receive a grant from the life-skill program receive additional Rp. 5 million each.<sup>9</sup> This money should be earmarked for activities to promote and improve Terbuka education.
  - Addition 3:** Those schools which are located in remote areas receive additional Rp. 5 million each.<sup>10</sup>
  - Proportional allocation:** The remaining funds are allocated to all schools in proportion to the number of students.
  - Best performance award<sup>11</sup>:** Rp. 2 million each is further added to 19 schools in Central Java and 14 schools in North Sulawesi.

<sup>6</sup> This figure is subject to the exchange rate.

<sup>7</sup> PIT, KIP and the field consultants set criteria and decided which TPK received the award.

<sup>8</sup> "Other projects" are defined as BOMM (MONE), JSE project (World Bank), JSE project (ADB) and Dutch grant project. MTs project by ADB is excluded from this consideration because MTs (private ones in particular) are generally in poor financial condition. Those schools which received less than Rp10 million in the past two years received the balance between Rp10 million and the past receipt.

<sup>9</sup> The grant from the life-skill program (MONE) was Rp20 million per Terbuka in 2001 and Rp30 million in 2002.

<sup>10</sup> Criteria for the eligible schools are: 1) Road or sea distance from Camat's Office is over 8km; 2) Road sections impassable by car are over 4km; and 3) Located in an economically underdeveloped village.

<sup>11</sup> PIT, KIP and the field consultants set criteria and decided which schools receive the award.

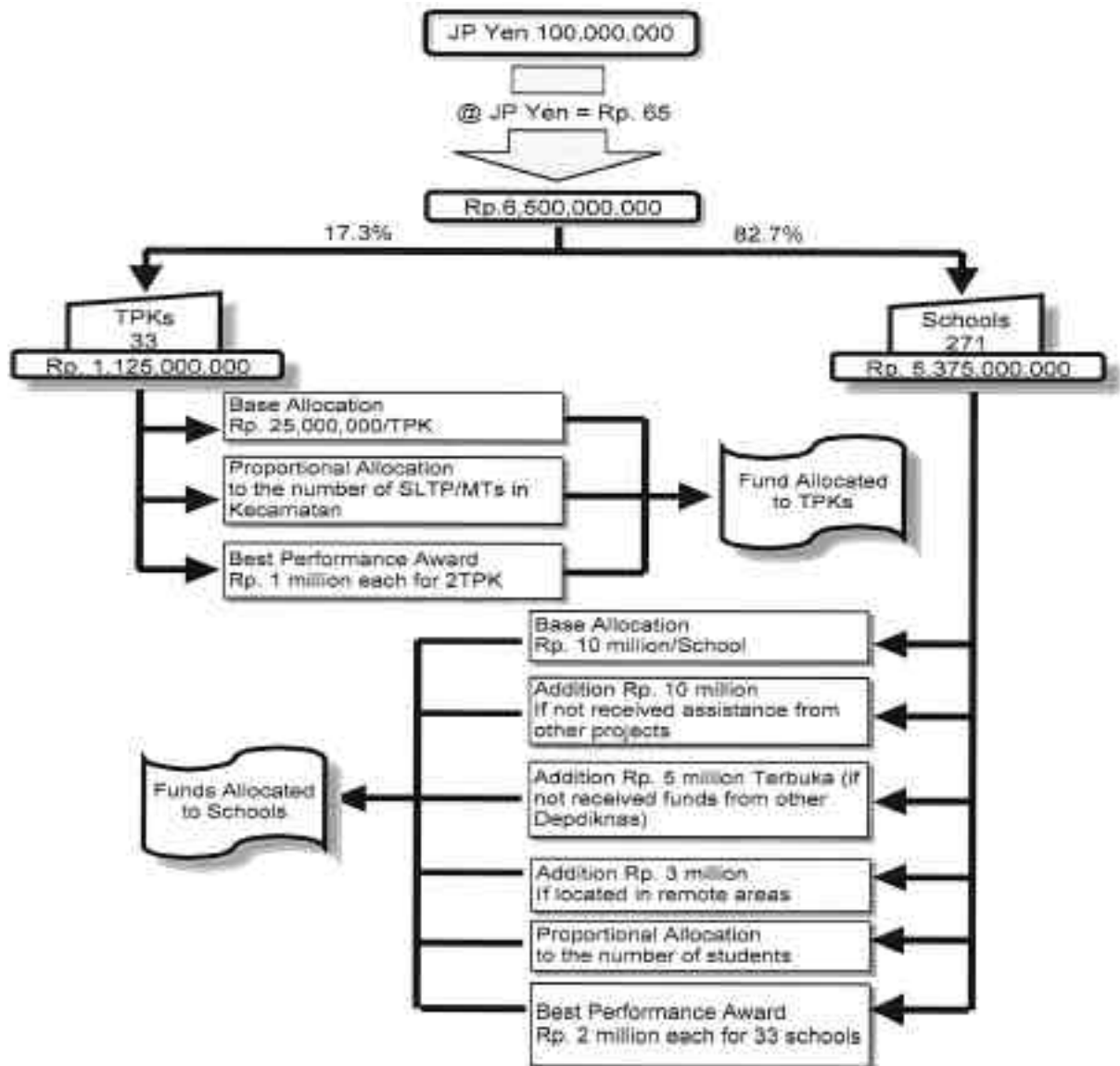


Figure 9-2: Budget Allocation

### 9.5.2 Disbursement Procedure and TPK/School Allocation

As for Year 2 (2003/04), the REDIP2 pilot project was implemented for the period of August 2003 - May 2004. However, the REDIP2 funds were not disbursed until October 2003 (Figure 9-3). The JICA study team expected that TPKs and schools would start their activities by using their matching funds.

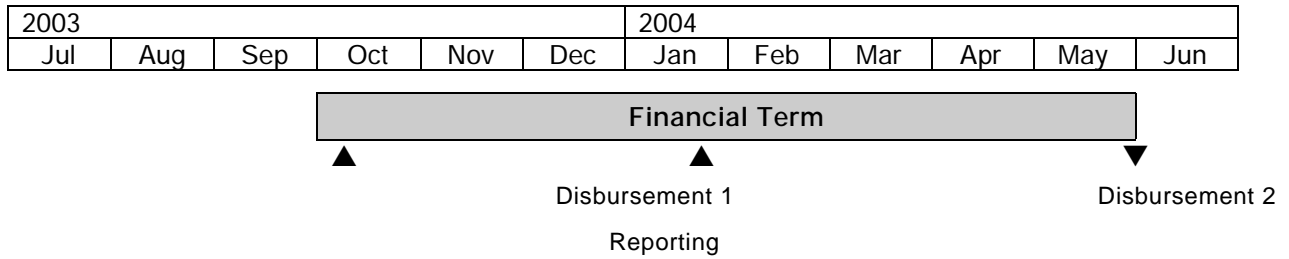


Figure 9-3: Financial Term

The disbursement is divided into two (Figure 9-3). The first disbursement was in October 2003, and 50% of the total REDIP2 fund was disbursed. The second disbursement was in January 2004, and the remaining 50% was disbursed. In advance of the second disbursement, there was a critical review of activity and financial performance by the field consultants, the kabupaten implementation teams and the provincial implementation teams. The second disbursement was subject to the result of this mid-term evaluation. Book closing of the second year pilot project was on May 31, 2004, and the financial report had to reach the national program office by June 20, 2004.

Figure 9-4 shows the flows of proposals and funds in Year 1 and Year 2. The difference between Year 1 and Year 2 is the level of proposal review and approval. In the second year, the national program office is no longer review the proposals or give final approval, delegating this responsibility completely to the kabupaten/kota implementation teams. The JICA study team provides practical capacity building to kabupaten/kota Dinas P&K, and expects that they strengthen their capacity through this exercise. There is an additional flow of funds from Kabupaten/Kota to TPKs and schools in the second year. The JICA study team expects that each kabupaten/kota government co-finance REDIP2 pilot according to their commitment.

Tables 9-9 and 9-10 show the result of fund allocation to TPKs and schools in Year 2.

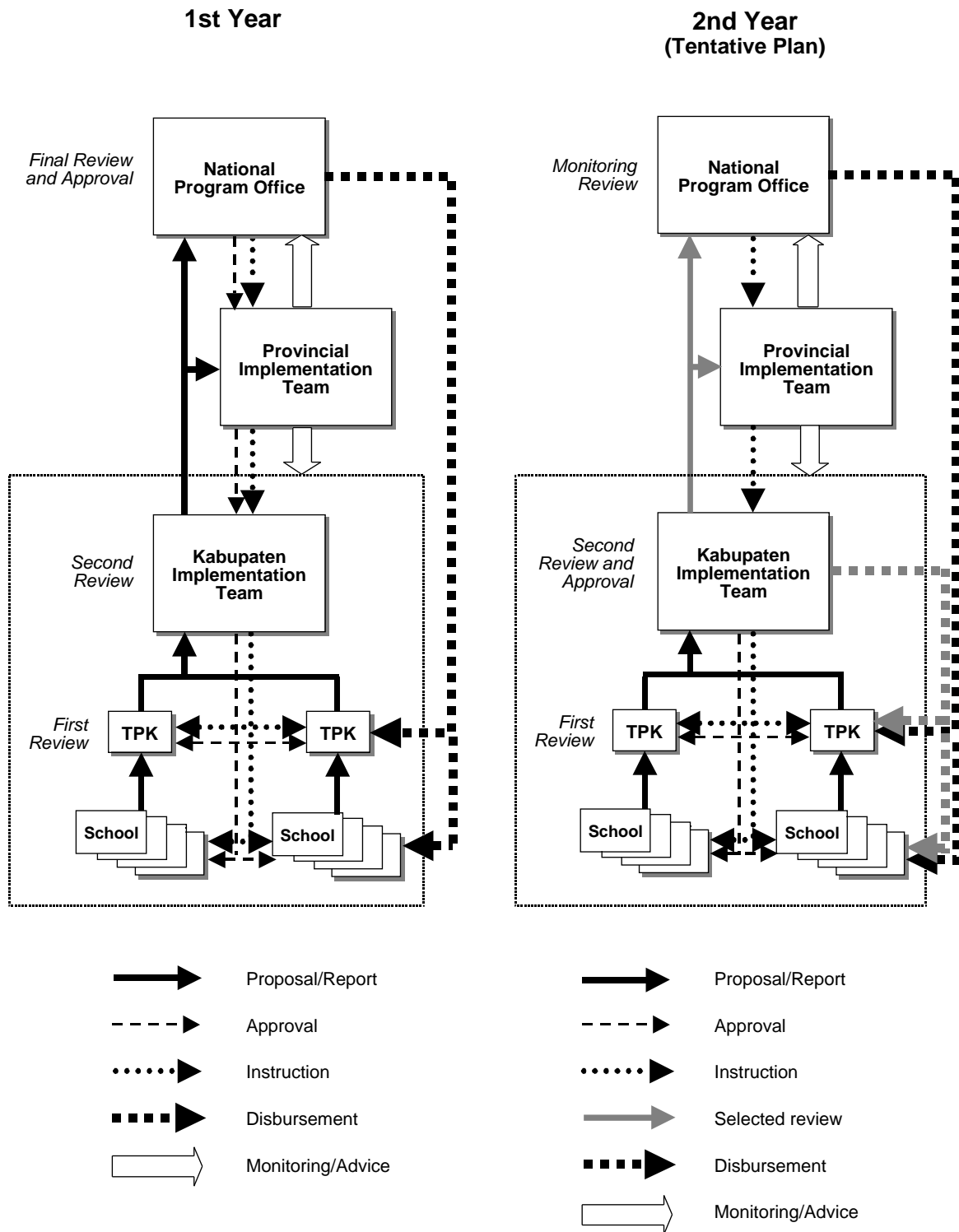


Figure 9-4: Flow of Proposals and Funds



Table 9-9: TPK Fund Allocation for Year 2

JICA Budget	JPY	100,000,000	
Exchange Rate	(JPY1=Rp)	65.0	
Rp Budget	Rp	6,500,000,000	
<b>TPK Funds Total</b>	<b>Rp</b>	<b>1,125,000,000</b>	<b>17.3%</b>
<b>School Funds Total</b>	<b>Rp</b>	<b>5,375,000,000</b>	<b>82.7%</b>

\* The best performance award: Rp. 1 million for 1 TPK in Central Java and 1 TPK in North Sulawesi will be additionally given.

Kabupaten/ Kota	TPK	SLTP/MTs Total	Base Allocation (Rp million) 1	Proportional Allocation (Rp million) 2	Special Allocation (Rp million) 3	TOTAL (Rp million)	Term 1 50% (+) of 1+2 (Rp million)	Term 2 50% (-) of 1+2 (Rp million)
Brebes	Brebes	13	25	14.39	0	39.39	19.70	19.69
	Wanasari	9	25	9.96	0	34.96	17.50	17.46
	Bulakamba	12	25	13.28	0	38.28	19.20	19.08
	Tanjung	5	25	5.54	0	30.54	15.30	15.24
	Losari	8	25	8.86	0	33.86	17.00	16.86
	Jatibarang	7	25	7.75	0	32.75	16.40	16.35
	Larangan	10	25	11.07	0	36.07	18.10	17.97
	Ketanggungan	9	25	9.96	0	34.96	17.50	17.46
	Kersana	5	25	5.54	0	30.54	15.30	15.24
	Banjarharjo	8	25	8.86	0	33.86	17.00	16.86
Pekalongan	Tirto	3	25	3.32	0	28.32	14.20	14.12
	Wiradesa	9	25	9.96	0	34.96	17.50	17.46
	Sragi	7	25	7.75	0	32.75	16.40	16.35
	Kedungwuni	13	25	14.39	0	39.39	19.70	19.69
	Wonopringgo	5	25	5.54	0	30.54	15.30	15.24
	Karanganyar	4	25	4.43	0	29.43	14.80	14.63
	Bojong	5	25	5.54	0	30.54	15.30	15.24
	Kajen	6	25	6.64	0	31.64	15.90	15.74
Kesesi	7	25	7.75	0	32.75	16.40	16.35	
Minahasa	Likupang	18	25	19.93	0	44.93	22.50	22.43
	Wori	6	25	6.64	0	31.64	15.90	15.74
	Tondano	10	25	11.07	0	36.07	18.10	17.97
	Kombi	6	25	6.64	0	31.64	15.90	15.74
	Tompaso	5	25	5.54	0	30.54	15.30	15.24
	Tareran	12	25	13.28	0	38.28	19.20	19.08
	Tumpaan	6	25	6.64	0	31.64	15.90	15.74
	Tombatu	10	25	11.07	0	36.07	18.10	17.97
	Tenga	12	25	13.28	0	38.28	19.20	19.08
Motoling	15	25	16.61	0	41.61	20.90	20.71	
Bitung	Bitung Utara	9	25	9.96	0	34.96	17.50	17.46
	Bitung Tengah	8	25	8.86	0	33.86	17.00	16.86
	Bitung Timur	5	25	5.54	0	30.54	15.30	15.24
	Bitung Selatan	4	25	4.43	0	29.43	14.80	14.63
<b>Total</b>	<b>33</b>	<b>271</b>	<b>825</b>	<b>300</b>	<b>0</b>	<b>1,125.00</b>	<b>564.10</b>	<b>560.90</b>

Table 9-10: School Fund Allocation for Year 2 for Kabupaten Brebes in Central Java

JICA Budget	JPY	100,000,000	
Exchange Rate	(JPY1=Rp)	65.00	
Rp Budget	Rp	6,500,000,000	
TPK Funds Total	Rp	1,125,000,000	17.3%
School Funds Total	Rp	5,375,000,000	82.7%

Note: Base allocation is Rp10 million per school.  
 Addition 1 is Rp10 million if the school did not receive assistance from other projects.  
 Addition 2 is Rp 5 million if the school has Terbuka attached and does (did) not receive a grant from Depdiknas.  
 Addition 3 is Rp 5 million if the school is located in a remote area.  
 Proportional allocation is calculated according to the number of students.  
 \* The Best Performance Award: Rp 2 million each for 19 schools in Central Java and 14 schools in North Sulawesi .

Kabupaten Kota	Kecamatan	REDIP2 School ID	Type	School Name	Students (excluding Terbuka)	FY2002/2003 Assistance (Rp million)	Terbuka	Terbuka Assistance	Remote Area	Base Allocation (Rp million)	Addition 1 No Assistance (Rp million)	Addition 2 Terbuka (Rp million)	Addition 3 Remote Area (Rp million)	Proportional Allocation (Rp million)	TOTAL (Rp million)	Term 1 50% (+) of Total (Rp million)	Term 2 50% (-) of Total (Rp million)
Brebes	1 Brebes	01010101	SN	SLTP N1 Brebes	834	100	1	0	0	10	0	5	0	4.96	19.96	10.00	9.96
		01010102	SN	SLTP N2 Brebes	797	0	0	0	0	10	10	0	0	4.74	24.74	12.40	12.34
		01010103	SN	SLTP N3 Brebes	1,036	65	0	0	0	10	0	0	0	6.16	16.16	8.10	8.06
		01010104	SN	SLTP N4 Brebes	736	0	0	0	0	10	10	0	0	4.38	24.38	12.20	12.18
		01010105	SN	SLTP N5 Brebes	695	0	0	0	0	10	10	0	0	4.13	24.13	12.10	12.03
		01010106	SN	SLTP N6 Brebes	444	0	0	0	0	10	10	0	0	2.64	22.64	11.40	11.24
		01010107	SN	SLTP N7 Brebes	380	0	0	0	0	10	10	0	0	2.26	22.26	11.20	11.06
		01010108	SS	SLTP PGRI Brebes	630	0	0	0	0	10	10	0	0	3.75	23.75	11.90	11.85
		01010109	SS	SLTP Puspobrebes	59	12	0	0	0	10	0	0	0	0.35	10.35	5.20	5.15
		01010110	SS	SLTP Muh. Brebes	223	22	0	0	0	10	0	0	0	1.33	11.33	5.70	5.63
		01010111	MN	MTs N Brebes	1,152	40	0	0	0	10	0	0	0	6.85	16.85	8.50	8.35
		01010112	MS	MTs Ma'arif 1 Brebes	281	8	0	0	0	10	2	0	0	1.67	13.67	6.90	6.77
		01010113	MS	MTs Darul Abror	87	40	0	0	0	10	0	0	0	0.52	10.52	5.30	5.22
Brebes	2 Wanasari	01010201	SN	SLTP N1 Wanasari	1,065	45	0	0	0	10	0	0	0	6.34	16.34	8.20	8.14
		01010202	SN	SLTP N2 Wanasari	550	0	1	1	0	10	10	0	0	3.27	23.27	11.70	11.57
		01010203	SN	SLTP N3 Wanasari	522	165	0	0	0	10	0	0	0	3.11	13.11	6.60	6.51
		01010204	SN	SLTP N4 Wanasari	341	0	0	0	0	10	10	0	0	2.03	22.03	11.10	10.93
		01010205	SS	SLTP Muh Wanasari	224	0	0	0	0	10	10	0	0	1.33	21.33	10.70	10.63
		01010206	SS	SLTP Ma'arif Wanasari	252	60	0	0	0	10	0	0	0	1.50	11.50	5.80	5.70
		01010207	MN	MTs Muh. Wanasari	147	0	0	0	0	10	10	0	0	0.87	20.87	10.50	10.37
		01010208	MS	MTs Ma'arif Wanasari	371	0	0	0	0	10	10	0	0	2.21	22.21	11.20	11.01
		01010209	MS	MTs Wachid Hasyim	426	80	0	0	0	10	0	0	0	2.53	12.53	6.30	6.23
		Brebes	3 Bulakamba	01010301	SN	SLTP N1 Bulakamba	872	0	0	0	0	10	10	0	0	5.19	25.19
01010302	SN			SLTP N2 Bulakamba	827	0	1	1	0	10	10	0	0	4.92	24.92	12.50	12.42
01010303	SN			SLTP N3 Bulakamba	468	144.7	0	0	0	10	0	0	0	2.78	12.78	6.40	6.38
01010304	SS			SLTP Muh. Kluwut	389	0	0	0	0	10	10	0	0	2.31	22.31	11.20	11.11
01010305	SS			SLTP Muh. Banjaratma	113	0	0	0	0	10	10	0	0	0.67	20.67	10.40	10.27
01010306	SS			SLTP PGRI Banjaratma	110	0	0	0	0	10	10	0	0	0.65	20.65	10.40	10.25
01010307	SS			SLTP Sayamina Bulakamba	85	0	0	0	0	10	10	0	0	0.51	20.51	10.30	10.21
01010308	MS			MTs Nurul Huda	285	0	0	0	0	10	10	0	0	1.70	21.70	10.90	10.80
01010309	MS			MTs Assalafiyah Lw Ragi	481	0	0	0	0	10	10	0	0	2.86	22.86	11.50	11.36
01010310	MS			MTs Sunan Kalijaga	593	0	0	0	0	10	10	0	0	3.53	23.53	11.80	11.73
01010311	MS			MTs Al Ikhlas Cipelem	94	0	0	0	0	10	10	0	0	0.56	20.56	10.30	10.26
01010312	MS			MTs Hasyim Asyari	168	0	0	0	0	10	10	0	0	1.00	21.00	10.50	10.50
Brebes	4 Tanjung			01010401	SN	SLTP N1 Tanjung	970	60	0	0	0	10	0	0	0	5.77	15.77
		01010402	SN	SLTP N2 Tanjung	467	0	1	0	0	10	10	5	0	2.78	27.78	13.90	13.88
		01010403	SN	SLTP N3 Tanjung	584	0	0	0	0	10	10	0	0	3.47	23.47	11.80	11.67
		01010404	MS	MTs Al Mubarak Tanjung	403	0	0	0	0	10	10	0	0	2.40	22.40	11.20	11.20
		01010405	MS	MTs Dar Es Salam	179	0	0	0	0	10	10	0	0	1.06	21.06	10.60	10.46
Brebes	5 Losari	01010501	SN	SLTP N1 Losari	909	0	0	0	0	10	10	0	0	5.41	25.41	12.60	12.61
		01010502	SN	SLTP N2 Losari	720	0	1	1	0	10	10	0	0	4.28	24.28	12.20	12.08
		01010503	SN	SLTP N3 Losari	592	0	0	0	0	10	10	0	0	3.52	23.52	11.80	11.72
		01010504	SS	SLTP Islam Losari	784	102.03	0	0	0	10	0	0	0	4.66	14.66	7.40	7.26
		01010505	MS	MTs Al Ikhlas Losari	424	0	0	0	0	10	10	0	0	2.52	22.52	11.30	11.22
		01010506	MS	MTs An Nur Karang Junti	446	0	0	0	0	10	10	0	0	2.65	22.65	11.40	11.25
		01010507	MS	MTs Nurul Huda Kali Buntu	233	0	0	0	0	10	10	0	0	1.39	21.39	10.70	10.69
		01010508	MS	MTs Darul Ulum Lumpur	82	0	0	0	0	10	10	0	0	0.49	20.49	10.30	10.19

Table 9-10: School Fund Allocation for Year 2 for Kabupaten Brebes in Central Java

Kabupaten Kota	Kecamatan	REDIP2 School ID	Type	School Name	Students (excluding Terbuka)	FY2002/2003 Assistance (Rp million)	Terbuka	Terbuka Assistance	Remote Area	Base Allocation (Rp million)	Addition 1 No Assistance (Rp million)	Addition 2 Terbuka (Rp million)	Addition 3 Remote Area (Rp million)	Proportional Allocation (Rp million)	TOTAL (Rp million)	Term 1 50% (+) of Total (Rp million)	Term 2 50% (-) of Total (Rp million)		
	6	Jatibarang	01010601	SN	SLTP N1 Jatibarang	829	0	1	30	0	10	10	0	0	4.93	24.93	12.50	12.43	
			01010602	SN	SLTP N2 Jatibarang	805	134.2	0	0	0	10	0	0	0	0	4.79	14.79	7.40	7.39
			01010603	SN	SLTP N3 Jatibarang	660	68	0	0	0	10	0	0	0	0	3.93	13.93	7.00	6.93
			01010604	SN	SLTP N4 Jatibarang	464	0	0	0	0	10	10	0	0	0	2.76	22.76	11.40	11.36
			01010605	SS	SLTP Pancasila Jitbrg	412	0	0	0	0	10	10	0	0	0	2.45	22.45	11.30	11.15
			01010606	MS	MTs Miftahul Huda Jitbrg	220	0	0	0	0	10	10	0	0	0	1.31	21.31	10.70	10.61
			01010607	MS	MTs As Syafiyah Jitbrg	1,005	0	0	0	0	10	10	0	0	0	5.98	25.98	13.00	12.98
	7	Larangan	01010701	SN	SLTP N1 Larangan	781	0	0	0	0	10	10	0	0	0	4.65	24.65	12.40	12.25
			01010702	SN	SLTP N2 Larangan	390	0	1	0	0	10	10	5	0	0	2.32	27.32	13.70	13.62
			01010703	SN	SLTP N3 Larangan	486	0	0	0	0	10	10	0	0	0	2.89	22.89	11.50	11.39
			01010704	SS	SLTP Muh. Larangan	430	0	0	0	0	10	10	0	0	0	2.56	22.56	11.30	11.26
			01010705	MS	MTs Assalafiyah Sitanggal	719	0	0	0	0	10	10	0	0	0	4.28	24.28	12.20	12.08
			01010706	MS	MTs Nurul Islam Slatri	197	0	0	0	0	10	10	0	0	0	1.17	21.17	10.60	10.57
			01010707	MS	MTs Ma'arif Temukerep	349	0	0	0	0	10	10	0	0	0	2.08	22.08	11.10	10.98
			01010708	MS	MTs Istiqomah Larangan	168	0	0	0	0	10	10	0	0	0	1.00	21.00	10.50	10.50
			01010709	MS	MTs Ma'arif Siandong	218	0	0	0	0	10	10	0	0	0	1.30	21.30	10.70	10.60
			01010710	MS	MTs Miftahul Ulum Larangan	559	0	0	0	0	10	10	0	0	0	3.33	23.33	11.70	11.63
	8	Ketanggungan	01010801	SN	SLTP N1 Ketanggungan	963	0	1	1	0	10	10	0	0	0	5.73	25.73	12.90	12.83
			01010802	SN	SLTP N2 Ketanggungan	578	0	0	0	0	10	10	0	0	0	3.44	23.44	11.80	11.64
			01010803	SN	SLTP N3 Ketanggungan	463	0	0	0	0	10	10	0	0	0	2.75	22.75	11.40	11.35
			01010804	SS	SLTP Muh. Ketanggungan	76	0	0	0	0	10	10	0	0	0	0.45	20.45	10.30	10.15
			01010805	SS	SLTP Al Ma'arif Ktg	164	0	0	0	0	10	10	0	0	0	0.98	20.98	10.50	10.48
			01010806	MN	MTs N Ketanggungan	1,093	0	0	0	0	10	10	0	0	0	6.50	26.50	13.30	13.20
			01010807	MS	MTs Ma'arif Ketanggungan	112	0	0	0	0	10	10	0	0	0	0.67	20.67	10.40	10.27
			01010808	MS	MTs Al Kautsar	130	0	0	0	0	10	10	0	0	0	0.77	20.77	10.40	10.37
			01010809	MS	MTs Al Adhar	305	0	0	0	0	10	10	0	0	0	1.81	21.81	11.00	10.81
	9	Kersana	01010901	SN	SLTP N1 Kersana	836	0	0	0	0	10	10	0	0	0	4.97	24.97	12.50	12.47
			01010902	SN	SLTP N2 Kersana	455	0	0	0	0	10	10	0	0	0	2.71	22.71	11.40	11.31
			01010903	SN	SLTP N3 Kersana	528	0	0	0	0	10	10	0	0	0	3.14	23.14	11.60	11.54
			01010904	MS	MTs Subulul Ikhsan Kersana	508	0	0	0	0	10	10	0	0	0	3.02	23.02	11.60	11.42
			01010905	MS	MTs Ma'arif 9 Pende	216	0	0	0	0	10	10	0	0	0	1.28	21.28	10.70	10.58
	10	Banjarharjo	01011001	SN	SLTP N1 Banjarharjo	794	0	1	0	0	10	10	5	0	0	4.72	29.72	14.90	14.82
			01011002	SN	SLTP N2 Banjarharjo	689	70	0	0	0	10	0	0	0	0	4.10	14.10	7.10	7.00
			01011003	SN	SLTP N3 Banjarharjo	680	0	0	0	0	10	10	0	0	0	4.05	24.05	12.10	11.95
			01011004	MS	MTs Al Hidayah Banjarharjo	441	0	0	0	0	10	10	0	0	0	2.62	22.62	11.40	11.22
			01011005	MS	MTs Hidayatul Umah	178	0	0	0	0	10	10	0	0	0	1.06	21.06	10.60	10.46
			01011006	MS	MTs Ma'arif 6 Banjarharjo	195	0	0	0	0	10	10	0	0	0	1.16	21.16	10.60	10.56
			01011007	MS	MTs Al Fatah Cihaur	116	0	0	0	0	10	10	0	0	0	0.69	20.69	10.40	10.29
			01011008	MS	MTs Al Ikhlis Pende	153	0	0	0	0	10	10	0	0	0	0.91	20.91	10.50	10.41

Table 9-10: School Fund Allocation for Year 2 for Kabupaten Pekalongan in Central Java

Kabupaten Kota	Kecamatan	REDIP2 School ID	Type	School Name	Students (excluding Terbuka)	FY2002/2003 Assistance (Rp million)	Terbuka	Terbuka Assistance	Remote Area	Base Allocation (Rp million)	Addition 1 No Assistance (Rp million)	Addition 2 Terbuka (Rp million)	Addition 3 Remote Area (Rp million)	Proportional Allocation (Rp million)	TOTAL (Rp million)	Term 1 50% (+) of Total (Rp million)	Term 2 50% (-) of Total (Rp million)		
Pekalongan	1	Tirto	01020101	SN	SLTP N1 Tirto	615	0	1	0	0	10	10	5	0	3.66	28.66	14.40	14.26	
			01020102	SN	SLTP N2 Tirto	451	30	0	0	0	0	10	0	0	0	2.68	12.68	6.40	6.28
			01020103	MS	MTs NU Tirto	452	0	0	0	0	0	10	10	0	0	2.69	22.69	11.40	11.29
	2	Wiradesa	01020201	SN	SLTP N1 Wiradesa	768	0	1	0	0	10	10	5	0	4.57	29.57	14.80	14.77	
			01020202	SN	SLTP N2 Wiradesa	743	0	0	0	0	10	10	0	0	4.42	24.42	12.30	12.12	
			01020203	SN	SLTP N3 Wiradesa	570	0	0	0	0	10	10	0	0	3.39	23.39	11.70	11.69	
			01020204	SN	SLTP N4 Wiradesa	297	0	0	0	0	10	10	0	0	1.77	21.77	10.90	10.87	
			01020205	SN	SLTP N5 Wiradesa	343	0	0	0	0	10	10	0	0	2.04	22.04	11.10	10.94	
			01020206	SS	SLTP Muh. Wiradesa	240	0	0	0	0	10	10	0	0	1.43	21.43	10.80	10.63	
			01020207	SS	SLTP Islam FQ Wiradesa	140	0	0	0	0	10	10	0	0	0.83	20.83	10.50	10.33	
			01020208	MS	MTs 45 Kauman	320	0	0	0	0	10	10	0	0	1.90	21.90	11.00	10.90	
			01020209	MS	MTs Sala'iyah Ketandan	414	0	0	0	0	10	10	0	0	2.46	22.46	11.30	11.16	
	3	Sragi	01020301	SN	SLTP N1 Sragi	938	0	1	1	0	10	10	0	0	5.58	25.58	12.80	12.78	
			01020302	SN	SLTP N2 Sragi	1,033	0	0	0	0	10	10	0	0	6.15	26.15	13.10	13.05	
			01020303	SN	SLTP N3 Sragi	782	0	0	0	0	10	10	0	0	4.65	24.65	12.40	12.25	
			01020304	SN	SLTP N4 Sragi	552	30	1	0	0	10	0	5	0	3.28	18.28	9.20	9.08	
			01020305	SN	SLTP N5 Sragi	225	0	0	0	0	10	10	0	0	1.34	21.34	10.70	10.64	
			01020306	SS	SLTP Islam Rebun	170	0	0	0	0	10	10	0	0	1.01	21.01	10.60	10.41	
			01020307	MS	MTs Ma'arif NU	171	0	0	0	0	10	10	0	0	1.02	21.02	10.60	10.42	
	4	Kedungwuni	01020401	SN	SLTP N1 Kedungwuni	753	0	0	0	0	10	10	0	0	4.48	24.48	12.30	12.18	
			01020402	SN	SLTP N2 Kedungwuni	614	0	1	1	0	10	10	0	0	3.65	23.65	11.90	11.75	
			01020403	SN	SLTP N3 Kedungwuni	317	0	0	0	0	10	10	0	0	1.89	21.89	11.00	10.89	
			01020404	SN	SLTP N4 Kedungwuni	388	0	0	0	0	10	10	0	0	2.31	22.31	11.20	11.11	
			01020405	SS	SLTP Muh. Pekajangan	362	0	0	0	0	10	10	0	0	2.15	22.15	11.10	11.05	
			01020406	SS	SLTP Islam Wallsongo	196	0	0	0	0	10	10	0	0	1.17	21.17	10.60	10.57	
			01020407	SS	SLTP Islam Pegandon	158	0	0	0	0	10	10	0	0	0.94	20.94	10.50	10.44	
			01020408	SS	SLTP NU Pejombangan	139	0	0	0	0	10	10	0	0	0.83	20.83	10.50	10.33	
			01020409	MN	MTs N Kedungwuni	687	0	0	0	0	10	10	0	0	4.09	24.09	12.10	11.99	
			01020410	MS	MTs Wallsongo	108	0	0	0	0	10	10	0	0	0.64	20.64	10.40	10.24	
			01020411	MS	MTs Sala'iyah Proto	377	0	0	0	0	10	10	0	0	2.24	22.24	11.20	11.04	
			01020412	MS	MTs Muh. Pekajangan	238	0	0	0	0	10	10	0	0	1.42	21.42	10.80	10.62	
	01020413	MS	MTs Al-Hikmah	252	0	0	0	0	10	10	0	0	1.50	21.50	10.80	10.70			
	5	Wonopringgo	01020501	SN	SLTP N1 Wonopringgo	781	0	0	0	0	10	10	0	0	4.65	24.65	12.40	12.25	
			01020502	SS	SLTP Islam	803	90	0	0	0	10	0	0	0	4.78	14.78	7.40	7.38	
			01020503	SS	SLTP Muhammadiyah	115	0	0	0	0	10	10	0	0	0.68	20.68	10.40	10.28	
			01020504	MS	MTs Gondang	644	0	0	0	0	10	10	0	0	3.83	23.83	12.00	11.83	
			01020505	MS	MTs YMI	661	0	0	0	0	10	10	0	0	3.93	23.93	12.00	11.93	
	6	Karanganyar	01020601	SN	SLTP N1 Karanganyar	642	0	0	0	0	10	10	0	0	3.82	23.82	12.00	11.82	
			01020602	SN	SLTP N2 Karanganyar	139	0	0	0	0	10	10	0	0	0.83	20.83	10.50	10.33	
			01020603	MS	MTs Ma'arif	345	0	0	0	0	10	10	0	0	2.05	22.05	11.10	10.95	
			01020604	MS	MTs Yapik	162	0	0	0	0	10	10	0	0	0.96	20.96	10.50	10.46	
	7	Bojong	01020701	SN	SLTP N1 Bojong	846	0	0	0	0	10	10	0	0	5.03	25.03	12.60	12.43	
			01020702	SN	SLTP N2 Bojong	540	0	0	0	0	10	10	0	0	3.21	23.21	11.70	11.51	
			01020703	SN	SLTP N3 Bojong	384	0	1	1	0	10	10	0	0	2.28	22.28	11.20	11.08	
			01020704	SS	SLTP Islam Yawapi	105	0	0	0	0	10	10	0	0	0.62	20.62	10.40	10.22	
			01020705	MS	MTs Sunan Kalijaga	254	0	0	0	0	10	10	0	0	1.51	21.51	10.80	10.71	
	8	Kajen	01020801	SN	SLTP N1 Kajen	747	0	0	0	0	10	10	0	0	4.44	24.44	12.30	12.14	
			01020802	SN	SLTP N2 Kajen	712	0	0	0	0	10	10	0	0	4.24	24.24	12.20	12.04	
			01020803	SN	SLTP N3 Kajen	496	0	0	0	0	10	10	0	0	2.95	22.95	11.50	11.45	
			01020804	SN	SLTP N4 Kajen	256	0	0	0	0	10	10	0	0	1.52	21.52	10.80	10.72	
			01020805	SS	SLTP NU Kajen	443	0	0	0	0	10	10	0	0	2.64	22.64	11.40	11.24	
			01020806	MS	MTs Muh. Kajen	353	0	0	0	0	10	10	0	0	2.10	22.10	11.10	11.00	
	9	Kesesi	01020901	SN	SLTP N1 Kesesi	769	0	1	0	0	10	10	5	0	4.57	29.57	14.80	14.77	
			01020902	SN	SLTP N2 Kesesi	622	0	0	0	0	10	10	0	0	3.70	23.70	11.90	11.80	
			01020903	SN	SLTP N3 Kesesi	291	0	0	0	0	10	10	0	0	1.73	21.73	10.90	10.83	
			01020904	SS	SLTP NU	337	0	0	0	0	10	10	0	0	2.00	22.00	11.10	10.90	
			01020905	SS	SLTP Muhammadiyah	123	0	0	0	0	10	10	0	0	0.73	20.73	10.40	10.33	
			01020906	MN	MTs N Kesesi	342	0	0	0	0	10	10	0	0	2.03	22.03	11.10	10.93	
			01020907	MS	MTs Rifa'iyah	154	0	0	0	0	10	10	0	0	0.92	20.92	10.50	10.42	

Table 9-10: School Fund Allocation for Year 2 for Kabupaten Minahasa in North Sulawesi

Kabupaten Kota	Kecamatan	REDIP2 School ID	Type	School Name	Students (excluding Terbuka)	FY2000/2001 Assistance (Rp million)	Terbuka	Terbuka Assistance	Remote Area	Base Allocation (Rp million)	Addition 1 No Assistance (Rp million)	Addition 2 Terbuka (Rp million)	Addition 3 Remote Area (Rp million)	Proportional Allocation (Rp million)	TOTAL (Rp million)	Term 1 50% (+) of Total (Rp million)	Term 2 50% (-) of Total (Rp million)	
Minahasa	1	Likupang	SN	SLTP N1 Likupang	340	0	1	1	0	10	10	0	0	2.02	22.02	11.10	10.92	
			SN	SLTP N2 Likupang	107	0	0	0	1	10	10	0	5	0.64	25.64	12.90	12.74	
			SN	SLTP N3 Likupang	88	70	0	0	0	0	10	0	0	0.52	10.52	5.30	5.22	
			SN	SLTP N4 Likupang	185	0	0	0	1	10	10	0	5	1.10	26.10	13.10	13.00	
			SN	SLTP N5 Likupang	109	0	0	0	0	0	10	10	0	0	0.65	20.65	10.40	10.25
			SS	SLTP LKMD Batu(SLTP N7)	61	0	0	0	1	10	0	5	0.36	25.36	12.70	12.66		
			SS	SLTP Kr. Papatungan	94	36	0	0	0	1	10	0	5	0.56	15.56	7.80	7.76	
			SS	SLTP Kr. Serey	85	90	0	0	1	10	0	5	0.51	15.51	7.80	7.71		
			SS	SLTP Kr. Maliambao	25	0	0	0	0	0	10	10	0	5	0.15	25.15	12.60	12.55
			SS	SLTP PGRI Tarabitan	30	0	0	0	1	10	0	5	0.18	25.18	12.60	12.58		
			SS	SLTP Kosgoro Marinsow	29	0	0	0	0	0	10	10	0	5	0.17	25.17	12.60	12.57
			SS	SLTP Kr. Palaes	26	0	0	0	1	10	0	5	0.15	25.15	12.60	12.55		
			SS	SLTP Adv. Papatungan	45	0	0	0	0	0	10	10	0	5	0.27	25.27	12.70	12.70
			SS	SLTP Kat. Kokoleh	80	36	0	0	0	0	10	0	0	0.48	10.48	5.30	5.18	
			SS	SLTP Nasional Kahuku	35	0	0	0	1	10	0	5	0.21	25.21	12.70	12.51		
			SS	SLTP Kr. Kalinaun	57	0	0	0	1	10	0	5	0.34	25.34	12.70	12.64		
			SS	SLTP Advent Wineru	42	0	0	0	0	0	10	10	0	0.25	20.25	10.20	10.05	
			SN	SLTP N6 Likupang	0	0	0	0	0	0	5	5	0	0	0.00	10.00	0.00	10.00
	2	Wori	SN	SLTP N1 Wori	272	232	1	1	0	10	0	0	0	0	1.62	11.62	5.90	5.72
			SN	SLTP N2 Wori	65	0	0	0	1	10	10	0	5	0.39	25.39	12.70	12.69	
			SN	SLTP N3 Wori	68	0	0	0	1	10	10	0	5	0.40	25.40	12.80	12.60	
			SS	SLTP Kr. Darunu	166	65	0	0	1	10	0	5	0.99	15.99	8.00	7.99		
			SS	SLTP Muh. Naen	62	0	0	0	0	0	10	10	0	0.37	20.37	10.20	10.17	
			SS	SLTP PGRI	0	0	0	0	0	5	5	0	0	0.00	10.00	0.00	10.00	
	3	Tondano  (Toulimambot)	SN	SLTP N1 Tondano	547	10	0	0	0	10	0	0	0	0	3.25	13.25	6.70	6.55
			SN	SLTP N2 Tondano	263	36	0	0	0	10	0	0	0	1.56	11.56	5.80	5.76	
			SN	SLTP N3 Tondano	310	0	0	0	0	10	0	0	1.84	21.84	11.00	10.84		
			SS	SLTP Kat. Tondano	47	0	0	0	0	10	10	0	0.28	20.28	10.20	10.08		
			SS	SLTP Adv. Tondano	115	4	0	0	0	10	6	0	0.68	16.68	8.40	8.28		
			SN	SLTP N4 Tondano	0	0	0	0	0	5	5	0	0.00	10.00	0.00	10.00		
			SN	SLTP N1 Toulimambot	783	145	0	0	0	10	0	0	4.66	14.66	7.40	7.26		
			SN	SLTP N2 Toulimambot	225	5	0	0	0	10	5	0	0.34	16.34	8.20	8.14		
			SS	SLTP Kr. Tondano	44	4.5	0	0	0	10	5.5	0	0.26	15.76	7.90	7.86		
			MS	MTs Toulimambot	50	104	0	0	0	0	0	0.30	10.30	5.20	5.10			
	4	Kombi	SN	SLTP N1 Kombi	73	7	0	0	0	10	3	0	0	0.43	13.43	6.80	6.63	
			SN	SLTP N2 Kombi	59	36	0	0	0	10	0	0	0.35	10.35	5.20	5.15		
			SN	SLTP N3 Kombi	68	82	0	0	0	10	0	0	0.40	10.40	5.30	5.10		
			SS	SLTP Kr. Credo Kolongan	60	51	0	0	0	10	0	0	0.36	10.36	5.20	5.16		
			SS	SLTP Adv. Rerer	31	82	0	0	0	10	0	0	0.18	10.18	5.10	5.08		
			SS	SLTP Wira Karya Ranowangk	35	0	0	0	0	10	0	0	0.21	20.21	10.20	10.01		
	5	Tompaso (503 is gone)	SN	SLTP N1 Tompaso	266	175	0	0	0	10	0	0	0	0	1.58	11.58	5.80	5.78
			SN	SLTP N2 Tompaso	79	0	0	0	0	10	10	0	0	0.47	20.47	10.30	10.17	
			SS	SLTP Nasional Tompaso	29	0	0	0	0	10	10	0	0	0.17	20.17	10.10	10.07	
			SS	SLTP Adv. Tompaso	107	0	0	0	0	10	0	0	0.64	20.64	10.40	10.24		
			SN	SLTP N3 Tompaso	14	0	0	0	0	10	10	0	0	0.08	20.08	10.10	9.98	
			SN	SLTP N1 Tareran	206	0	0	0	0	10	10	0	0	1.23	21.23	10.70	10.53	
	6	Tareran	SN	SLTP N2 Tareran	186	0	0	0	0	10	10	0	0	1.11	21.11	10.60	10.51	
			SN	SLTP N3 Tareran	96	0	0	0	0	10	0	0	0.57	20.57	10.30	10.27		
			SN	SLTP N4 Tareran	63	0	0	0	0	10	10	0	0	0.37	20.37	10.20	10.17	
			SN	SLTP N5 Tareran	73	0	0	0	0	10	10	0	0	0.43	20.43	10.30	10.13	
			SS	SLTP Kr. Tumuluntung	33	0	0	0	0	10	10	0	0	0.20	20.20	10.10	10.10	
			SS	SLTP Kr. Koreng	72	0	0	0	0	10	10	0	0	0.43	20.43	10.30	10.13	
			SS	SLTP Kr. Kaneyan	61	0	0	0	0	10	10	0	0	0.36	20.36	10.20	10.16	
			SS	SLTP PGRI Pinapalangkou	52	0	0	0	1	10	10	0	5	0.31	25.31	12.70	12.61	
			SS	SLTP Nasional Wuwuk	41	0	0	0	0	10	10	0	0	0.24	20.24	10.20	10.04	
			SS	SLTP Kr. Wuwuk	60	0	0	0	0	10	10	0	0	0.36	20.36	10.20	10.16	
			SN	SLTP N6 Tareran	0	0	0	0	0	5	5	0	0	0.00	10.00	0.00	10.00	
			7	Tumpan	SN	SLTP N1 Tumpan	382	109	1	30	0	10	0	0	0	0	2.27	12.27
	SN	SLTP N2 Tumpan			71	0	0	0	0	10	10	0	0	0.42	20.42	10.30	10.12	
	SN	SLTP N3 Tumpan			108	0	0	0	0	10	10	0	0	0.64	20.64	10.40	10.24	
	SN	SLTP N4 Tumpan			105	5	0	0	0	10	5	0	0	0.62	15.62	7.90	7.72	
	SS	SLTP Kr. Tangkune			34	0	0	0	1	10	10	0	5	0.20	25.20	12.70	12.50	
	SN	SLTP N5 Tumpan			0	0	0	0	0	5	5	0	0	0.00	10.00	0.00	10.00	

Table 9-10: School Fund Allocation for Year 2 for Kabupaten Minahasa in North Sulawesi

Kabupaten Kota	Kecamatan	REDIP2 School ID	Type	School Name	Students (excluding Terbuka)	FY2000/2001 Assistance (Rp million)	Terbuka	Terbuka Assistance	Remote Area	Base Allocation (Rp million)	Addition 1 No Assistance (Rp million)	Addition 2 Terbuka (Rp million)	Addition 3 Remote Area (Rp million)	Proportional Allocation (Rp million)	TOTAL (Rp million)	Term 1 50% (+) of Total (Rp million)	Term 2 50% (-) of Total (Rp million)		
Kabupaten Minahasa	8	Tombatu	02010801	SN	SLTP N1 Tombatu	356	40	1	30	0	10	0	0	0	2.12	12.12	6.10	6.02	
			02010802	SN	SLTP N2 Tombatu	204	105	0	0	0	10	0	0	0	0	1.21	11.21	5.70	5.51
			02010803	SN	SLTP N3 Tombatu	235	0	0	0	0	10	10	0	0	0	1.40	21.40	10.70	10.70
			02010804	SN	SLTP N4 Tombatu	193	0	0	0	0	10	10	0	0	0	1.15	21.15	10.60	10.55
			02010805	SN	SLTP N5 Tombatu	242	0	0	0	0	10	10	0	0	0	1.44	21.44	10.80	10.64
			02010806	SN	SLTP N6 Tombatu	51	0	0	0	0	1	10	10	0	5	0.30	25.30	12.70	12.60
			02010807	SS	SLTP Kr. Kali	61	0	0	0	0	0	10	10	0	0	0.36	20.36	10.20	10.16
			02010808	SS	SLTP LKMD Kalait	43	0	0	0	0	1	10	10	0	5	0.26	25.26	12.70	12.56
			02010809	SS	SLTP Krispa Silian	42	0	0	0	0	0	10	10	0	0	0.25	20.25	10.20	10.05
			02010810	SS	SLTP Silian 2	123	0	0	0	0	0	10	10	0	0	0.73	20.73	10.40	10.33
	9	Tenga	02010901	SN	SLTP N1 Tenga	270	85	1	1	0	10	0	0	0	0	1.61	11.61	5.90	5.71
			02010902	SN	SLTP N2 Tenga	250	0	0	0	0	10	10	0	0	0	1.49	21.49	10.80	10.69
			02010903	SN	SLTP N3 Tenga	220	110	0	0	0	10	0	0	0	0	1.31	11.31	5.70	5.61
			02010904	SN	SLTP N4 Tenga	58	24	0	0	0	10	0	0	0	0	0.35	10.35	5.20	5.15
			02010905	SN	SLTP N5 Tenga	237	0	0	0	0	10	10	0	0	0	1.41	21.41	10.80	10.61
			02010906	SN	SLTP N6 Tenga	88	0	0	0	0	0	10	10	0	0	0.52	20.52	10.30	10.22
			02010907	SN	SLTP N7 Tenga	103	36	0	0	0	0	10	0	0	0	0.61	10.61	5.40	5.21
			02010908	SS	SLTP Kr. Tawaang	99	0	0	0	0	0	10	10	0	0	0.59	20.59	10.30	10.29
			02010909	SS	SLTP Nasional Elusan	43	0	0	0	0	1	10	10	0	5	0.26	25.26	12.70	12.56
			02010910	SS	SLTP Kat. Mayela Poigar	45	4	0	0	0	0	10	6	0	0	0.27	16.27	8.20	8.07
			02010911	MS	MTs Muh. Tanamon	29	90	0	0	0	0	10	0	0	0	0.17	10.17	5.10	5.07
			2010912	SN	SLTP N8 Tenga	0	0	0	0	0	0	5	5	0	0	0.00	10.00	0.00	10.00
	10	Motoling	02011001	SN	SLTP N1 Motoling	244	115	1	1	0	10	0	0	0	0	1.45	11.45	5.80	5.65
			02011002	SN	SLTP N2 Motoling	151	0	0	0	0	10	10	0	0	0	0.90	20.90	10.50	10.40
			02011003	SN	SLTP N3 Motoling	105	0	0	0	0	10	10	0	0	0	0.62	20.62	10.40	10.22
			02011004	SN	SLTP N4 Motoling	105	0	0	0	0	10	10	0	0	0	0.62	20.62	10.40	10.22
			02011005	SN	SLTP N5 Motoling	84	0	0	0	0	0	10	10	0	0	0.50	20.50	10.30	10.20
			02011006	SS	SLTP Nasional Wakan	32	0	0	0	0	0	10	10	0	0	0.19	20.19	10.10	10.09
			02011007	SS	SLTP Kr. Motoling	163	0	0	0	0	0	10	10	0	0	0.97	20.97	10.50	10.47
			02011008	SS	SLTP Inspirasi Wanga	75	0	0	0	0	0	10	10	0	0	0.45	20.45	10.30	10.15
			02011009	SS	SLTP Kr. Tondey	76	0	0	0	0	0	10	10	0	0	0.45	20.45	10.30	10.15
			02011010	SS	SLTP Nasional Karimbow	66	0	0	0	0	1	10	10	0	5	0.39	25.39	12.70	12.69
			(Ranoyapo)	02013001	SN	SLTP N1 Ranoyapo	167	0	0	0	0	0	10	10	0	0	0.99	20.99	10.50
02013002	SN	SLTP N2 Ranoyapo		0	0	0	0	0	10	10	0	0	0	0.00	20.00	10.00	10.00		
02013003	SN	SLTP N3 Ranoyapo		97	0	0	0	0	0	10	10	0	0	0.58	20.58	10.30	10.28		
02013004	SS	SLTP Swakarya Powalutan		39	0	0	0	0	1	10	10	0	5	0.23	25.23	12.70	12.53		
2013005	SN	SLTP N6 Motoling		0	0	0	0	0	0	5	5	0	0	0.00	10.00	0.00	10.00		

Note: Tompasso 02010503 SS SLTP LKMD Pinabetengan was closed down.

Table 9-10: School Fund Allocation for Year 2 for Kota Bitung in North Sulawesi

Kabupaten Kota		Kecamatan	REDIP2 School ID	Type	School Name	Students (excluding Terbuka)	FY2000/2001 Assistance (Rp million)	Terbuka	Terbuka Assistance	Remote Area	Base Allocation (Rp million)	Addition 1 No Assistance (Rp million)	Addition 2 Terbuka (Rp million)	Addition 3 Remote Area (Rp million)	Proportional Allocation (Rp million)	TOTAL (Rp million)	Term 1 50% (+) of Total (Rp million)	Term 2 50% (-) of Total (Rp million)		
Bitung	1	Bitung Utara	02020101	SN	SLTP N1 Bitung	1,065	222.49	1	30	0	10	0	0	0	6.34	16.34	8.20	8.14		
			02020102	SN	SLTP N3 Bitung	148	54	0	0	1	10	0	0	5	0.88	15.88	8.00	7.88		
			02020103	SN	SLTP N5 Bitung	157	79	0	0	0	10	0	0	0	0.93	10.93	5.50	5.43		
			02020104	SN	SLTP N6 Bitung	248	112	0	0	0	10	0	0	0	1.48	11.48	5.80	5.68		
			02020105	SN	SLTP N8 Bitung	164	190	0	0	1	10	0	0	5	0.98	15.98	8.00	7.98		
			02020106	SS	SLTP Kristen Girian	133	128	0	0	0	10	0	0	0	0.79	10.79	5.40	5.39		
			02020107	SS	SLTP Alkhairat Girian	70	208	0	0	0	10	0	0	0	0.42	10.42	5.30	5.12		
			02020108	MS	MTs Al-Khairat Girian	102	25.97	0	0	0	10	0	0	0	0.61	10.61	5.40	5.21		
			02020109	SN	SLTP N 11 Bitung	35	0	0	0	0	10	10	0	0	0.21	20.21	10.20	10.01		
	2	Bitung Tengah	02020201	SN	SLTP N2 Bitung	1,079	585	0	0	0	10	0	0	0	0	6.42	16.42	8.30	8.12	
			02020202	SS	SLTP Kristen Madidir	145	164	0	0	0	10	0	0	0	0.86	10.86	5.50	5.36		
			02020203	SS	SLTP Katolik Don Bosco	538	100	0	0	0	10	0	0	0	3.20	13.20	6.70	6.50		
			02020204	SS	SLTP Krispa Bitung	189	38.12	0	0	0	10	0	0	0	1.12	11.12	5.60	5.52		
			02020205	SS	SLTP Advent Bitung	133	111	0	0	0	10	0	0	0	0.79	10.79	5.40	5.39		
			02020206	SS	SLTP Muh. Bitung	174	20	0	0	0	10	0	0	0	1.04	11.04	5.60	5.44		
			02020207	SS	SLTP Guppi Bitung	40	0	0	0	0	10	10	0	0	0.24	20.24	10.20	10.04		
			2020208	SN	SLTP N 12 Bitung	36	0	0	0	0	10	10	0	0	0.21	20.21	10.20	10.01		
			3	Bitung Timur	02020301	SN	SLTP N7 Bitung	486	30	0	0	0	10	0	0	0	0	2.89	12.89	6.50
	02020302	SS			SLTP Kristen Bitung	313	0	0	0	0	10	10	0	0	1.86	21.86	11.00	10.86		
	02020303	SS			SLTP Kristen Aertembaga	133	25	0	0	0	10	0	0	0	0.79	10.79	5.40	5.39		
	02020304	SS			SLTP PGRI Tandurusa	120	30.4	0	0	0	10	0	0	0	0.71	10.71	5.40	5.31		
	02020305	MS			MTs Yasrip Bitung	231	0	0	0	0	10	10	0	0	1.37	21.37	10.70	10.67		
	4	Bitung Selatan	02020401	SN	SLTP N4 Bitung	332	85	1	1	0	10	0	0	0	0	1.97	11.97	6.00	5.97	
			02020402	SN	SLTP N9 Bitung	162	0	0	0	1	10	10	0	5	0.96	25.96	13.00	12.96		
			02020403	SN	SLTP N10 Bitung	29	0	0	0	0	10	10	0	0	0.17	20.17	10.10	10.07		
			02020404	SS	SLTP PGRI Sondakenreko	121	0	0	0	1	10	10	0	5	0.72	25.72	12.90	12.82		
	Total						271	84,472	5,567	24	132	26	2,675	2,028	40	130	503	5,375.00	2,665.80	2,709.20

Note: The new schools starting from July 2003 received the REDIP2 funds from Disbursement 2 (not from Disbursement 1).

## 9.6 Proposal Evaluation for Second Year Pilot Project

Since the beginning of the pilot project, REDIP2 has been supporting to raise capacity of Kabupaten Dinas P&K. One of important capacity building was to make Dinas P&K learn how to review proposals in the first year and make them implement review and approval of proposals by themselves in the second year.

Figure 9-4 describes two different flows of proposal review procedure in Year 1 and Year 2. The first year proposal review and approval were mainly done by the Provincial Implementation Teams (PITs) and the National Program Office (NPO). There was not much practical involvement from the Kabupaten Implementation Teams (KITs). The second year, however, the NPO decided to stop doing the final review and approval of proposals, and this task was given to the KITs and PITs instead. The JICA study team especially tried to position the KITs as a main reviewer in this process to strengthen KIT capacity through practical training.

The following is some description of how the actual process of the second year proposal review and approval was carried out in each province.

### 9.6.1 Central Java

#### Socialization and Training

The provincial level training of the second year was conducted in the capital of the province. The participants were school principals, kabupaten school supervisors, all field consultants, the Provincial Implementation Team (PIT) and the Kabupaten Implementation Teams (KITs). It was held from June 30<sup>th</sup> to July 3<sup>rd</sup> 2003. The main materials presented and discussed were:

- 1) The educational authority of central government, region, kecamatan and school,
- 2) Stakeholder participation in education,
- 3) Ideal school,
- 4) Analyzing educational conditions,
- 5) Formulating gap analysis,
- 6) Problem formulation,
- 7) Formulating priorities and action plan,
- 8) Monitoring and evaluation, and
- 9) Fund raising activity.

#### TPK/School Committee Meetings

In order to formulate proposal properly for the second year, meetings at the TPK and school levels were conducted. The aim was to share ideas, to verify commitments, and to reach agreements among stakeholders and school community members. First, the meeting was conducted by TPK, and it emphasized to synchronize TPK activities with school activities, especially the time, personnel, and funds. It was then followed by school level meetings.



### ***TPK Meeting***

The participants of the TPK meetings were all the members of the teams and facilitated by the field consultants. Through intensive discussions, commitments were verified, and a proposal of each TPK was formulated. In general, activities discussed at TPK included:

- 1) Joint activities between TPK and school committees (e.g. MGMP and KKKS activities at the kecamatan level),
- 2) Community empowerment and participation activities, and
- 3) Competitions among schools.

### ***School Committee Meeting***

After participating at a TPK meeting, every school conducted meetings to formulate its own proposal draft. Based on the problems the school faced, prioritized activities were identified, and the school committee formulated a proposal draft based on the REDIP2 guidelines. The proposed activities were also adjusted with the TPK plan, especially in relation with the joint activities between the TPK and school committees in the kecamatan.

### **Action Plan Formulation**

#### ***Preparatory Activities***

In the preparatory period the field consultant informed, facilitated and guided TPK and school committee members to formulate their proposals. The following are things to be taken into their consideration:

- 1) Formulation of activity schedule,
- 2) Clear target of each activity,
- 3) Consideration of joint activities between TPK and school committees,
- 4) Each activity's accountability and financial management transparency,
- 5) Well balance component of activities (not being partial to only physical rehabilitation),
- 6) Following REDIP2 guidelines (impermissible items to be paid)
- 7) Quality and relevance of inviting tutors to training, and
- 8) Target of fund raising activity (minimum 10%).

#### ***Draft Formulation***

Initial proposal drafts of each TPK and school committee were submitted to the field consultant, and then he examined them in detail in reference with the 8 matters mentioned above. In fact, all of the proposals still needed revision.

After the careful examination with the Kabupaten Implementation Teams (KITs), the field consultant returned to the field to explain and give the proposals back to each TPK or school committee to be reexamined and revised.

After a certain period of time, usually 5 to 7 days, the revised proposals were again taken by the field consultant to reexamine with the KITs. Those proposals which were appropriate this time were then approved by the field consultant, and those which still

needed to be revised were returned to them for the second time. In fact, there were some proposals needed revision three or even four times.

### **Mechanism of Proposal Approval**

The following is the mechanism of proposal approval, especially by the KITs and the Provincial Implementation Team (PIT). There was no distinguished differences between two kabupaten in the process of proposal approval.

- 1) First, the KIT and field consultants jointly reviewed all proposals in each kabupaten. They found that all proposals needed to be revised and were returned to TPKs and schools. In the second round revision, the KIT and field consultants only returned unsatisfactory ones to them.
- 2) The PIT reviewed all the proposals which were once approved by the KIT. The PIT still found some unsatisfactory proposals, and then returned to the school committees or TPKs.
- 3) The KIT, the PIT and field consultants finally approved all TPK and school proposals.

### **Submission of Proposals**

After all the proposals were approved by the KIT and the PIT, each proposal was copied. The original copy was sent to the National Program Office (the JICA study team), while the other four copies were given to the field consultant, the KIT, the PIT, and the archive of the TPK or the school committee.

### **Comments from the JICA study team**

It is very clear to say that all the process of the proposal review and approval in Central Java was done by the field consultants, the KITs and the PIT. There was no involvement from the JICA study team. This is prominent progress from the first year. In the first year, there was almost no practical involvement from the KITs except briefly confirming contents of proposals with the field consultants and giving an official stamp on them. However, this time, the KIT tried to learn how to review proposals from the field consultants and take part in the process. Although some proposals already approved by the KIT were rejected by the PIT, this was also a great lesson for them because they learned how to check proposals in a objective manner.

This is almost Dinas P&k' first experience to check details of REDIP2 type of proposals which are very different from rehabilitation oriented proposals. Therefore, it is too early to say that the KITs are capable enough to handle REDIP type proposal review and approval, but it is very sure that they have learned many things this time, and the experience is very valuable for their future because they are about to start to implement the block grant system (REDIP2 model) by themselves in this year. Their challenge in this year must be how much they can review and approve proposals without receiving field consultant support.

#### **9.6.2 North Sulawesi**

In the first year of REDIP 2 there were five representatives of each school committee and TPK who attended 5 day training with various materials such as 'TPK and School

Guidelines', 'Financial Guidelines' and 'Modules for Educational Planning, Financial Management, Decentralization, Monitoring, Auditing, and Reporting'.

Before entering the second year, there was 1 day training for refreshing about all the guidelines with additional information based on lessons from experiences, discussions and suggestions during the first year implementation. At the training, the trainer especially emphasized two points as follows.

- 1) Reorganizing the committee with clear job description and democratic leadership.
- 2) Prioritizing proposed activities further due to promoting better teaching and learning process and innovations.

### The Proposal Review Procedure

In July and August 2003, representatives of the TPKs and school committees gathered and had 1 day kickoff meeting for the second year pilot project at each kecamatan. After that, at every school and TPK, they conducted a meeting to draft a proposal, reorganized the school committee with clear job description and made a commitment letter for the second year pilot project. The committee discussed among themselves what activities to be prioritized for their proposal in a democratic manner.

### *Field Consultant's Roles in Making Proposals*

The North Sulawesi field consultants are expected to facilitate his/her TPK and school committees with ideas on how to develop and improve the quality of education. They lead the TPK and school committees to learn more based on the first year experience and have alternative prioritizing activities, especially innovative activities. They also facilitated the TPK and school committees to use the funds more effectively, efficiently and productively based on the given guidelines. The field consultants are the first contact persons that the committees can communicate and discuss with. When they had some difficulties to convince a committee to follow the guidelines, then the Kabupaten Implementation Team (KIT) or the Provincial Implementation Team (PIT) came and took the role to have discussion with it.

### *Reviewing in Kecamatan*

Every school proposal was supposed to be presented in a kecamatan forum. The school committee representatives had to convince the kecamatan stakeholders (sometimes by arguing and debating) about the activities that they proposed. It gave a very

#### ***Box 4-1: Kota Bitung Implementation Team (KIT)***

*The KIT of Bitung consists of 6 people, one from the division of junior secondary school and five from the division of school supervisors. This time, they spent about 3 weeks to review 4 TPKs and 28 schools with support from two field consultants.*

*After one year experience of REDIP2, the KIT understands REDIP2 objectives and goals clearly and has started feeling that REDIP2 is their program. As one example of their strong commitment, they replaced two principals who didn't follow REDIP2 guidelines and showed very poor transparency even after the KIT consulted them many times. The KIT believes if a school has a wrong leader, all resources and effort would be ruined at the school.*

*Usually, the KIT members go for monitoring with field consultants. Unfortunately, they don't have their own car. This is a part of realities they must face. However, because they are always with field consultants, they have observed how to facilitate schools. The way of facilitation was very different from their way of giving an order to school. Now, the KIT is gradually mastering skills of how to encourage and empower a school.*

interesting scene and was done by almost all kecamatan. Some kecamatan conducted the forum until 3<sup>rd</sup> round.

### ***Reviewing in Kabupaten / Kota***

By the PIT's point of view, the proposal review in kabupaten and kota seemed not to be done systematically, especially in Kabupaten Minahasa. The Kabupaten / Kota Implementation Teams (KIT) adhered to the time limit, and they excessively considered preparation of approval sheets. As a result, there were still inappropriate activities and calculation mistakes according to the PIT. The PIT expected the KITs not only to review proposal contents but also to check the committee organization because some TPK and school committees didn't function properly in the first year. The important checking points are as follows:

- 1) Whether they have formulated a school committee according to the guidelines or not;
- 2) Whether they choose a chairman, a secretary, a treasurer, and an auditor democratically and give them clear job descriptions;
- 3) Whether they base their proposals on need assessment and activity prioritization;
- 4) Whether proposed activities are mostly directed to human resource development and improvement or only to rehabilitation and procurement.

### ***Reviewing in Province***

Before reviewing proposals at the province level, the PIT has visited TPKs and schools and consulted them to have proportioned activities in a proposal. ***'Proportioned Activities'*** mean that a proposal should consist of not only procuring materials, tools, and aids, media or rehabilitation, but also process of improving and developing educational quality.

The PIT tried to learn the substance of a proposal such as a vision and mission of the school, good and effective team work of the committee, a result of need assessment, proposed activities, reliable unit costs, expected outputs or outcomes and its schedule.

### **The Result of Proposal Reviewing**

97 school (about 66%) proposals on the first review were returned to the schools because a large portion of funds was allocated only on the procuring textbooks, dictionaries, reference books, sport goods, musical instrument, audio equipment, teaching medias and rehabilitation. On the second review there were still 44 proposals (about 32%) which were requested to have small adjustment. On the third review there were yet 17 proposals (about 17%) which were given a chance to improve contents. This procedure was lasted until October 20, 2003. As a result, there was one new school which couldn't finish completing the proposal.

### ***Some Reasons of Late Making Proposals***

Some common reasons of delaying proposal making were as follows:

- 1) Some principals are new and know very little about REDIP2.
- 2) Some schools committees are new and need time to understand REDIP2 guidelines.

- 3) Some new schools receive REDIP2 funds in February 2004, so that they were slow to making proposals.
- 4) Some committee members did not have the same opinions as principals or heads of kecamatan education department.
- 5) Putting unreasonable unit costs, making miscalculation or misprinting.
- 6) Poor concepts of educational innovations.

### Comments from the JICA study team

As the same case as Central Java, the North Sulawesi KITs and PIT conducted the proposal review and approval tasks by their own capacity. There was no involvement from the JICA study team. This is remarkable progress from the first year. Having said that, there is some different degree of progress between the KIT of Minahasa and the KIT of Bitung. It was observed that the KIT of Bitung fully involved the proposal review and approval process. According to the field consultants in charge of Bitung, they brought TPK and school proposals to Dinas P&K office first, then 6 members of the KIT started reviewing proposals. The field consultants sat next to them, and whenever the KIT members need some clarification or comments on a proposal, the field consultants answered them. It is also true that the KIT didn't go further down to check the points raised by the PIT's above, but it can be said that the KIT worked very hard. The JICA study team expects that the KIT will facilitate and monitor TPKs and schools well because they now know details of each TPK and school proposal.

On the other hand, the involvement of the Minahasa KIT seems to be less than that of the Bitung KIT. There are only a few KIT members who go through proposals. The KIT had difficulties to review proposals because they don't fully capture the wide range of REDIP2 activities. The KIT members are familiar with rehabilitation oriented proposals, but not with REDIP2 type of proposals. It may be caused by lack of their monitoring REDIP2 activities in the first year. Therefore, it can be said that they were not confident enough to review proposals.

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## CHAPTER 10 SECOND YEAR PILOT PROJECT: MONITORING

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There are four rounds of monitoring trip by the JICA study team members, in addition to day-to-day monitoring by the field consultants. Following sections illustrate findings from each monitoring trip, followed by achievements and challenges identified in the second year.

### 10.1 Monitoring in October 2003

#### 10.1.1 General (October 2003)

During this period, there were no serious issues that would interrupt the second year pilot project. In general, preparations at school were appropriate, and activities began to implement. One of the notable findings is that the PIT (Provincial Implementation Team) was taking a stricter proposal review process. The field consultants and schools found that the PIT sent more numbers of proposals back to TPK/schools for revises. Such returned proposals included some activities which procure facilities and equipment with less description of "how to use them".

#### 10.1.2 Central Java (October 2003)

Followings are noteworthy findings from the monitoring:

- Kabupaten involvement in the proposal assessment has become "nothing special", compared to the beginning of REDIP2. However, its quality needs to be improved further.
- Planning for "Kabupaten own REDIP" started in both Kabupaten (Brebes and Pekalongan). Each kabupaten government intended to allocate budget for implementing it in 2004.
- According to the PIT, they highly expect that proposal-based block grant (kabupaten own REDIP) will turn into reality next year.

#### 10.1.3 North Sulawesi (October 2003)

Splitting a province, kabupaten and kecamatan often happened in Indonesia after decentralization. During this round of monitoring, it was confirmed that Kabupaten Minahasa Selatan was separating it from Kabupaten Minahasa<sup>1</sup>. It was informed that Kabupaten Minahasa Selatan would establish a KIT soon.

Meanwhile, Dinas P&K of Kabupaten Minahasa intended to increase SLTP routine budget. One school routine budget was just Rp.1 million per year in 2002 (after decentralization), although it used to be Rp.10-20 million before decentralization. During the budgeting for 2004, Dinas P&K planned to finance both state and private schools including primary, junior secondary and senior secondary schools.

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<sup>1</sup> Later, Kabupaten Minahasa was split into 4 kabupaten/kota in December 2003, namely Kota Tomohon, Kabupaten Minahasa Induk, Kabupaten Minahasa Selatan, and Kabupaten Minahasa Utara.

In addition, following findings are noteworthy:

- There were 10 new schools born during the monitoring. These new schools are covered in Year 2

- SLTP PGRI Lansa Wori: There were two PGRI schools scheduled to open and join REDIP2. However, one of them failed to open, and SLTP PGRI Desa Lansa (Kec Wori) only opened as scheduled.



Two New PGRI schools: A new PGRI school opened in Lansa (Left), Kab. Minahasa. School committee was already active there (Upper right). New school location was secured, and new school building will be built there (lower right)

- SLTPN11 and N12 Bitung: Government of Kota Bitung and Dinas P&K did not allocate routine budget to these schools because they did not exist at the time of budget negotiation. Consequently, 8 teachers of these schools covered the routine cost by contributing their own money.

- SLTP LKMD REDIP2 Ranowanko: New school building construction was started by the community. The construction, however, was seized for a while because there was shortage of matching fund from the community. Growing cloves is a major source of income in the village, and the price of cloves went down in 2003, as the government opened the market to foreign countries (e.g. Madagascar is a major competitor now). Yet, the village head and the school committee members were not discouraged, and eventually resumed construction to open the school in the new semester, starting January 2004.



SLTP LKMD REDIP2: School building construction is going on (top). Students gather to see the progress of their school building (bottom).



## 10.2 Monitoring in February – April 2004

### 10.2.1 Provincial Dinas P&K (Feb. – Apr. 2004)

Roles, functions, and responsibilities of a provincial government have been changed since decentralization. Province Dinas P&K no more directly administer schools, and one of their new important roles is to supervise kabupaten Dinas P&K which now has authority and budget of administering schools. Under the changes, each provincial Dinas P&K offices (Central Java and North Sulawesi) supported REDIP2 by establishing implementation teams, called PIT, and coordinated kabupaten Dinas P&K.

Followings are some findings during the monitoring:

- Central Java: Newly appointed provincial coordinator started to plan "Jateng REDIP", based on drafted a proposal made by the previous coordinator. Jateng REDIP targets several kabuaptan that used to be covered by COPSEP. COPSEP had been providing education planning training for schools, kecamatan and kabupaten personnel. However, budget for planned activities is not prepared.
- North Sulawesi: Unlike Central Java, the Dinas P&K office of North Sulawesi is not active to promote REDIP to non-REDIP covering kabupaten and kecamatan. According to the provincial REDIP2 coordinator, North Sulawesi was very sensitive to projects/programs supported by foreign/international organizations because of previous bad experiences such as low transparency and accountability in ADB JSE program. Also, international funded programs in North Sulawesi could easily draw attentions of political influence. With such perception, North Sulawesi considered that promoting REDIP was not appropriate at the time of a general election campaign.

### 10.2.2 Kabupaten/Kota Government (Feb. – Apr. 2004)

During this period of monitoring, the kabupaten/kota governments including Bupati/Walikota worked on socialization and showed their further commencement. It was also reported that both Kabupaten Minahasa and Minahasa Selatan were planning their own version of REDIP activities. It was expected that all of REDIP kabupaten/kota may conduct a program by modeling REDIP after completion of REDIP2 (June 2004).



Pekalongan Moving Forward:

Head of Pekalongan Dinas P&K encourages representatives from TPK and schools (left). A field consultant introduces the REDIP system to participants from Non-REDIP Kecamatan and school (right).

### ***Kabupaten in Central Java***

- It was confirmed that Brebes and Pekalongan Dinas P&K continued to prepare their own version of REDIP activities. It was called "Block Grant System" or "REDIP Expansion". It seemed that the preparation was on a right track, and the budget would be realized in 2004.
- As a preparatory activity for Kabupaten REDIP, both kabupaten (Brebes and Pekalongan) were actively disseminating REDIP2 information to kecamatan and schools in non-REDIP2 area. They held several training on REDIP activities.
- It was informed that Dinas P&K of Kabupaten Rembang which isn't covered by REDIP2 and one of COPSEP kabupaten was planning to start their own REDIP activities.

### ***Kabupaten/Kota in North Sulawesi***

Kabupaten Minahasa Selatan was officially established, and the number of REDIP kabupaten/kota in North Sulawesi becomes three (3): Kab. Minahasa, Kab. Minahasa Selatan, and Kota Bitung. There is further separation planned later in Kabupaten Minahasa. After all, old Kabupaten Minahasa would be divided into four: Minahasa Induk, Minahasa Selatan, Minahasa Utara, and Kota Tomohon, which mean the number of REDIP kabupaten/kota would be 4 (four). There is no REDIP schools in Kota Tomohon.

- Kabupaten South Minahasa KIT (Kabupaten Implementation Team) members were selected and already started activities like socialization.



Not Just an Enthusiasm in a New Kabupaten: A head of Kab. South Minahasa KIT members (the head of Kabupaten Dinas P&K) speaks in front of MGMP (a subject teacher forum) participants (left). MGMP participants are listening to him (right).

- Kab. Minahasa, Minahasa Selatan, and Kota Bitung were planning their own programs modeling REDIP2 after completion of REDIP2 in July 2004.
- Kab Minahasa Dinas P&K was making efforts to recover routine budget for school operation. The routine budget was slashed down to Rp. 1million per year per school in 2002. They had recovered the amount to Rp. 5 million per year per school in 2004, which covers not only state schools but also private schools. Similar financing was arranged for primary and senior secondary schools.
- Commitment by Dinas P&K of Minahasa Selatan is very high. They determined to allocate more routine budget than that of Kab Minahasa after the separation. The Dinas P&K said that they could be proud of themselves if their education development becomes better than Kab. Minahasa. The head

of Dinas P&K frequently visits REDIP schools to encourage teachers and the communities to work hard.

### 10.2.3 Monitoring School / TPK (Feb. – Apr. 2004)

During monitoring, the team visited 24 TPK/schools without making any appointment with them. Because of random monitoring, the team could observe real situations of REDIP2 activities.

- MGMP works very well at TPK. Products and outcomes of MGMP activities are disseminated and actually utilized in classrooms. It seemed that “products” of MGMP like teaching aid, teaching materials including a classroom teaching schedule and plan cost low, and MGMP teachers feel confidence to utilize them in classrooms.



MGMP Outputs in Classroom:

Teaching aids are developed by MGMP and used in a classroom. (left)

2-3 group activities in mathematics where the teacher applies a teaching plan developed through MGMP. (middle and right)

- There are many schools proposed activities related to “Life Skills”. In fact, interpretation and definition of “Life Skills” vary between schools, yet there are some common characteristics found among schools successfully conducting life skill classes:

- ✧ An activity linked and relevant to vocational technique or local industry gives better chance for students to find a job.
- ✧ Resources must be available at school. Some of them can be procured and some are from the community, especially local trainers.



Life Skill Programs in Minahasa:

repetition of learning one skill is very important. An activity done all at one class isn't enough to obtain a skill.

- There are also other findings:
  - ✧ *SLTP N8 Tenga*: The school was newly opened in July 2003, and joined REDIP2 from Term2 in Year2. The principal has managed to employ 8 part time teachers, in addition to 4 government employing teachers. He asked the community help to cover the cost, and the community responded positively after discussion. The principal has already learnt how to deal with a community through REDIP at his previous school.
  - ✧ *SLTP Ranowangko LKMD REDIP2*: Finally, the community completed construction of a new school building and opened it in March 2004. Bupati also offered a fund to pave a path from main road to the school.
  - ✧ *SLTP N3 Kombi, SLTP Advent Tondano (Kab. Minahasa)*: These schools had received many PCs and PC rooms which were all provided and financed by the community, because the communities were very encouraged and motivated by REDIP2.

#### 10.2.4 Monitoring Results From Different Angles

##### ***Better Understanding of REDIP2 System and More Needs***

Compared with the previous school visits during April – May 2003, principals, teachers and TPK members understand REDIP2 system better. For example, many principals pointed out that REDIP2 is not just providing a block grant to schools, but improving educational quality through enhanced collaboration of various stakeholders. This is partly because, during the Year 2 proposal appraisal, the PIT (Provincial Implementation Team) and the field consultants emphasized the activities to improve educational quality, and rejected the activities to improve school facilities and purchase computers.

Many principals said that they understand the Year 2 policy to limit activities basically to improve educational quality, but they also pointed out there is still a strong need to improve school facilities and purchase of school equipment and teaching aids

especially for MTs, rural schools and newly established schools, so requested not to exclude these activities completely in future. The field consultants agreed about their need, and suggested that REDIP2 can set the maximum percentage for these "hard-type" activities, for example, 20% of the total school budget.

##### ***Still Need Hard-Type Activity***

MTs Al Adhar (Kecamatan Ketanggungan, Kabupaten Brebes, Central Java) is the only junior secondary school in the village, and they have 311 students in eight classes. But since they do not have their own school compound and classrooms, they are currently using classrooms of the primary school in the village, which is managed by the same religious foundation as them. REDIP2 provided this school with 27 million Rp. to build two classrooms and the matching fund from Dinas enabled them to construct two more classrooms, so the total of four classrooms are about to be built in the new school compound. The principal thanked REDIP2 assistance, but he also emphasized that the school needs four more classrooms in order to accommodate all students at once.

Some principals of the popular schools in the area also reported that, due to the successful educational awareness raising campaign and improved quality of education, their schools received more applications from students, so they are now obliged to use the library and science laboratory rooms as classrooms or conduct two-shift classes (the morning class and the afternoon class) in order to accommodate the increased number of students. So they requested that their schools need to construct more classrooms.

Many principals and field consultants pointed out that the best element of REDIP2 system is "transparency". Almost all schools practice to display their REDIP2 proposal and financial report in the school bulletin board, so there is very little possibility for the principal to misuse REDIP2 fund, which is unfortunately very unusual in Indonesian context. Since MONE started its own school-based management program, many cases have been reported in the newspaper, where the school principals misused the fund collected through fund-raising activities.

### **Matching Fund**

Through REDIP2, many schools developed innovative ways to collect the matching fund. Especially many MTs and private schools, which are generally considered as poorly-equipped schools compared with public schools, have shown great success in collecting the matching fund. This is mainly due to two facts: 1) since they usually do not receive financial assistance from the government, they are accustomed to collect money by their own efforts, and 2) the community views these schools as "community schools" which the community need to support, rather than "government schools".

It is reported that the matching fund was collected purely on a voluntary basis, without any coercion. Many principals said that if the socialization activities for the parents and the community are successful, and the parents and the community see that the school is managed properly and the money will not be misused

### **Fund Raising**

MTs An Nur Karang Junti (in Losari Kecamatan, Brebes Kabupaten, Central Java) was able to collect the matching fund which is equivalent to REDIP2 budget in Year 1, using the following fund raising techniques:

- Donation from school foundation
- Donation from teachers (collect when they receive salary)
- Donation from parents (collect as a monthly school fee)
- Donation from students (every Monday and Thursday, the school distributes donation box in every class)
- Donation from the community (collect 5,000 Rp. per crop when the parents harvest 3 major crops: rice, beans, and groundnuts. Collected amount is 5,000 Rp./crop x 3 crops x about 500 households = about 7.5 million Rp./year.)

Other schools have also been using a wide variety of fund raising techniques such as:

- Fund raising on the street (North Sulawesi)
- Fund raising by operating a school canteen
- Fund raising by selling school calendars (SLTP N2 Losari in Losari Kecamatan, Brebes Kabupaten, Central Java)
- Fund raising by distributing donation boxes to various government and private company offices (TPK Tanjung, Brebes Kabupaten, Central Java)

due to transparency in school accounting, it is easy to collect the matching fund from the parents and the community.

### **Impacts on Educational Indicators**

Table 10-1 summarizes the principals' opinions about the impacts of REDIP2 in terms of basic educational indicators and what kinds of REDIP2 activities are effective these impacts.

**Table 10-1: Impacts of REDIP2 on Educational Indicators**

No.	Impact on educational indicator	Major REDIP2 activities which have been effective to achieve the impact
1	Increase in student enrollment rate in Kecamatan	- Socialization (educational awareness campaign) - Scholarship to needy students
2	Decrease in dropout rate at school level	- Home visit by teachers - Counseling and guidance - Life skill education (for example, dress making, sewing, agriculture, computer)
3	Increase in students application and enrollment at school level	- School facility improvement - Open class for parents - School newsletter for parents - Transparency in school management
4	Improvement of school average score in national examination (UANAS) at school level	- Enrichment class after regular school hours - Students' group learning at home - Introduction of active learning such as contextual teaching-learning (CTL) method - Purchase and use of teaching aids

### **Dropout students and out-of-school children**

While the dropout rate is decreasing in most of REDIP2 schools and the student enrollment rate is increasing in REDIP2 Kecamatan, many principals admitted that the problem of dropout students and out-of school children is a complex problem which the school and Cabang Dinas P&K cannot solve alone. The major causes for dropouts are low awareness on the importance of compulsory education, low economic status of students' parents, and early marriage. While socialization activities in REDIP2 have improved educational awareness among parents, but economic problems of the parents are difficult to solve.

#### **One Cause of Dropout**

The problem of early marriage is found in some Kecamatan in Central Java. SLTP N3 Tanjung (Kabupaten Brebes, Central Java) reported 2 female students (one in grade 1 and the other in grade 3) are going to marry and drop out from school in coming April. The principal said that students themselves are eager to continue their study at school, but their parents have arranged these marriages without children's consents, which might be because the girl's parents can receive the dowry from the bridegroom's family based on Muslim tradition. While the official minimum age for marriage is 20 for male and 18 for female, many couples of early marriage register false ages in the government office, so it is difficult for the government office to stop early marriage.

Some schools provided scholarship for needy students using REDIP2 fund, and other schools and TPK used the money collected through fund raising for providing their own scholarship, but since the biggest source of scholarship, JPS (Social Safety Net) program is ending in June 2004, the school may face difficulty in securing the necessary scholarship. It is the urgent agenda for schools to find a sustainable source for scholarship.

Low economic status of the parents often produces out-migration to the urban cities not only for the parents but also for children. In Central Java, the people in Brebes and Tegal are famous for operating Warteg (Warung Tegal which means Tegal restaurant) and their children of junior secondary school age often go to Jakarta and work in these restaurants. In North Sulawesi, there are some children who get jobs in Taiwanese-owned fishing vessels which go abroad for fishing. These out-migrating students are difficult to trace by the school, and most of schools do not know whether they are commuting to school in the new location. Since many out-migrated people are considered as residents still in the original location according to population statistics, the high incidence of out-migration in Central Java might make the enrollment rate lower than the actual situation. The low gross enrollment rate (42.88% in 1999/2000) in Kabupaten Brebes, Central Java might be caused partly by this situation.

In order to increase the enrollment rate in Kecamatan, SLTP Terbuka (Open School) and Packet B (correspondence study) are offered free of charge for the students who cannot attend the regular schools, but the problem of SLTP Terbuka is that it attached to SLTP N1 or N2 located in the urban center, so SLTP Terbuka is too far away for the most of rural children. In North Sulawesi, there are some cases in which special arrangement was made to have SLTP Terbuka class in the private school located in the rural area to remedy this problem.

#### Typical Contents of lesson Plan

- basic competency to be mastered in the lesson
- educational outputs of the lesson
- indicators to measure these outputs
  - production indicators (to show what kind of knowledge the students can master and use after the lesson)
  - process indicators (to show what kind of analytical, problem-solving and presentation skills the students can use after the lesson)
  - social skill indicators (to show what kind of group, human relation and communication skills the students can use after the lesson)
- teaching method to be used
- teaching aids and materials to be used
- information source for the lesson
- lesson steps and time for each step
- evaluation method (e.g. evaluation questions for students)
- student activity sheet (to be distributed for students)
- homework for students
- teacher's observation sheet for students' group work

### ***Impacts on Teaching-Learning Process***

The biggest change observed in schools since the last monitoring during April-May 2003 is the improvement in teaching-learning process. Many REDIP2 schools are now ready to implement competency-based curriculum (KBK) which was officially used from the next school year which starts in July 2004, and many teachers have already tried out the new active-learning teaching methods such as contextual teaching-learning (CTL) in their classroom.

Most of teachers in major subjects (English, Indonesian Language, Mathematics, Science) have already prepared syllabus (annual program and semester program) as well as lesson plans before their lessons, after receiving training through MGMP. These syllabus and lesson plans are sometimes typed in a computer, and sometimes handwritten in the teacher's notebook. For English, most teachers are using MONE's English lesson plan sourcebooks, but for other subjects, there seems to be no popular lesson plan sourcebook, so individual teachers are making their own lesson plans.

Many teachers started to apply contextual teaching-learning (CTL) method in their lessons, which use "hands-on activities" by students' groups in order to facilitate students to "learn by doing".

When we asked the students about their favorite teachers, many of them pointed out that they like the teachers who are good at making relaxed atmosphere in class and making learning enjoyable for students. This students' perception of "good teachers" is a good sign that students are actually enjoying lessons using active learning methods such as CTL.

In order to disseminate CTL teaching method learned at MGMP training to other teachers, SLTP N5 Tombatu (South Minahasa Kabupaten, North Sulawesi) produced two Video CDs which shot the actual CTL teaching-learning process at the classroom conducted by English and PPKn teachers. This Video CDs have been used not only within school, but also in MGMP meetings.

Introduction of KBK and CTL at school level is not an easy task, so it is important to provide continuous support and advise to teachers. In REDIP2, the field consultants played an important role in this task, but principals also played their roles by conducting academic supervision frequently. In many KKKS, cross-supervision activities are being implemented, in which principals and Pengawas (school supervisors) visit from one school to another, observe several teachers' lessons in the school using Lesson Supervision Form and organize a discussion session together with teachers in order to discuss how teachers can improve their teaching

### ***Preparation for the National Examination***

From this school year, MONE decided to require students to get more than 4.1 scores out of 10 in order to pass the national examination (UANAS), increased from 3.1 last year, the following kinds of additional learning opportunities are provided by the schools in order to better prepare for the national examination:



SLTP N3 Tompasso students using a language lab in SNTP N1 Tompasso (Kabupaten Minahasa, North Sulawesi)



- Enrichment class (Teachers teach students after regular school hours.)
- Student discussion forum (Students organize self-learning activities with assistance of teachers after regular school hours.)
- Students' group learning at home (Students living nearby are organized into a learning group at one student's home, and teachers regularly visit these students' homes.)
- Learning hours campaign (The school sets 7-9 pm as students' learning hours at home, and distributed a campaign sticker, which says "7-9 pm is for learning", to all students' homes.)

The contents of the preparation for the national examination are basically to practice to solve the past examination problems. The number of subjects in UANAS is now reduced to only three: Indonesian Language, English Language and Mathematics.

### ***Sustainability after REDIP2***

When asked about the sustainability of REDIP2 system and activities after REDIP2, most principals and TPK members are optimistic and declared us that they will definitely continue REDIP2 system and activities on their own initiatives, although the scale might be smaller. They emphasized that REDIP2 can be continued because REDIP2 established the following "system of collaborations" among various stakeholders:

- Collaboration within a school (better communication among the principal, teachers and administrative staff, open and transparent management, and democratic decision-making)
- Collaboration between SLTP and MTs as well as between public schools and private schools through TPK, KKKS and MGMP (In North Sulawesi, schools without language and science laboratories have arranged for their teachers and students to use language and science laboratories in well-equipped schools such as SLTP N1, as shown in the photograph.)



Tree of REDIP2 Newsletters  
in SLTP N5 Tombatu (Kabupaten South Minahasa,  
North Sulawesi)

### ***Problems in Implementing REDIP2***

Unfortunately there are still some problematic school principals who are authoritarian, undemocratic and not transparent in use of the REDIP2 fund. For example, the principal of SLTP N3 Motoling (South Minahasa Kabupaten, North Sulawesi) produced false receipts in Year 2 Term 1, so the field consultant and Provincial and Kabupaten Dinas P&K arranged School Committee to open a new bank account which is not under the school principal's name and appoint a new financial person to check and control REDIP2 fund. In SLTP Advent Papatungan (Likupang Kecamatan, North Minahasa Kabupaten, North Sulawesi), the School Committee dismissed the former principal early March 2004 due to his frequent absence in school, and appointed a teacher as a new principal, but the former principal living in Manado has not yet handed over the REDIP2 proposal and financial documents to the new principal, which is causing the temporary suspension of all REDIP2 activities at school. It is important to monitor the situation closely in these schools.

- Collaboration between a school and the community through School Committee (The community leaders, religious leaders and students' parents participated not only in School Committee, but also in various school events such as open school, art/sport/subject competition, local contents class, etc.)
- Collaboration between education and other sectors (In Kabupaten Pekalongan, Camat is selected as TPK chairperson, and some Camat have shown a strong leadership and organized multi-sector collaboration for schools: for example, collaboration with the community health center (Puskesmas) or collaboration with the agriculture office in school gardening.)
- Collaboration between school and Dinas P&K in Kabupaten and Kecamatan through TPK (Especially in Brebes, Kabupaten Dinas provided the matching fund to REDIP2 schools.)

As for the election of TPK chairperson, Camat are elected in Kabupaten Pekalongan, and Kepala Cabang Dinas P&K are elected in other kabupaten/kota. Before REDIP2, Kepala Cabang Dinas P&K is only in charge of primary schools, and many Kepala Cabang Dinas P&K are former principals of primary schools, so some people argue that Camat is better suited for TPK chairperson. But others argue that some Camat are very political and corrupt (for example, asking for money whenever he signs the letter) and do not have interest in education. After all, it depends on the personality and capacity of Camat and Kepala Cabang Dinas P&K, so democratic election of TPK chairperson is most important because the local people know their personality and capacity.

### 10.3 Monitoring in July-August 2004

Monitoring during July-August 2004 focused on activities at kabupaten/kota and provincial levels. It was observed that targeted kabupaten/kota and provinces were continuously making their efforts to disseminate/replicate REDIP mechanism to non-REDIP area.

#### 10.3.1 Exchange Program in Year 2

The second REDIP2 exchange program aimed exchanging knowledge and technique developed and evolved by REDIP activities. In 2003, the first exchange program was designed to exchange REDIP2 stakeholders mainly between two provinces (North Sulawesi and Central Java). On the other hand, the second exchange program in 2004 was organized into a more diversified style. For example, in Central Java there were both intra-kabupaten and inter-kabupaten activities to exchange and disseminate REDIP2 outcomes both between REDIP2 and Non-REDIP regions. On the other hand, North Sulawesi Province basically maintained inter-provincial activities. In addition, they conducted a dissemination tour in Non-REDIP regions, visiting all kabupaten in the province (see Table 10-2).

Table 10-3 and 10-4 outline further details of the second exchange program during the monitoring period.

Table 10-2: Patterns of Exchange

		Intra-Kabupaten	Inter-Kabupaten	Intra-Province	Inter-Province
CJ	REDIP-REDIP				
	REDIP-Non REDIP				
NS	REDIP-REDIP				
	REDIP-Non REDIP				

Table 10-3: Second Exchange Program Activities for Central Java (2004)

No	ACTIVITY	OBJECTIVES	PARTICIPANTS	DURATION
1	Workshop of School Committee of SLTP/MTs (at the school level)	To discuss impacts, results of REDIP2, and discuss a school's future plan. To prepare a school booklet containing information about REDIP2.	Total: 738 School committees and teachers in each school (725=5 Participants x 145 schools) Filed consultant (13)	19-24 Apr 2004
2	Workshop of SLTP, MTs, and TPK (at the Kecamatan level)	To discuss impacts, results of REDIP2 at the Kecamatan level. To prepare a TPK booklet for TPK containing information about REDIP2.	Total: 279 School representatives (145 x 2 = 290) TPK representatives (19 TPK x 4 = 76) Field consultants (13)	28-30 Apr. 2004
3	Workshop of SLTP/MTs in Kabupaten Brebes and Pekalongan (at the kabupaten level)	To discuss and compile information of preparation, implementation, results, and impacts of REDIP2 at the Kabupaten level.	Total: 203 Representatives of school committee (57) Camat or Kepala Cabang Dinas (19) Kabupaten Education Office(10) Representatives from Non-REDIP schools (14) Consultants (13)	12-13 May 2004
4	Workshop of TPK in Kabupaten Brebes and Pekalongan (at the kabupaten level)	To discuss and compile material related to preparation, implementation, results, and impacts of REDIP2 Program in both kabupaten especially concerning about TPK.	Total: 181 Representatives of TPKs (36) Kabupaten Education Office (10) Education Council (4) Head of Cabang Dinas of Non REDIP areas (14) Camat from Non REDIP areas (14) Consultants (13)	13-14 May 2004
5	Joint Workshop of School Committee Between Kabupaten Brebes and Pekalongan (at the provincial level)	To compile materials regarding preparation, implementation, results, and impacts of REDIP2 in Central Java.	Total: 99 Representatives of school committees (57) Representatives of TPKs (19) MONE representatives from both Kabupaten (10) Consultants (13)	8-9 June 2004
6	Joint Workshop of TPK Between Kabupaten Pekalongan and Kabupaten Brebes (at the Provincial level)	To compile materials related to preparation, implementation, results, and impacts of REDIP2 in Central Java.	Total: 67 Representatives of TPKs (36) MONE office reps. from both Kabupatens (10) Kabupaten Educational Council (4) DPRD (4) Consultants (13)	

No	ACTIVITY	OBJECTIVES	PARTICIPANTS	DURATION
7	Visit of Kab. Brebes Delegation to Pekalongan	To share information of good practices and lessons among two Kabupaten. To co-observe the progress of schools and TPK after REDIP2 Year 2 period.	Total: 122 School Committees (86) TPKs (10) Brebes MONE Office reps. (5) Camat (10) Brebee Education Council (2) DPRD (2) Consultants (7)	11-12 June 2004
8	Visit of Kab. Pekalongan Delegation to Brebes	To share information of good practices and lessons among two Kabupaten. To co-observe the progress of schools and TPK after REDIP2 Year 2 period.	Total: 92 School Committees (59) TPKs (9) Pekalongan MONE Office reps. (5) Camat (9) Pekalongan Education Council (2) DPRD (2) Consultants (6)	21-22 June 2004
9	REDIP Socialization for School Committees, Camats, Cabang Dinas Office in Non-REDIP Areas	To provide information about REDIP to educational stakeholders in non-REDIP areas	Total: 169 Non-Redip School Committees (107) Non Redip' Cabang Dinas (14) Camat (14) Socialization Team (20)	1-2 June 2004 (Brebes)
10	Site Visit of Non-REDIP Team to REDIP Areas in Kabupaten Brebes	To share REDIP information with stakeholders from non-REDIP area. To encourage stakeholders from non-REDIP area to form TPK.	Total: 40 School committees (20) Cabang Dinas office (7) Camat (7) Local participants (6)	15-16 June 2004 (Pklg)
11	Seminar and Workshop on Improving Teachers' Quality in Kabupaten Pekalongan and Brebes	To encourage teachers to improve their quality. To provide discussion opportunities for teachers from REDIP and Non-REDIP areas.	Total: 504 Teachers' representatives from each schools (Redip and Non-Redip) Field Consultants Kabupaten Dinas Office	23 June (Brebes) 24 June (Pklg)
12	Designing and Writing the REDIP Booklet	To publish a booklet providing complete and concise information about REDIP. The booklet will be used to provide necessary information for other 33 kabupaten and kota in Central Java.	Total: 17 Field Consultants (13) MONE office of CJ (4)	(in total of 2 days) 5-10 July 2004

No	ACTIVITY	OBJECTIVES	PARTICIPANTS	DURATION
13	Workshop and Socialization of REDIP Program to Other Kabupaten and Kota in Central Java	To provide REDIP information to all educational stakeholders in kabupaten and kota in Central Java. To Encourage kabupaten and kota in improving quality of education using REDIP model.	Total: 212 Head of Bappeda (33) MONE office of Kab. and Kota (66) E commision of DPRD (33) Education Council from Kab./ Kota (33) Consultants (13) MONE Office of CJ (20) MONE office of Brebes and Pekalongan (14)	12-17 July 2004

Cumulative number of participants: 2,723

Table 10-4: Second Exchange Program Activities, North Sulawesi (April, Aug 2004)

	Kabupaten	Venue	Date	Number of Participants (Kecamatan)	Target Non-REDIP Kecamatan	
	Visitation to Central Java		13-16 April 2004	64	Some participants include North and South Minahasa Bupati and Kepala Dinas P&K.	
1	Ex Minahasa	Minahasa Selatan	Tompaso Baru Tombasian Ratahan	29 July 2004 31 July 2004 20 August 2004	29 (2) 25 (1) 64 (2)	Kecamatan Modinding Kecamatan Tompaso Baru Kecamatan Tombasian Kecamatan Ratahan Kecamatan Beleng
2		Minahasa Induk	Pineleng	9 August 2004	42 (8)	Kecamatan Langowan Kecamatan Pineleng Eris Kecamatan Kecamatan Lembean Timur Kecamatan Kawangkoan Kecamatan Kakas Kecamatan Sonder Kecamatan Tombariri
3		Minahasa Utara	Airmadidi	7 August 2004	24 (4)	Kecamatan Airmadidi Kecamatan Kauditan Kecamatan Dimembe Kecamatan Kalawat
5		Kota Tomohon	Tomohon	24 August 2004	64 (2)	Kecamatan Tomohon Selatan Kecamatan Tomohon Utara
6	Manado	Manado	25 August 2004	128 (9)	Kecamatan Malalayang Kecamatan Sario Kecamatan Mapanget Kecamatan Singkil	

	Kabupaten	Venue	Date	Number of Participants (Kecamatan)	Target Non-REDIP Kecamatan
					Kecamatan Wanea Kecamatan Wenang Kecamatan Tikala Kecamatan Tuminting, and Kecamatan Bunaken
7	Kabupaten Bolaang Mongondow	Katamabagu	10 August 2004	60 (20)	Kecamatan Kotamobagu Kecamatan Passi Kecamatan Lolayan Kecamatan Kotabunan Kecamatan Modayang Kecamatan Nuangan Kecamatan Dumoga Barat Kecamatan Dumoga Timur Kecamatan Dumoga Utara Kecamatan Bolang Uki Kecamatan Pinolosian Kecamatan Posigadan Kecamatan Bolaang Kecamatan Lolak Kecamatan Poigar Kecamatan Sangtombolang Kecamatan Bintauna Kecamatan Bolang Itang Kecamatan Kaidipang Kecamatan Pinogaluman
8	Sangie	Tahuma	12 August 2004	76 (17)	Kecamatan Biaro Kecamatan Tagulandang Kecamatan Tagulandang Utara Kecamatan Siau Barat: Kecamatan Siau Barat Selatan Kecamatan Siau Timur Kecamatan Siau Timur Selatan Kecamatan Manganitu Kecamatan Manganitu Selatan Kecamatan Tamako Kecamatan Totareng Kecamatan Nusa Tabukan Kecamatan Tabukan Selatan Kecamatan Tabukan Tengah Kecamatan Tabukan Utara Kecamatan Kendahe Kecamatan Tahuna
9	Talaud	Beo	28 September 2004	94 (7)	Kecamatan Beo Kecamatan Melonguane Kecamatan Rainis Kecamatan Essang Kecamatan Gemeh Kecamatan Nanusa Kecamatan Kabaruan

670 participants, 130 kecamatan

\*Dinas P&K officers (Kesubdin for junior secondary education, planning and development), Caban Dinas P&K Kecamatan and school principles are invited from each Kecamatan for activity.

### 10.3.2 Teaching Material Contest

The JICA study team supported "Teaching Material Contest" organized by kabupaten/province Dinas P&K offices. It focused on MGMP outcomes, and aimed to disseminate good practices/materials/products of MGMP to neighboring MGMP. The contest typically consists of two stages: preliminary selection and main contest. As the first step, each MGMP at kecamatan selected exhibits which were later competed with others at the main contest at kabuapten. Following sections describe how these events were organized and carried out.

#### Central Java

- The teaching material contest was conducted together with the RRG outcome dissemination workshop.
  - ✧ Day1: RRG Dissemination, Day2: Teaching Material Contest
  - ✧ 27-28 Jul in Brebes (approx. 300 teachers @ SMP2 Brebes)
  - ✧ 28-29 Jul in Pekalongan (approx 70-100 teachers @ SMP1 Kedungwuni)
- RRG outcome dissemination workshop was to share methods and outcome of what were tried out through classroom action researches:
  - ✧ By-subject report of the research by RRG: 2hrs
  - ✧ Demonstration of teaching and learning at three classrooms (Math, Physics and Chemistry): 45min x2
  - ✧ "Reflection": 2h
  - ✧ Introduction of IMSTEP by IMSTEP team: 1h



Demonstration of teaching and learning (Physics, Grade3). Topic: Characteristics of light.



Approximately 100 teachers attended: teachers are observing the demonstration from corridors.



"Reflection" after the demonstration of teaching & learning. Evaluation and observation sheet was delivered to the all participating teachers in prior to the demonstration.



Exchanging views on methods for improving teaching and learning b/w RRG and IMSTEP.

- Teaching Material Contest in Pekalongan.
  - ✧ Qualifiers from the kecamatan contest participated: One nominee for each subject (IPS, MIPA and Bahasa) from each Kecamatan (9 TPK)
  - ✧ In total of 27 (9TPK x 3 Subject) teams nominated
  - ✧ Presentation for 30 minutes and evaluation by both evaluation committee (3 Pengawas) and participants
  - ✧ Award would be announced later, possibly in an event for the independence day



Workshop venue at SMP2 Kedungwuni



Discussing and clarifying evaluation criteria of the contest. Pengawas formed an evaluation committee. This kind of event was the first experience for Pekalongan.



Demonstration in IPS subject using Buddhist temple miniature model. According to the nominee, this will help student to learn building structure, religious culture and history in the area.



"Ural Tanga" for Bahasa Indonesia. Students play and compete in the game in team.

Teaching Material Contest on 30 July in Pekalongan : It was successful although this kind of contest was the first experience in Pekalongan. Award will be announced later. Approximately 70 teachers (nominees) attended. It could have been better if they had invited more number of teachers, in addition to the nominees.



## North Sulawesi

Unlike Central Java, there are not many teaching materials developed in North Sulawesi. Therefore, the teaching material contest was replaced by a syllabus contest for competency-based curriculum (KBK) because many teachers complained that the old syllabus doesn't match the new curriculum, KBK.

- Preparation meeting of producing new syllabus for competency-based curriculum (KBK) was held on 28-30 June.
- Totally 82 teachers representing 16 TPK attended (One representative each from six subject at TPK were invited).
- Teaching Material Contest was announced in this workshop, followed by events includes:
  - ✧ 30 July: due date for nomination at each MGMP (approximately 100 nomination expected)
  - ✧ 1-5 August: First Screening (screened to 10-15 nomination)
  - ✧ 10-15 August: Final Screening (3 items to be awarded)
  - ✧ Awarded material were replicated and delivered to all SLTP across North Sulawesi.



Let's Produce Good Syllabus for KBK (28-30 June, North Sulawesi) :

By-subject (Indonesia, English, Math, IPA, IPS, and Pancasila) group of teachers gathered to prepare for producing KBK syllabuses (left and right at the top). Participants later replicated a similar meeting in respective kecamatan involving other teachers. syllabuses are drafted at MGMP, then they will be examined at the first screening stage (lower left). The best syllabuses were published and delivered to all SLTP and MTs in North Sulawesi Province (lower-right).

### 10.3.3 NIPDEP Delegation from Malawi

In June 2004, REDIP2 received a NIPDEP (National Implementation Program for District Education Plan) delegation from Malawi. Like REDIP2, NIPDEP is also assisted by JICA. The objectives of visiting REDIP2 sites are:

- (1) To understand REDIP strategies and activities and to learn similarities and differences between REDIP and NIPDEP.
- (2) To discuss with the REDIP2 team, local governments, local consultants and school representatives in order to search for the ideal way of project planning, implementation, and financial management at school level.
- (3) To discuss with the central and local governments to understand the implementation process and administration of decentralization policy, the role of schools, constraints, etc. in Indonesia

The delegation consisted of 7 members (including one JICA study team member), visited schools in Central Java, paid a courtesy call on Bupati, interviewed with the heads of Kab.Brebes and Pekalongan Dinas P&K and discussed REDIP mechanism with members of REDIP2. The delegation stayed Indonesia from 21st to 30th June.



Mr. Tarsun (Head of Brebes Dinas P&K) being inquired by Malawi Delegation



Observing a demonstration class of teaching and learning (SMP1 Bulakanba)



Each school has a booth (approx. 4 desk) to present the best products of REDIP in TPK Bulakanba, Brebes.

#### 10.3.4 Others

In addition to above, followings are notable facts and findings during monitoring:

- IMSTEP team members (14 members from UPI, UNY and UM) visited some REDIP2 schools in Central Java. They visited both Brebes and Pekalongan from 27 to 29 July, and mainly observed the teaching material contest, the RRG dissemination workshop, and other activities at school/TPK.
- There are 4 counterpart personnel (heads of Dinas P&K of Brebes, Pekalongan, South Minahasa and Bitung) sent to Japan for counterpart training for two weeks in May 2004.
- The JICA study team was interviewed by Radio Republic Indonesia in Semarang in 2004 regarding REDIP2 activities.
- Ministry of National Education provided additional budget for Central Java and North Sulawesi Provinces to conduct training using the REDIP2 training materials. This is part of governmental effort to train teachers and education planners further to be familiar with school-based planning. The ministry found the REDIP2 modules are appropriate materials. These training were held during June and July at Semarang and Manado, and participants were from non-REDIP regions.



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## CHAPTER 11 COLLABORATION WITH IMSTEP

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REDIP2 has initiated a research grant (RRG:REDIP2 Research Grant) as a means to collaborate with another JICA-assisted educational program in Indonesia called IMSTEP (Improvement of Mathematics and Science Teacher's Education Project). The collaboration aims to share outcomes and lessons learnt in the two projects respectively.

IMSTEP has been supported by Japan International Cooperation Agency (JICA) since July 1998 to improve teacher training at teacher training universities in mathematics and science subjects with supported by Japan International Cooperation Agency (JICA). The project works with three universities, University of Indonesia's Education (UPI), National University of Yogyakarta (UNY) and National University of Malang (UM), and it focuses on Mathematics and Science. The project also implements in-service training for mathematic and science teachers.

### 11.1 Why Collaboration with IMSTEP?

Since the beginning of the REDIP2 pilot project, one of important activities at TPK (Sub-District Junior Secondary School Development Team) is MGMP (Subject Teacher's Forum) where each subject teachers gather monthly and have discussion, invite lecturers, hold demonstration classes and produce teaching materials for improving teaching skills. In general, MGMP has been functioning well in most of sub-districts, to provide useful information and knowledge to teachers.

There are, however, many MGMP that are not well prepared and organized. This is because of that MGMP members, junior secondary school teachers, have no sufficient experiences in organizing MGMP at the kecamatan level<sup>1</sup>, and usually there is no in-service training trainer or professional adviser available locally. Sometimes, MGMP implementation is ad hoc and thus less systemized and coordinated. Finding such resource shortage, the JICA team found that it is necessary to bring external resource to MGMP activities in REDIP2.

Eventually, IMSTEP was found to be an appropriate resource. IMSTEP aims to improve and introduce (1) curriculum and syllabus of pre-service course in along with competence based curriculum (KBK), (2) teaching aids such as textbooks, module guidance, media improvement, etc., (3) in-service teacher training, (4) alternative evaluation methods, and (5) teacher skill improvement through experimental classes in selected junior secondary schools (classroom action research).

The JICA team appraised applicability of IMSTEP outcomes (e.g., module, teaching method, research methodologies, etc) to the REDIP MGMP. The JICA team also considered strategy to introduce, apply and localize IMSTEP knowledge and techniques to/by REDIP2. One possible way was simply to invite IMSTEP lectures (either at UPI, UNY, and UM) to the REDIP2 MGMP as trainers, which would be easy to be done. There are, however, questions to be answered; '*Can IMSTEP lecturers cover many MGMP while they are limited in numbers and all are busy for IMSTEP works?*', and; '*Do the knowledge and techniques stay within MGMP by only inviting IMSTEP lecturers?*'.

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<sup>1</sup> Most of MGMP activities provided by government have been organized at the kabupaten level before decentralization period.

The solution was to involve local universities of education in REDIP2 region and to mobilize them as agent of changes. These local university lecturers learn knowledge and techniques of IMSTEP, and they try out and apply them to MGMP.

Figure 11-1 shows the structure of REDIP2-IMSTEP collaboration through RRG. The local universities are National University of Manado (UNIMA) in North Sulawesi Province and National University of Semarang (UNNES) in Central Java Province.

## 11.2 RRG (REDIP2 Research Grant) Organization

The collaboration has been started in form of a research with a grant provided by the JICA team. National University of Manado (UNIMA) in North Sulawesi Province and National University of Semarang (UNNES) in Central Java Province were offered an opportunity to submit a proposal for the grant research. The research intends to evaluate and improve REDIP2 MGMP activities by borrowing knowledge and techniques from IMSTEP. As such, research activities include assessment of current teaching situation in a classroom, provision of training and workshops in a classroom at selected locations in REDIP2. REDIP2 calls it 'Action Research'. As Figure 11-1 shows, there are mainly 3 parties involved in the IMSTEP collaboration.

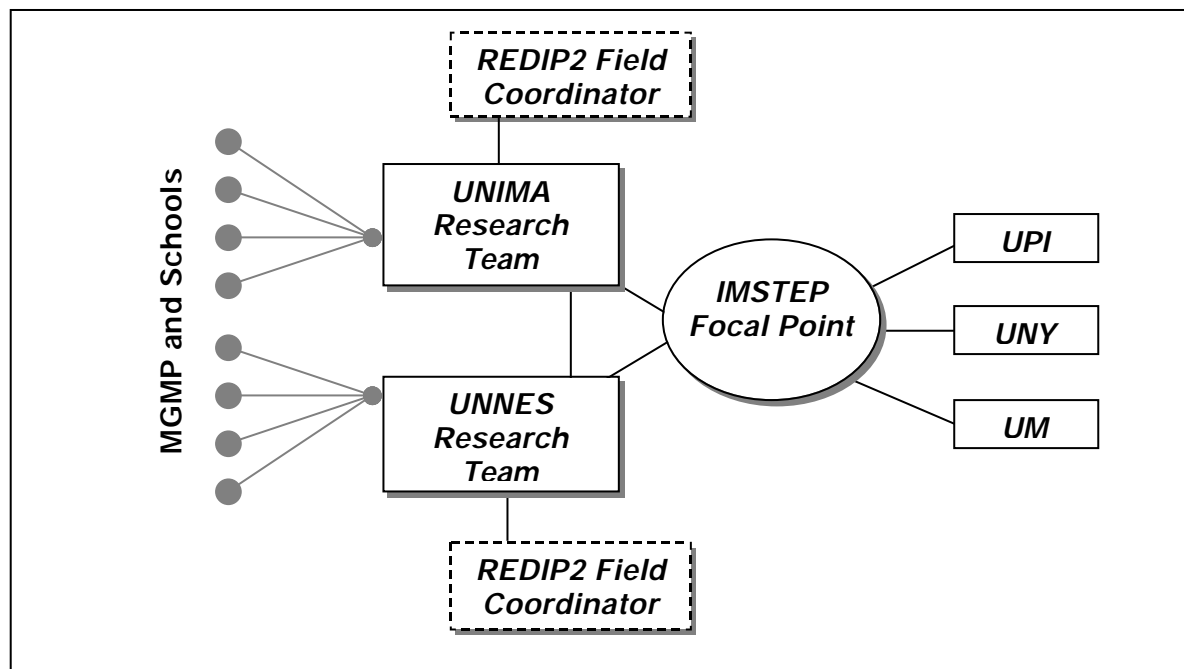


Figure 11-1: Structure of REDIP2-IMSTEP Collaboration

### (1) IMSTEP (UPI, UNY and UM)

The main role is to provide opportunity for the RRG teams to share IMSTEP knowledge and techniques to improve teacher skills.

- (2) Two REDIP2 Research Grant (RRG) Teams (UNIMA and UNNES)  
Their role is to learn knowledge and techniques of IMSTEP, and then to localize and apply them to be suitable in REDIP2 school environment, using classroom action research methodology.
- (3) MGMP and Schools  
The role is to provide research teachers and object classes, and to implement the research together with the RRG teams.

In order to make the research activity implemented smoothly, REDIP2 field consultants and the Provincial Implementation Teams (PITs) have been fully informed to support them.

### 11.3 Activities

In October 2003, two RRG teams were formed by lecturers from UNIMA and UNNES respectively. Each team consists of 6 members, and they are either mathematics or science lecturers at the faculty of math and science education of the universities.

Figure 11-2 summarizes the RRG schedule. The RRG teams are scheduled to visit IMSTEP sites twice to learn about IMSTEP. The first visit has already done in November 2003, and the second visit is scheduled in March 2004. After the first visit, the RRG teams visited REDIP2 sites to observe MGMP and school activities, and to assess current situation. With the result of these field trips (both to IMSTEP and REDIP2), each RRG team made a research proposal in December 2003, and after the proposal being evaluated by the JICA study team, they started the research in January 2004.

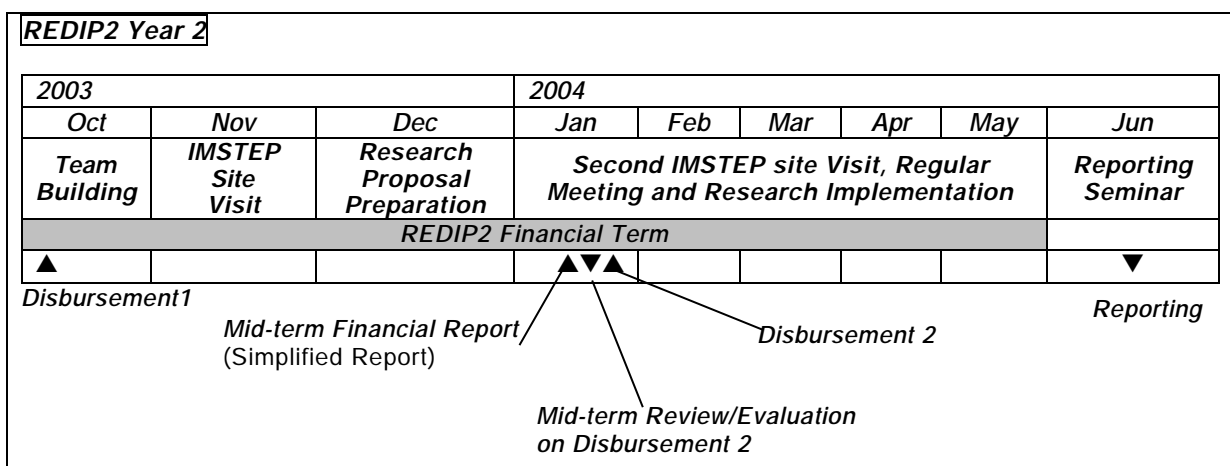


Figure 11-2: RRG Team Research Schedule

Each RRG team has proposed research approaches that are slightly different each other. The following Table 11-1 outlines research plans proposed by the RRG teams.

Table 11-1: Outlines of Research Plans

	Central Java RRG Team	North Sulawesi RRG Team
Targeted subject	Mathematics, Physics and Biology	Mathematics and Physics
Covered sub-districts	Two sub-districts (Losari and Kedungwuni)	6 sub-districts (Bitung, Tondano, Tareran, Motoling, Likupang and one control sub-district of Kotamobagu)
Covered schools	All schools in the above two sub-districts	1-2 schools from each sub-district mentioned above
Approaches	<ul style="list-style-type: none"> <li>- Problem analysis by evaluating classes.</li> <li>- Providing training to MGMP at the two sub-districts.</li> <li>- Selecting some teachers and designing a class action research with them for tackling respective problem.</li> <li>- Implementing the class action research accompanied by the RRG team for 2 month.</li> <li>- Evaluation of the class action research.</li> <li>- Holding workshops at MGMP to share the result and effective teaching skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Holding a meeting at each MGMP and recruit volunteers for joining a class action research.</li> <li>- Self-problem analysis on teaching by the volunteer teachers.</li> <li>- Evaluation of the self-analysis result by the RRG team.</li> <li>- Designing a class action research with the result of evaluation by the RRG team.</li> <li>- Implementing the class action research accompanied by the RRG team for 2 month.</li> <li>- Evaluation of the class action research.</li> <li>- Holding workshops at MGMP to share the result and effective teaching skills.</li> </ul>

Since February 2004, the JICA team holds regular meetings to coordinate and discuss research progress among the two RRG teams and IMSTEP coordinators. Further, the RRG teams revisited IMSTEP sites in April 2004 to observe experimental teaching activities held in pilot schools. After the research completion in June 2004, the RRG teams held a series of workshops to disseminate research outcomes, especially to share information on effective teaching skills obtained through the research. The following is a summary of major activities of the RRG teams.

Table 11-2: Summary of Major Activities of RRG

Date	Major Activities
October 29, 2003	Kick-off Meeting of REDIP2 Research Grant (RRG)
October 30, 2003	Kick-off Meeting of IMSTEP and REDIP2 Collaboration
November 5 ~ 11, 2003	First Inspection of IMSTEP; Visiting State University of Malang, State University of Yogyakarta and University of Indonesia in Bandung
December 2003	Research Plan Formulation, Selection of Kecamatan and Schools and Proposal Writing for the Action Research
January 2004	Implementation of Classroom Action Research
February 3, 2004	The First IMSTEP-RRG Regular Meeting in Jakarta
April 21, 2004	The Second IMSTEP-RRG Regular Meeting in Jakarta
April 22 ~ 24, 2004	Second Inspection of IMSTEP; Visiting State University of Malang, State University of Yogyakarta and University of Indonesia in Bandung
June 2004	Completion of Classroom Action Research in the Fields
June ~ July 2004	Holding RRG Result Dissemination Workshops
July ~ August 2004	Writing Draft Final Report
September 1, 2004	IMSTEP-RRG Final Meeting in Jakarta



## 11.4 RRG Classroom Action Research Result

### 11.4.1 Central Java

#### **Impact of REDIP2 MGMP Before RRG**

The Central Java RRG team did a quick baseline survey before their research. One component of the survey was to measure impact of REDIP2 kecamatan based MGMP in terms of ten aspects.

Table 11-3: Impact of REDIP2 MGMP before RRG

No	Aspect of teaching Improvement	Achievement (%)
1	Improvement of teachers' capacity of interpersonal relation.	75
2	Improvement of teachers' control of teaching materials.	64
3	Improvement of teaching methodological capacity.	60
4	Improvement of teachers' capacity in teaching media development.	59
5	Improvement of teachers' capacity in developing the teaching materials.	61
6	Improvement of teachers' capacity in the class management.	65
7	Improvement of teachers' capacity in evaluating the students' learning programs and results.	55
8	Improvement of teaching in interrelated schools among public as well as private SLTP and MTs.	61
9	Improvement of achievement of students' learning results (increase of average final exam score)	44
10	Improvement of school achievement.	53
	Average	60

Table 11-3 shows that the activity of MGMP based on kecamatan level has given positive impact on teaching. Of the ten aspects above, the interpersonal relation improvement is the biggest effect of MGMP, while the improvement of school academic achievement in the average final examination score is still of the smallest effect. In reality, the REDIP2 MGMP's achievements are: (1) increase of teachers' self-confidence, (2) increase of teachers' perception on teaching materials, methodology and matters related to the profession development, (3) improvement of interpersonal relation among teachers of the same type or group of subjects, of public as well as private schools, and between SLTP and MTs, (4) development of various teaching practices, and (5) orderly development of teachers' administration.

#### **Classroom Action Research (PTK) in the Field of Mathematics**

The issues of teaching mathematics include: (1) how to improve students' results of mathematics learning, (b) how to increase students' learning interest, (3) how to make students interested in activities of mathematics teaching, (4) how to create and use simple but appropriate media to help the process of mathematics teaching?

To solve the above issues in RRG classroom action research, these actions were taken as follows:

Action A: To improve the basic ability of mathematics, teaching is conducted to embed the definition of the concepts of round numeral and numeral operation

(addition, reduction and combination) that are correct, structured and programmed, with the observation, evaluation at each achievement of learning results through individual and group/cooperative assignments, games, homework, and practices in stages.

Action B: To enhance students' learning interest, various class managements are conducted, starting with (a) students are challenged to be able to show their abilities on something, and (b) to create an attractive learning atmosphere by showing that any efforts made by the students are useful.

Action C: To make the activity interested to students by turning the learning activity into a playing activity, so that the students feel happy and interested, thus they will not feel burdened by studying, instead they achieve the learning objective.

Action D: To create and use appropriate media, students are conditioned to be able to create simple audiovisual aids and to use the audiovisual aids as learning media, started by teachers' demonstration.

The results obtained from the classroom action research in mathematics are that: (1) mathematics teaching by Contextual Teaching & Learning approach combined in the classroom action research by emphasizing on the application of group working method, staged practices, and simple audiovisual aids can enhance students' and teachers' feeling of pleasure in the teaching & learning process in a class, (2) The contextual approach complete with group working method, staged practices and simple audiovisual aids can improve students' results of learning, (3) success in solving teaching problems is greatly determined by one teacher's ability in designing and managing the class, besides students' role and seriousness in learning.

### ***Classroom Action Research in the Field of Physics***

The key word for teaching physics is that the teaching of physics must involve students to actively interact with concrete objects. However, the facts are normally that: (1) the dominant method is lectures with teachers as controllers who actively give information, (2) study books are the core of the teaching of physics with the main objective of presenting the book contents to students, and (3) demonstration is used as clarification of the concept/theory at the end of teaching process. As a result, students tend to lose interest in physics, the response in teaching is very minimal, and students find difficulty in working on questions of physics.

To solve the above issues in RRG classroom action research, they focuses on the issues of: (1) enhancing students' activity in the teaching of physics with sub discussion topic of objects carrying static electrical charge, (2) enhancing students' understanding in the process of application and calculation of physics formulas, (3) enhancing students' understanding in the concept of light by cooperative teaching.

The teaching action is conducted in three cycles:

Cycle I: The team monitors the speed of teaching activity, and at the same time gives inputs on how to design the next teaching. Small discussions are held between teaching activities concerning the students' activities from various aspects like in the monitoring attachment. At the end of activity, evaluation and reflection are conducted on what happen during the teaching activity as the materials of planning the actions of cycle 2.

Cycle II: the team entrusts teachers to monitor each other and give returns so that they can assess, at the same time introspect each other.

Cycle III: the team gives directions to teachers to contemplate and make whatever conclusion from actions that have been conducted in stages so far. The team stresses objective measures for making the conclusion.

The results of the classroom action research in the field of physics are that: (1) cooperative teaching can increase students' learning activity, students' courage to ask and answer questions, to make instrument experiments with self-confidence, to make presentation of reports of the work results individually or in group, at the same time the control level of learning materials, (2) by applying the classroom action research, teachers are challenged to continuously attempt to find solutions of problems faced in learning so that they will be more critical and creative, and (3) the cooperative teaching applied by combining the use of simple instruments enables to create a pleasing teaching-learning atmosphere for students as well as teachers.

### ***Classroom Action Research in the Field of Biology***

The quality of biology teaching & learning in many areas is still considered low with the following reasons: (1) students' activity in the teaching-learning process and the students' learning results are still low, (2) teachers apply the method of lecture to present materials, (3) laboratory practice in a form of demonstration as well as experiment in class or field activities is very minimum, (4) students are no more active to ask questions, answer, and have discussion or opinions. As a result, students tend to be conditioned to learn mechanically.

In the frame of changing the existing teaching-learning scheme and solving the teaching-learning problems in the field of biology in particular, the classroom action research is developed by adapting a number of IMSTEP products. Operationally, the team intended: (1) to help teachers solve the problems encountered in a class, (2) to help teachers understand the application of contextual approach, (3) to help teachers practice and perform a classroom action research, (4) to help teachers understand the philosophy of constructivism founding the requirement of contextual approach, and (5) to help teachers understand in carrying out a new way of teaching by applying the contextual approach.

The results of the classroom action research are that biology teaching by contextual approach of cooperative model can increase students' activity in the teaching-learning process. Students become happy in studying, are encouraged to ask and answer questions, present their work results individually or in group, and dare to put forward opinions. Secondly, an increase of students' learning activities pushes up average learning results, similarly the level of learning completion.

#### **11.4.2 North Sulawesi**

##### ***Methodology***

A total of 16 teachers were selected up to the proposal level, comprising of 14 guided classroom action research (CAR) teachers (including 2 researchers and 2 executors) and 2 independent CAR teachers. The teachers who implement the CAR jointly

prepare the research implementation schedule to be notified to the colleagues who are involved as observers. The RRG team also studies each research plan of each teacher and communicates the headmaster of the school where the respective teacher is performing the CAR.

The mechanism of the CAR is as follows.

Step1: Identifying the problems found in the classroom learning process, formulate the problems and determine the targets and benefits of the research.

Step2: Determining the learning model (theoretic study) for application as an action to solve problems, formulate the hypothesis of the action.

Step3: Determining the research method: research target, research place and time, procedures and the steps for performing the action comprising of: the planning, execution of the action, observation, and reflection, followed by the next cycle: data compilation technique and data analysis technique.

Step4: Preparing the data compilation instrument: the learning model/design, observation sheet, interview guidelines, testing the learning results.

Step5: Performing the research: describing the research and discussion results: description of the pre action results, description of the action results.

Step6: Preparing the conclusion.

Step7: Reporting the research results and their follow-up.

The learning model was prepared by lecturers and teachers, started by providing the teachers with a contextual approach, such as the "hands on" learning method, "PBI", etc. The preparation of the learning model and its scenario was then followed by the learning simulation in which the teachers and the lecturers acted as students. This activity continued within a period of approximately 3 months.

### ***Results of Classroom Action Research***

From the teachers' viewpoint, out of the 14 teachers performing the classroom action research (CAR), 13 are using a multi method. There are also 12 teachers using a cooperative method. There are 10 teachers providing rewards. There are also 12 teachers adopting a contextual learning method (CTL). All teachers (14) are using visual aids in their teaching. Only 7 teachers are using an OHP, and only 1 teacher uses an LCD Projector. From the students' viewpoint, 96% of the students are happy with the teaching methods of their teachers. 99% of the students feel motivated to learn.

The observation result in the classrooms with regard to the activities of the teachers and the students during the learning process was in conformity with the initially plans, and the activities showed "good" results as follows.

- The teachers started the learning process with contextual and real problems.
- The teachers used learning aids to attract attention of the students.

- The students were given freedom to bring forward their opinions based on their own thoughts.
- The teachers actively posed questions or presented problems, and the students actively brought forward their ideas and thoughts on such questions.
- The teachers and the lecturers as well as the other members of the observation team gathered in a room to have reflections.
- The observers provided input or corrections on the learning activities undertaken in the classroom.
- All suggestions and corrections brought forward were materialized for the further improvement of the learning process.

## 11.5 Recommendations

As mentioned above, the RRG classroom action researches in the two provinces showed very positive results although the implementation period was rather short. One of major factors in the successful research was IMSTEP resources which were available in any time. The RRG team's twice inspections of the IMSTEP sites also provided the RRG team members many ideas, materials and techniques for implementing the classroom action research, and the IMSTEP-RRG regular meetings gave good advices and suggestions to the RRG teams. Therefore, it can be said that IMSTEP became an important resource center for the RRG classroom action research.

From this result, the future collaboration with IMSTEP can be considered if REDIP model is expanded to other kabupaten where REDIP MGMP (kecamatan based subject teacher forum) is set up and when there is a demand for teaching materials, techniques and methods from the new MGMP. The important point of the collaboration can be timing of inviting IMSTEP. In REDIP2 MGMP experience, there would be mature period of MGMP to receive IMSTEP type of assistance because MGMP initially need some time to develop its system, to do problem and objective analysis among members. It also needs some period to exchange existing good materials and methods and learn each other. Thought this process, the teachers can clearly identify their shortages and weakness in teaching. Then, it would be time to have collaboration with IMSTEP.

IMSTEP can also be a resource center for other educational projects such as quality improvement of teachers. For example, since 2004, Ministry of National Education put Competence Based Curriculum (KBK) and Contextual Teaching and Learning (CTL) into effect, and all junior secondary schools have started practicing KBK and CTL. However, there are many schools where teachers need some more practical information and concrete methods of KBK and CTL. In this regard, IMSTEP can be a good resource center for them.

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## CHAPTER 12 SECOND YEAR PILOT PROJECT: OUTCOME AND IMPACT

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### 12.1 Qualitative Analysis of Second Year's Impact

The JICA study team interviewed a wide range of stakeholders<sup>1</sup> and collected many facts of qualitative changes and impact of the second year pilot project. This interview was also done in the first year pilot project to draw a picture of continuous changes which are difficult to be measured by a quantitative survey as explained in '*Section 7.1 Qualitative Analysis of First Year's Impact*' of Chapter 7.

The team carefully examined the interview results and compared them to those of the first year, and they found that the most of changes and impact in the second year were very similar to those of the first year. These changes are in a continuous process and many of them have taken root in education development. Because of the similarity, the team won't repeat to describe them here, and recommend readers to refer '*Section 7.1 Qualitative Analysis of First Year's Impact*'. However, there are some changes and impact deserving special mention in the second year as follows.

#### 12.1.1 Expansion of REDIP Model

Since the beginning of 2004, Dinas P&K in Kabupaten Pekalongan and Brebes in Central Java Province have been implementing REDIP expansion programs using each Kabupaten's APBD budget (Kabupaten Expenditure and Revenue Budget) to apply REDIP system to schools which are not covered by REDIP2. Since February 2004, the JICA study team has assigned two field consultants for Kabupaten Pekalongan and other two for Kabupaten Brebes to technically assist these Kabupaten Dinas P&K's implementation of REDIP expansion programs.

##### ***Kabupaten Pekalongan in Central Java Province***

In 2004, Dinas P&K in Kabupaten Pekalongan allocated Rp. 160 million APBD budget in total for its own REDIP expansion program which intends to expand REDIP system to all remaining junior secondary schools in the kabupaten which are 22 schools in 7 kecamatan (see Table 12-1). Dinas P&K Pekalongan committed to provide an amount of Rp. 3.5 to 5 million to each TPK and Rp. 6 million to each school committee as a block grant for the proposed activities which were implemented from March to August 2004. Because Dinas P&K strongly believes that REDIP approach is the most suitable model for their education development, they decided to implement it by themselves.

The REDIP expansion program in Pekalongan started with a REDIP socialization seminar for the newly covered 7 kecamatan on February 18th, followed by a training on how to prepare REDIP activity and budget proposals on February 27th and 28th. After the



Figure 12-1: REDIP Schedule Board put in SMP Islam Simbang Wetan, Kecamatan Buaran

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<sup>1</sup> These are students, teachers, principals, TPK members, kabupaten/kota government officials, and central government officials.

training, 7 TPKs and 22 school committees in the REDIP expansion kecamatan were able to prepare and submit activity and budget proposals with good technical assistance from the field consultants in mid-March. The proposed REDIP expansion activities can be categorized into 15 types of activities as shown in Table 12-1.



Figure 12-2, 12-3 and 12-4: Life Skill Education in SMP N1 Paninggaran (left and center) and SMP N1 Kandangserang (right)

Figure 12-2, 3 and 14 show Life Skill Education activities such as rearing seedlings in a nursery, cooking crackers from tree nuts, and making brooms from twigs conducted in two junior secondary schools in mountainous Kecamatan Paninggaran and Kandangserang where many students do not proceed to senior secondary schools and start working. Hence, the life skill classes are very important for them.

Table 12-1: REDIP Expansion Program in Kabupaten Pekalongan

Area (Field Consultant)	Kecamatan	TPK and School	No. of teachers	No. of students	APBD Budget (Rp.)	Matching Fund Proposed in Proposal (Rp.)	Proposed REDIP Activities (from March to August 2004)																					
							MGMMP (Competency-based Curriculum)	KKKS (School Management & Supervision)	9-Year Compulsory Education Campaign	Open Class	Home Visit	UAN (National Exam) Preparation (Extra Class)	Life Skill Education	Subject Contest, Speech Contest	Art/Sport Contest	Student Leadership (OSIS)	Buying Books and Teaching Aids	Computer Training for Teachers	Administrative Staff Development	School Environment and Cleaness	Anti-Early Marriage Seminar							
Upper Kecamatan (Mr. Martono)	Paninggaran	<i>TPK Paninggaran</i>			3,500,000	0																						
		SMP N1 Paninggaran	24	478	6,000,000	1,000,000																						
		SMP N2 Paninggaran	17	161	6,000,000	1,500,000																						
	Petungkriyono	<i>TPK Petungkriyono</i>	13	172	6,000,000	1,000,000																						
		SMP N1 Petungkriyono	17	120	6,000,000	1,000,000																						
	Lebakbarang	<i>TPK Lebakbarang</i>				3,500,000	0																					
		SMP N1 Lebakbarang	17	253	6,000,000	1,120,000																						
	Kandangserang	<i>TPK Kandangserang</i>				3,500,000	0																					
		SMP N1 Kandangserang	25	499	6,000,000	1,100,000																						
		SMP N2 Kandangserang	12	183	6,000,000	705,000																						
Lower Kecamatan (Ms. Urip)	Buaran	<i>TPK Buaran</i>			5,000,000	0																						
		SMP N1 Buaran	23	427	6,000,000	1,014,250																						
		SMP Muhammadiyah Bligo	28	323	6,000,000	602,500																						
		SMP Islam Simbang Wetan	24	448	6,000,000	1,035,000																						
		MTs Salafiyah Wonoyoso Buaran	23	460	6,000,000	789,000																						
		MTs Salafiyah Simbangkulon I	23	399	6,000,000	794,500																						
		MTs Salafiyah Simbangkulon II	27	473	6,000,000	794,500																						
		MTs Ma'arif NU Buaran	12	112	6,000,000	70,000																						
	Doro	<i>TPK Doro</i>				5,000,000	0																					
		SMP N1 Doro	31	616	6,000,000	665,000																						
		SMP N2 Doro	17	358	6,000,000	2,249,900																						
		SMP N3 Doro (only Grade 1)	10	44	6,000,000	600,000																						
	Talun	MTs Syahid Doro	43	712	6,000,000	700,000																						
		<i>TPK Talun</i>				4,000,000	0																					
		SMP N1 Talun	16	286	6,000,000	745,500																						
		SMP N2 Talun	11	150	6,000,000	768,000																						
	<b>Total (7 TPKs and 22 schools)</b>			<b>443</b>	<b>7,086</b>	<b>160,000,000</b>	<b>19,908,650</b>	29	11	23	1	5	4	10	22	18	4	15	4	2	7	1						



### **Kabupaten Brebes in Central Java Province**

In Kabupaten Brebes, Dinas P&K developed a very ambitious plan which aims at expanding REDIP approach to all public MONE schools in the kabupaten, which ranges from the pre-school level to the senior secondary level, using APBD's BPP (Block Grant for Operation and Maintenance) budget in 2004. Table 12-2 shows the number of all kinds of schools in Kabupaten Brebes, and the shaded boxes are the target schools for the 2004 REDIP expansion program. The total is 976. The head of Dinas P&K also disclosed his ambitious future plan to expand REDIP approach to all (a total of 1,557) public and private schools in Kabupaten Brebes, not only MONE schools but also MORA's Madrasa schools, in the next year 2005.

**Table 12-2: Number of Schools in Kabupaten Brebes (as of August 1st, 2003)**

Level	Schools	Public	Private	Total
Pre-school Level	Kindergarten (TK)	1	220	221
Primary Level	Primary Schools (SD)	888	5	893
	Religious Primary Schools (MI)	8	191	199
	<b>Primary Schools - Total</b>	<b>896</b>	<b>196</b>	<b>1,092</b>
Junior Secondary Level	Junior Secondary Schools (SMP)	55	39	94
	Religious Junior Secondary Schools (MTs)	4	73	77
	<b>Junior Secondary Schools - Total</b>	<b>59</b>	<b>112</b>	<b>171</b>
Senior Secondary Level	Senior Secondary Schools (SMU)	16	16	32
	Vocational Senior Secondary Schools (SMK) – Business	1	12	13
	Vocational Senior Secondary Schools (SMK) – Industry	1	7	8
	Religious Senior Secondary Schools (MA)	2	18	20
	<b>Senior Secondary Schools - Total</b>	<b>20</b>	<b>53</b>	<b>73</b>
<b>Schools - Total</b>		<b>976</b>	<b>581</b>	<b>1,557</b>

Since Dinas P&K decided to include primary schools in the REDIP expansion program, they faced many difficulties to apply the REDIP model. The most difficult part is to cover a large number of primary schools all at once. Another difficulty is to apply REDIP KKKS and MGMP to the case of primary schools. Because there are so many primary schools in one kecamatan, REDIP KKKS and MGMP don't fit at the kecamatan level, and they need to be reorganized. For example, KKKS should go down to the Daerah Binaan (development unit) level where 2 school clusters are combined. On the other hand, MGMP should go further down to the Gugus Sekolah (school cluster) level where 3 ~ 8 schools are there.

Dinas P&K conducted a training for both junior and senior secondary school principals on June 1st and 2<sup>nd</sup>. The facilitators explained them what is the REDIP approach and how to prepare activity and budget proposals in the REDIP expansion program. After this training, all non-REDIP2 secondary schools were expected to submit the first draft of activity and budget proposals by early in July and finalized by late in July. The similar training for kindergarten and primary school principals were also conducted in July and August.

Unfortunately, the Dinas P&K couldn't put the radical plan into practice as they initially planned. The reason was that the kabupaten assembly called a halt to its implementation at the last moment because some of the assembly members had

doubts that the block grant system may not hold high transparency, although the proposed budget was passed through the assembly. Therefore, the REDIP expansion program was diminished, and the implementation process was also delayed because the budget disbursement from the government was delayed. Consequently, Dinas P&K only selected 17 public junior secondary schools which are not covered by REDIP2. Those schools received the third and fourth quarter routine budget as block grants, and implemented activities according to their proposals during the period of July to December 2004.

For Year 2005, Brebes Dinas P&K is watching for an opportunity again and very optimistic for actualizing REDIP expansion program because many assembly members have deepened their understanding of REDIP currently, and the governor also agreed on the REDIP expansion program which will continuously receive technical assistance from JICA.

### 12.1.2 REDIP by Ministry of National Education

After decentralization, the Ministry of National Education (MONE) issued a new basic education development strategy of which core points are; (1) School Based Management, (2) Community Participation and (3) Decentralization of Education. This new strategy is quite different from the old strategy because the old strategy was developed under the centralized system. Since decentralization, authorities, budgeting and roles of central and local governments have dramatically changed, and MONE has been looking for a new basic education development model under the era of decentralization.

Under the circumstances, REDIP2 could show a very clear and concrete example of how to do school based management, to involve community, and to build an education system under decentralization. The theory and successful evidence from REDIP2 were strong enough to influence MONE to apply the REDIP model in their own programs. The first MONE's attempt to apply REDIP Model can be seen in the loan project, Decentralized Basic Education (DBEP) funded by the Asian Development Bank. In DBEP, they inserted REDIP's TPK system into their project structure, and their classroom construction is carried out by proposal based block grant system of which original idea is from REDIP.

MONE is now planning their own secondary education development program, which is called **REDIP-Government of Indonesia**. Their plan is to apply REDIP model with their own human and financial resources. This program is still an experimental level, and the target kabupaten are Kabupaten Bogor and Kabupaten Bekasi in West Java Province, and Kabupaten Tangerang in Banten Province. The working unit of REDIP-Government of Indonesia has started designing a frame of the program, and requested JICA to provide technical assistance.

## 12.2 Quantitative Analysis of Second Year's Impact

### 12.2.1 Post-Pilot Survey: Outline

The post-pilot survey was conducted in July and August 2004. Based on the experiences and lessons from the past two surveys, several modifications were made on the survey design. Among them:

- 1 Students were dropped as the survey subject.
- 2 Parents were dropped as the survey subject.
- 3 Community members were dropped as the survey subject.
- 4 Part of the questions were modified to ask situation both "before" and "after" REDIP2.
- 5 Control group schools in Central Java were defined as all schools in Kabupaten Brebes and Pekalongan that were not covered by REDIP2.
- 6 A separate questionnaire was prepared for SMP Terbuka.

Students survey, whose data made up the main bulk of the dataset, did not necessarily produce consistent results in the previous two surveys. Due to time constraint, this part of survey was foregone.<sup>2</sup> Parents and community members were the two problem targets in the previous surveys who were difficult to meet and interview without an appointment. There interviews were also foregone for the same reason. Some questions were modified to capture a consistent change in the respondent's view or perception over the past two years. In the previous surveys the control group kecamatan in Central Java were selected from other non-REDIP kabupaten (e.g., Tegal) but for this survey they were switched to those non-REDIP kecamatan in Brebes and Pekalongan to make this survey serve as the baseline survey for "REDIP3" as well.

Table 12-3 summarizes the numbers of kecamatan and schools surveyed.

**Table 12-3: The Number of Kecamatan and Schools Surveyed**

Province	Kabupaten/Kota	REDIP		Control Group	
		Kecamatan	School	Kecamatan	School
Central Java	Brebes	10	90	7	42
	Pekalongan	9	53	9	19
North Sulawesi	Minahasa	12	99	-	-
	Bitung	4	26	-	-
	Bolaangmongondow	-	-	1	4
<b>Total</b>		<b>35</b>	<b>268</b>	<b>17</b>	<b>65</b>

Note: REDIP kecamatan in Minahasa initially numbered 10. Two new kecamatan were created later separating two REDIP kecamatan.

It should be noted that the control group kecamatan in Central Java received similar REDIP-type programs (though in a limited scale) in the first half of 2004 and, therefore, cannot be regarded as a pure control group. Nonetheless, following analysis will treat them as the control group using some caution.

## 12.2.2 Comparison between REDIP Schools and Control Group Schools

### *Students' academic achievement*

UAN scores by subject and by year show an unambiguous picture: with all four subjects, REDIP schools outperformed non-REDIP schools in 2003/04, the second year of REDIP2 (Table 12-4). The picture was a complete reverse in 2000/01 when non-REDIP schools exceeded with all subjects. Although information on the national trend is not available at this writing, the REDIP schools' relative improvement vis-à-vis the control group schools over the years is indisputable.

<sup>2</sup> Under REDIP3, students survey will resume.

Table 12-4: UAN Scores by Subject by Year

	Bahasa Indonesia		English		Mathematics		IPA	
	REDIP	Control	REDIP	Control	REDIP	Control	REDIP	Control
2000/01	5.29	5.35	4.76	4.95	4.72	5.11	4.90	4.97
2001/02	5.30	5.45	4.86	4.78	4.87	4.85	5.24	4.97
2002/03	6.33	6.32	5.66	5.77	4.90	4.76	6.69	6.27
2003/04	6.06	5.64	5.35	5.16	5.37	5.25	6.38	5.77

### ***Principal's school management***

Ten questions were asked about principal's self-perception of school management and its change over the REDIP period (or the past two years) comparing "before" and "now." Table 12-5 summarizes the results where "Now" indicates the current perception and "Change" stands for the difference between the "now" and "before" scores. As is seen, most "now" scores are similar for REDIP and control schools and their "change" scores are all positive. However, the "change" scores are consistently greater with REDIP schools, implying that the principals see the impact of REDIP2 more pronounced.

Table 12-5: Impact on Principal's School Management

	REDIP		Control	
	Now	Change	Now	Change
1. I involve all teachers in making school policies and planning school program.	4.49	1.10	4.35	0.89
2. I involve all non-teaching staff in making school policies and planning.	4.16	1.11	3.86	0.85
3. I create atmosphere where school staff can ask questions, share information, clarifying issues, and express disagreement in meetings.	4.60	0.89	4.63	0.78
4. I inspire a shared vision among school staff.	4.66	1.00	4.58	0.74
5. I make each teacher and staff's responsibilities for school performance clear.	4.68	0.82	4.51	0.66
6. I empower school staff to make decisions on their own.	3.90	0.84	3.97	0.80
7. I set high expectation for teachers' performance.	4.74	0.86	4.71	0.71
8. All staff has access to relevant professional development opportunities.	4.53	0.87	4.32	0.72
9. Communication inside school is made effectively -- accurate, relevant and on time.	4.54	0.87	4.38	0.69
10. School problems are solved quickly.	4.62	0.94	4.34	0.80

Note: 1: Never, 2: Seldom, 3: Sometimes, 4: Often, 5: Always

"Change" is the difference between "Now" and "Before" ("Now" score minus "Before" score).

### ***Principal's relationship with outside school***

Principal's relationship with the outside of school has more improved in REDIP schools. As is seen in Table 12-6, the "before" scores for those questions are almost the same with REDIP and control schools but the change is bigger for REDIP schools, resulting in the higher "Now" scores. REDIP's impact is evident.

Table 12-6: Impact on Principal's Relationship with Outside School

	REDIP		Control	
	Now	Change	Now	Change
19-1 I collaborate with principals of other schools.	4.34	1.06	4.14	0.88
20. I or my school collaborates with community (organizations).	4.18	0.98	4.02	0.83

Note: 1: Never, 2: Seldom, 3: Sometimes, 4: Often, 5: Always

Note that teachers answer the same set of questions with lower scores (see section below about teachers and Table 12-14), probably an indication of principals' leadership role in such activities.

### ***Principal's contact with educational stakeholders***

A very similar pattern is observed with principal's contact with various educational stakeholders (Table 12-7). Before REDIP, both REDIP and control group schools showed almost the same levels of frequency of contact with stakeholders. After REDIP, the levels invariably improved more with REDIP schools than control group schools. The difference is particularly significant for community leaders, principals of other schools, Education Board (Dewan Pendidikan), Dinas P&K Kabupaten/Kota and universities or training institutions. It is clear that REDIP activities enabled principals to have more frequent contact with those stakeholders.

Table 12-7: Impact on Principal's Contact with Educational Stakeholders

21. How often did you make contact with the following educational stakeholders regarding your school and/or education in the area?	REDIP		Control	
	Now	Change	Now	Change
a. Teachers of my school	4.46	1.02	4.18	0.75
b. Non-teaching staffs of my school	4.30	1.00	4.05	0.71
c. Students' parents	4.28	0.97	3.88	0.78
d. School committee	4.59	1.08	4.37	0.80
e. Community leaders	4.23	1.03	3.69	0.57
f. Principals of other schools	4.34	1.02	3.94	0.57
g. Education Board (Dewan Pendidikan)	3.59	1.04	2.85	0.49
h. Supporters of my school such as business or religious organization	3.56	0.94	3.03	0.51
i. School supervisors (pengawas)	4.24	0.76	4.03	0.51
j. Dinas P&K Province	3.55	0.67	2.72	0.34
k. Dinas P&K Kabupaten/Kota	4.29	0.78	4.02	0.58
l. Universities or Training Institutions	2.73	0.87	1.92	0.40

Note: 1: Never, 2: Seldom, 3: Sometimes, 4: Often, 5: Always

### ***Principal's view on interaction with community***

Questions asking the community-school interaction reveal a similar pattern: both REDIP and control group schools improved their scores but with REDIP schools showing consistently greater changes (Table 12-8). Particularly significant are those questions: 23 "*My school publishes newsletter or publications to communicate with the community*"; 25 "*The community members are interested in school events*"; 28 "*The community members assist Local Contents subject*"; and 29 "*The community supports my school by providing funds, expertise, equipment, and other donation.*" REDIP's impact is evident here as well.

**Table 12-8: Impact on Community-School Interaction as Seen by Principal**

	REDIP		Control	
	Now	Change	Now	Change
22. My school makes school facilities available for community usage.	3.31	0.91	3.18	0.54
23. My school publishes newsletters or publications to communicate with the community.	2.37	0.72	1.88	0.28
24. The community members are aware of the situation of my school.	4.09	1.11	3.86	0.55
25. The community members are interested in school events such as school festivals or sport festival.	4.04	0.98	3.66	0.57
26. The community members pay attention to students' achievement.	4.27	1.01	4.00	0.65
27. The community supports my school by providing advice or expertise.	3.79	0.98	3.37	0.58
28. The community members assist Local Contents subject.	2.85	0.83	2.09	0.38
29. The community supports my school by providing funds, expertise, equipment, and other donation.	3.57	0.89	3.00	0.51

Note: 1: Never, 2: Seldom, 3: Sometimes, 4: Often, 5: Always

### ***Principal's view on school problems***

Principals, both of REDIP and control group schools, see some improvement on school problems and the changes are more significant among REDIP schools (Table 12-9). However, there is one exception: students' low motivation toward academic achievement. There was no change observed among REDIP schools and a slight decline in score among control group schools. Note also that this particular problem is the most serious among ten problems cited in terms of score (2.83 for REDIP schools and 2.97 for control group schools) and that other high-score problems are all related to students' learning attitude (student tardiness, student absenteeism, little parental support for student achievement). This may suggest that the principals pay keen attention to students' academic achievement but are frustrated by some students' performance. This point will be borne out in the following section about principals' satisfaction and motivation.

**Table 12-9: Impact on School Problems as Seen by Principal**

	REDIP		Control	
	Now	Change	Now	Change
30. Student tardiness	2.22	-0.82	2.29	-0.28
31. Student absenteeism	2.19	-0.71	2.23	-0.23
32. Student cutting of classes	1.69	-0.73	1.65	-0.32
33. Disruption in some classrooms	1.69	-0.61	1.88	-0.15
34. Vandalism	1.39	-0.47	1.22	-0.12
35. Students' drugs use/possession	1.04	-0.01	1.00	-0.02
36. Students' low motivation toward academic achievement	2.83	0.00	2.97	0.12
37. Teacher absenteeism	1.97	-0.54	2.00	-0.23
38. Low motivation of teachers	1.94	-0.44	1.95	-0.20
39. Little parental support for student achievement	2.36	-0.32	2.31	-0.05

Note: 1: Never, 2: Seldom, 3: Sometimes, 4: Often, 5: Always

Because of this scoring scale, the lower the score, the less serious the problem is. A negative change means an improvement.

### **Principal's satisfaction and motivation**

Generally, principals are well motivated and satisfied with their schools' as well as their own performances (Table 12-10). Their satisfaction and motivation improved over the past two years and the changes are generally greater among REDIP schools. However, the differences between REDIP and control group schools are not so pronounced as other indicators. In both groups, the two highest scores are given to "2: *I look forward to coming to the school*" and "13: *I am motivated to challenge new things to improve school quality.*" Those two items are not so similar, though. While item no.2 shows little difference between the two groups, item no.13 recorded the largest change among REDIP schools, 0.83, in contrast to a modest 0.42 for control group schools. This clearly indicates that REDIP activities have successfully motivated principals to, among others, be innovative.

By contrast, the lowest score is given by both groups to item 5: *I am satisfied with students' academic achievement*. This again testifies the principals' general frustration with students' academic performance which is sometimes below their expectations.

**Table 12-10: Impact on Principal's Satisfaction and Motivation**

	REDIP		Control	
	Now	Change	Now	Change
1. I like to work at this school rather than any other schools.	3.99	0.51	4.06	0.52
2. I look forward to coming to the school.	4.60	0.54	4.68	0.49
3. I am satisfied with the performance of the school.	4.06	0.60	3.92	0.37
4. I am satisfied with my performance as principal.	4.02	0.58	3.83	0.43
5. I am satisfied with students' academic achievement.	3.91	0.60	3.45	0.31
6. I am satisfied with the students' attitudes.	4.03	0.67	3.91	0.40
7. I am satisfied with the teachers' capability.	4.02	0.64	3.78	0.37
8. I am satisfied with the teachers' attitude.	4.12	0.66	3.98	0.35
9. I am satisfied with the parents' support to school.	4.11	0.71	4.03	0.51
10. I am satisfied with community's concern with my school.	4.12	0.69	4.02	0.46
11. I am satisfied with the kecamatan government's concern with my school.	4.05	0.67	3.88	0.49
12. I am satisfied with the kabupaten/kota government's concern with my school.	4.17	0.66	4.03	0.40
13. I am motivated to challenge new things to improve school quality.	4.64	0.83	4.54	0.42

Note: 1: Strongly disagree, 2: Disagree, 3: Hard to tell, 4: Agree, 5: Strongly agree

### **Teacher's view on teaching-learning process**

As Table 12-11 shows, the resulting pattern is similar to that of principal's contact with educational stakeholders (see Table 12-7 above): while "Before" scores are more or less the same with the two groups and both the groups improve over the two years, REDIP schools improve better marking higher "Now" scores.

**Table 12-11: Impact on Teaching-Learning Process as Seen by Teachers**

	REDIP		Control	
	Now	Change	Now	Change
1. Students engage in discussion during the class.	3.65	1.08	3.21	0.78
2. Students engage in group activities during the class.	3.71	1.02	3.31	0.79
3. Students engage in observation and experiments.	3.01	0.86	2.50	0.57
4. Students engage in presentation in the class.	3.22	0.96	2.55	0.55
5. Students raise questions during the class.	3.81	0.98	3.46	0.65
6. Students help other students by peer tutoring and testing each other.	3.51	0.98	3.14	0.68
7. Students have interests in my lessons.	4.55	0.74	4.59	0.47
8. Students understand my lessons well.	4.11	0.78	3.85	0.57

Note: 1: Never, 2: Seldom, 3: Sometimes, 4: Often, 5: Always

### ***Teacher’s view on planning and preparation of lessons***

Fairly similar results are seen in Table 12-12 about teacher’s view on planning and preparation of lessons. REDIP schools consistently exceed the control group schools in this category, too.

**Table 12-12: Impact on Planning and Preparation of Lessons as Seen by Teachers**

	REDIP		Control	
	Now	Change	Now	Change
25. I prepare detailed lesson plans before class that include objectives and intended learning outcomes.	4.38	0.69	4.06	0.51
26. I design seating arrangement before class (for group work, pair work, or individual work).	3.72	0.78	3.06	0.54
27. I develop teaching aids, such as handouts, models, or charts to be used in my lessons.	3.55	0.79	2.88	0.48
28. I use outside resources, such as parents, experts, practitioners, librarians, or counselors in planning lessons.	2.24	0.55	1.78	0.26

Note: 1: Never, 2: Seldom, 3: Sometimes, 4: Often, 5: Always

### ***Teacher’s view on school management***

Compare Table 12-5 above which tabulates principal’s answers for the similar set of questions. As is seen in Table 12-13 below, teachers give consistently lower scores than principals to all questions about school management. The largest discrepancy is observed with item no.1 about participation in making school policies and planning school program. For “Now,” principals gave 4.49 (REDIP) and 4.35 (control group) while teachers answered 3.64 (REDIP) and 3.26 (control group). Perception gaps evidently exist. Unlike other indicators, the differences between REDIP schools and control group schools are not so large either in terms of “Now” scores or in the magnitude of “Change.” Positive changes in school management did occur in REDIP schools but teachers tend to view them with sober eyes.



Table 12-13: Impact on School Management as Seen by Teachers

	REDIP		Control	
	Now	Change	Now	Change
1. All teachers participate in making school policies and planning school programs at my school.	3.64	0.70	3.26	0.45
2. I participate in making school policies and planning school programs in my school.	3.42	0.63	3.05	0.40
3. I participate in school meetings by asking questions, sharing information, clarifying issues, and expressing disagreement.	3.98	0.56	3.91	0.33
4. The principal inspires a shared vision among school staff.	4.30	0.52	4.31	0.40
5. I understand my own responsibilities for school performance.	4.66	0.43	4.69	0.26
6. The principal empowers me to make decisions on my own.	3.80	0.50	3.83	0.37
7. The principal sets high expectation for my performance.	4.39	0.48	4.43	0.34
8. I have access to relevant professional development opportunities.	4.02	0.54	3.76	0.40
9. Communication inside school is made effectively-accurate, relevant and on time.	4.22	0.57	4.00	0.41
10. I meet with other teachers regularly to share and discuss instructional ideas and materials in school.	3.81	0.62	3.42	0.40
11. School problems are solved quickly.	4.09	0.58	4.00	0.46

Note: 1: Never, 2: Seldom, 3: Sometimes, 4: Often, 5: Always

### ***Teacher’s relationship with outside school***

The results are quite similar to teacher’s view on teaching-learning process above. Starting from the same levels, REDIP schools have exceeded control group schools after two years (Table 12-14). Particularly notable is item 22: ***parents act as volunteer in my school***. For control group schools, the score is 2.55 whereas it is 3.13 for REDIP schools. The absolute value is still low at 3.13 but the 0.58 difference may reflect parents’ greater involvement in REDIP school activities. Note also that principals gave higher scores to the first two questions (see Table 12-6 above).

Table 12-14: Impact on Teacher’s Relationship with Outside School

	REDIP		Control	
	Now	Change	Now	Change
19-1.I collaborate with teachers of other schools.	3.59	0.79	3.29	0.49
20. I or my school collaborates with community.	3.78	0.68	3.70	0.39
21. Parents participate in school activities or events.	3.85	0.65	3.59	0.41
22. Parents act as volunteer in my school	3.13	0.57	2.55	0.28

Note: 1: Never, 2: Seldom, 3: Sometimes, 4: Often, 5: Always

An additional question asks teachers about how they collaborate with teachers of other schools. As is seen in Table 12-15, REDIP schools indicate closer collaboration in all forms of collaboration as listed.

Table 12-15: Impact on Teacher’s Collaboration with Other Schools

19-2. How do you collaborate with teachers of other schools?	REDIP	Control
1) Borrow or lend teachers	0.37	0.27
2) Borrow or lend teaching equipment	0.69	0.63
3) Make school facility available for other schools	0.15	0.07
4) Exchange ideas / information	0.91	0.83
5) Exchange techniques	0.51	0.43
6) Conduct joint activities (e.g. festival, contest)	0.59	0.41

Note: 1: Yes, 0: No.

### **Teacher’s view on classroom climate**

There is a large difference between REDIP and control group schools with question 31-1 (teacher’s home visit) and 32-1 (parent’s classroom visit). The answers are 4.72 and 3.38, respectively, for REDIP schools while control group schools’ numbers are 3.42 and 1.88, respectively (Table 12-16). This result can be attributed to the REDIP activities that promoted school-home interactions. Other indicators of classroom climate, however, do not reveal much difference between the two groups.

Table 12-16: Impact on Classroom Climate as Seen by Teachers

	REDIP	Control
31-1 How many times did you visit students’ houses for the last one year (between July 2003 and May 2004)?	4.72	3.42
31-2 Is the number increased compared with before (before REDIP2 started)?	3.29	3.05
32-1 How many parents visited you or your classroom for the last one year (between July 2003 and May 2004)?	3.38	1.88
32-2 Is the number increased compared with before REDIP2 started?	3.25	2.94
33-1 On a typical school day, how many students are absent from your class for any reason?	2.80	2.38
33-2 Is the number increased compared with before REDIP2 started?	2.49	2.47
34-1 About what percentage of students that you teach plan to continue to study at the upper level of school (SMA or SMK)?	76.91	60.20
34-2 Is the number increased compared with before (before REDIP2 started)?	3.79	3.66

Note: For 31-2, 32-2, 33-2, 34-2, 35-2, 1: Much more decreased, 2: A little decreased, 3: Same, 4: A little increased, 5: Much more increased

### **Teacher’s satisfaction and motivation**

Table 12-17 shows that REDIP schools once again consistently exceed control group schools with all items: the “Now” scores are all higher and the “Change” values all larger. However, the differences as well as the changes are rather small. It is of particular interest to note that the highest score is unanimously given by both groups to item 1: *I prefer teaching to any other profession*. And the second highest item is also the same: 10. *I am trusted by the students*. This fact may testify the teachers’ strong commitment to the teaching profession and hint where their sources of satisfaction are. Teachers are keenly concerned with students’ performances, which are their ultimate source of satisfaction and, when lacking, frustration. This can be inferred from the relatively low scores for items 4 and 5: *I am satisfied with students’*

*academic achievement*" and *"I am satisfied with students' attitudes."* Just like principals, teachers are committed to educating the students.

Table 12-17: Impact on Teacher's Satisfaction and Motivation

	REDIP		Control	
	Now	Change	Now	Change
1. I prefer teaching to any other profession.	4.47	0.38	4.39	0.34
2. I like to work at this school rather than any other schools.	4.26	0.36	4.10	0.22
3. I am satisfied with my performance as a teacher.	4.22	0.36	3.99	0.25
4. I am satisfied with students' academic achievement.	3.88	0.45	3.56	0.28
5. I am satisfied with students' attitudes.	3.93	0.47	3.74	0.30
6. I am satisfied with co-workers' professional capabilities.	4.04	0.41	3.85	0.26
7. I am satisfied with the support I receive from school.	4.15	0.41	3.98	0.28
8. I am satisfied with the support I receive from the kabupaten/kota government.	3.83	0.39	3.63	0.26
9. I am satisfied with the support I receive from parents / community.	4.03	0.42	3.92	0.30
10. I am trusted by the students.	4.43	0.39	4.35	0.26
11. I am trusted by parents of the students.	4.40	0.39	4.26	0.24
12. Parents provide their children with sufficient support for their study.	4.04	0.47	3.74	0.37

Note: 1: Strongly disagree, 2: Disagree, 3: Hard to tell, 4: Agree, 5: Strongly agree

### 12.2.3 Comparison among REDIP Kecamatan

This section conducts an inter-kecamatan comparison and analysis of all REDIP kecamatan. Control group kecamatan are included in the analysis to provide some reference. One note is necessary. Some kecamatan, both REDIP and control group, have only one, two or three junior high schools in them. As a unit of analysis, those kecamatan may be too small in size but nonetheless are used here as they are. Consequently, individual variations can be amplified in both ways for those small kecamatan. Caution should be used to interpret the results of the following inter-kecamatan comparison. Lists of REDIP kecamatan and control group kecamatan are shown in Table 1-18.

Table 12-18: REDIP Kecamatan and Control Group Kecamatan

#### REDIP Kecamatan

Brebes			Pekalongan			Minahasa			Bitung		
ID	Name	#	ID	Name	#	ID	Name	#	ID	Name	#
1	Brebes	13	11	Tirto	3	20	Likupang	18	32	Bitung Utara	9
2	Wanasari	11	12	Wiradesa	5	21	Wori	6	33	Bitung Tengah	8
3	Bulakamba	10	13	Sragi	6	22	Tondano Barat	5	34	Bitung Timur	5
4	Tanjung	5	14	Kedungwuni	12	23	Kombi	6	35	Bitung Selatan	4
5	Losari	8	15	Wonopringgo	5	24	Tompaso	5			
6	Jatibarang	7	16	Karanganyar	4	25	Tareran	11			
7	Larangan	10	17	Bojong	5	26	Tumpa	6			
8	Ketanggungan	10	18	Kajen	6	27	Tombatu	10			
9	Kersana	5	19	Kesesi	7	28	Tenga	10			
10	Banjarharjo	10				29	Motoling	11			
						30	Tondano Timur	5			
						31	Ranoyapo	4			

Note: # indicates the number of junior high schools.

### Control Group Kecamatan

Brebes			Pekalongan			Bolaangmongondow		
ID	Name	#	ID	Name	#	ID	Name	#
51	Songgom	4	58	Kandangserang	1	67	Modayag	4
52	Salem	3	59	Paninggaran	1			
53	Paguyangan	6	60	Lebak Barang	1			
54	Bumiayu	10	61	Talun	2			
55	Bantarkawung	4	62	Doro	2			
56	Tonjong	6	63	Buaran	5			
57	Sirampog	8	64	Karang Dadap	2			
			65	Siwalan	2			
			66	Wonokerto	4			

Note: # indicates the number of junior high schools.

### School management

For comparison, average score of ten questions about school management (for principals) or 11 questions (for teachers) is calculated for a given kecamatan and used as the indicator. Results are shown in two graphs (principals and teachers) where light-color bars indicate "Before REDIP2" scores and dark-color bars "Change" scores. The total height of a bar therefore equals the kecamatan's "Now (After REDIP2)" score.

Figures 12-5 and 12-6 below depict the impact on principals' view on school management and on teachers' view, respectively.

With principals, significant inter-kecamatan variations are detected with "before" scores. However, the "now" scores vary far less, indicating that REDIP2 has not only improved but equalized principals' perception at a high level (4.0 ~ 4.5).

Teachers' view shows a different pattern. Inter-kecamatan variations in "before" scores are not so significant as principals' but "now" scores do vary. They are markedly higher in Minahasa and Bitung. Teachers in North Sulawesi see a larger impact on school management than the Central Java counterpart.

### Collaboration with other schools

Question 19-1 (*I collaborate with principals of other schools*) is used to make a comparison of principals' views. Figure 12-7 shows a fairly diverse picture of this aspect. There are high-starters with significant improvement (e.g., Tondano Barat [22], Tombatu [27] and Bitung Selatan [35]), high-starters with modest improvement (e.g., Kombi [23]), low-starters with significant improvement (e.g., Tirta [11] and Tompaso [24]), and low-starters with modest improvement (e.g., Bitung Timur [34]). Despite the diversity, the "now" score exceeds 4.0 in most kecamatan, implying that REDIP2 has very effectively activated principals' interaction throughout the pilot kecamatan.

For teachers' view, Question 19-1 (*I collaborate with teachers of other schools*) is analyzed. As is shown in Figure 12-8, collaboration among teachers is less frequent than principals and improvement is relatively modest. However, a notable difference exists between North Sulawesi and Central Java: Improvement is consistently greater in Minahasa and Bitung. With this respect, too, teachers in North Sulawesi acknowledge a greater impact of REDIP2.

### **Communication with community**

Principals' view on interaction with community shows a pattern similar to that of collaboration with other schools (Figure 12-9). Considerable variations are seen both in "before" and "now" scores. One thing to be noted is significantly large improvement observed in several kecamatan. In Tirto [11] the score jumped from 3.0 to above 4.67. Similarly in Wori [21] the score increased from 2.33 to 4.0. Comparing these kecamatan to control group kecamatan, we can readily see how unusual such substantial increases are.

Teachers' view is derived from an average of three questions related to the topic: 20 "*I or my school collaborate with community (organizations)*"; 21 "*Parents participate in school activities or events*"; and 22 "*Parents act as volunteer in my school.*" Figure 12-10 shows the results that quite resemble Figure 12-8, with markedly higher scores for North Sulawesi kecamatan.

### **Principals' view on school problems**

Kecamatan average of the same set of items (listed in Table 12-9 above) is shown in Figure 12-11. In Figure 12-11, unlike in other figures, light-color bars indicate "now" scores and dark-color bars "change." The total height is equal to the "before" score. A shorter bar means a better school situation. According to the data, answers to these questions vary significantly among schools and among kecamatan. In some kecamatan, situation improved little (Wanasari [2], Bojong [17] and Tareran [25]) while in others improvement was significant (Wonopringgo [15], Likupang [21], Wori [20] and Tenga [28]). The lowest "now" scores are with Kombi [23], Tareran [25] and Tondano Timur [30]).

### **Satisfaction and motivation**

Figures 12-12 and 12-13 indicate kecamatan averages of principals' answers to 13 questions (as listed in Table 12-10 above) and teachers' answers to 12 questions (Table 12-16). It can be noted that principals' perception varies among kecamatan but solid improvement is invariably achieved. With teachers, variations almost disappear while, once again, Minahasa and Bitung see larger improvement.

### **Summary**

As was repeatedly seen, kecamatan in Minahasa experienced relatively larger changes in various indicators. Kecamatan in Bitung followed them. By contrast, kecamatan in Brebes recorded smaller changes, though they are still significant in relation to control group kecamatan or schools. As a consequent of large improvements, current levels of many indicators are also higher in Minahasa and Bitung.

Assessing the overall impact using the survey data, following eight kecamatan may be identified as the "best" performing kecamatan under REDIP2:

Pekalongan	Tirto [11]
Minahasa	Likupang [20], Wori [21], Tumpaan [26], Tenga [28]
Bitung	Bitung Utara [32], Bitung Tengah [33], Bitung Selatan [35]

### 12.2.4 Relationship between Funds and Impact

What brought about the impact identified and analyzed above? Among a number of possible causes, funds are the most obvious one. Following is a very preliminary analysis of how funds effectuated such changes.

Based on the proposals by schools and TPKs, uses of REDIP funds are categorized into 13 items:

- Item 0 General administration
- Item 1 Procurement 1 (textbooks, dictionaries, learning materials, library books, etc.)
- Item 2 Procurement 2 (sports goods, musical instruments, audio equipment, sewing machines, etc.)
- Item 3 Procurement 3 (school furniture)
- Item 4 Rehabilitation
- Item 5 Extra classes, subject contest, etc.
- Item 6 Sports meetings, art festivals, school excursions, campings, religious meetings, etc.)
- Item 7 Seminar, school promotion, socialization campaign, etc.
- Item 8 Open school, home visit
- Item 9 Publication of newsletter, school newspaper
- Item 10 Fund raising activities
- Item 11 Scholarships
- Item 12 Training for teachers, administrative staff, students, etc.

Those items can be further grouped into two categories: items 0 to 4 as “physical activities” and items 5 to 12 as “non-physical activities.” Using the data from the first year of REDIP2, expenditure by the eight kecamatan cited above is summarized in Table 12-19.

**Table 12-19: Expenditure by Item for the Eight Selected Kecamatan (REDIP2 First Year)**

	Item								Physical (Items 0-4)	Non-physical (Items 5-12)
	0	1	2	3	4	5	6	7-12		
Tirto	7	23	22	0	16	0	8	24	68	32
Likupang	15	19	1	2	26	18	2	18	62	38
Wori	8	18	1	12	15	29	0	16	55	45
Tumpaan	13	23	13	7	18	14	3	8	75	25
Tenga	16	28	8	2	10	16	16	4	64	36
Bitung Utara	6	50	16	3	17	3	5	0	92	8
Bitung Tengah	6	41	16	12	11	11	2	1	86	14
Bitung Selatan	6	47	12	2	11	11	9	2	78	22
All Kecamatan	8	18	14	9	25	9	5	11	75	25

Note: For each kecamatan, top three items are shown shaded.

One hypothesis is that impact on those indicators as analyzed above is positively correlated with expenditure on “non-physical” items. Table 12-19 hints the possibility of this hypothesis with five kecamatan spending more than 25% (all kecamatan average) on “non-physical” purposes. However, in view of other kecamatan which spent a similarly large portion on “non-physical” items to achieve limited improvements, this hypothesis needs a careful scrutiny to be verified.

Another possible hypothesis is that impact is more correlated with how money was spent than how much money was spent on what purposes. A proxy to how money was spent can be quality of leadership at schools and TPKs. Admittedly, this aspect is hard to quantify and common practice is to avoid such a hypothesis altogether. Nonetheless, countless observations at schools and TPKs during the past two years strongly suggest the validity of this hypothesis. Money is necessary to initiate change. But it does not necessarily guarantee the change. The question is how the money should be spent. If we were to analyze the real relationship between money and impact, we need to include leadership in the analysis as a key input along the funds.

### 12.2.5 Conclusion

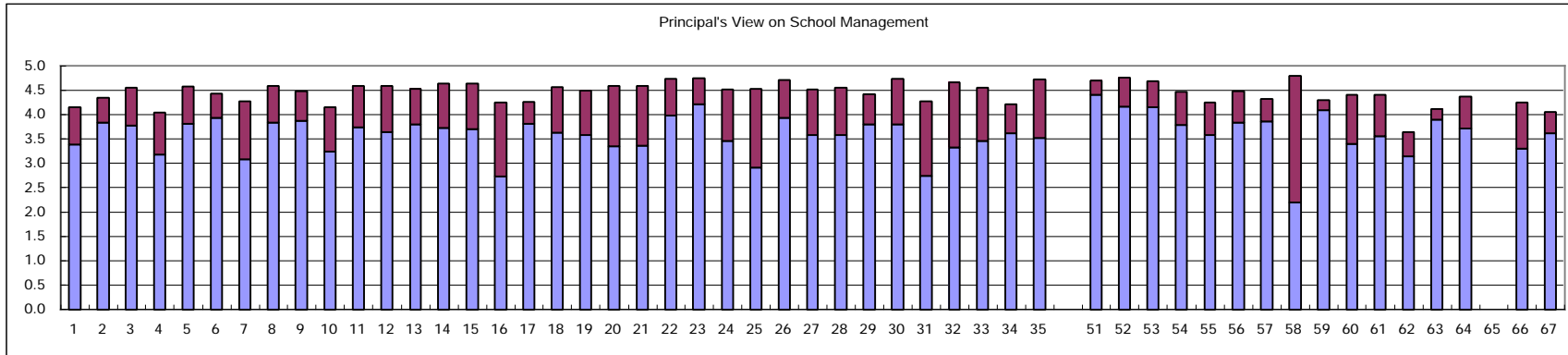
From the above analysis, we can safely conclude that REDIP has had positive and solid impact on people concerned with education in the pilot sites. As was seen, the impact is wide-spread and far-reaching, not limited to a single aspect or two of education. In summarizing the findings, we may point out three characteristics of REDIP impact:

First, REDIP's impact is felt on a variety of people. Not only principals and teachers but parents, community members and government officials as well have changed some way or other through REDIP activities. Students, the ultimate beneficiaries of REDIP, are not exceptions; their performances are improving, too.

Second, REDIP's impact is comprehensive. REDIP is not a single-purpose program which aims only at a very specific target. Rather REDIP provides a highly flexible framework in which anything can be pursued as long as it follows the guidelines set in advance. Its activities differ from school to school, from TPK to TPK, directly reflecting people's immediate needs and aspirations. As a natural result, their impact becomes comprehensive and goes deep.

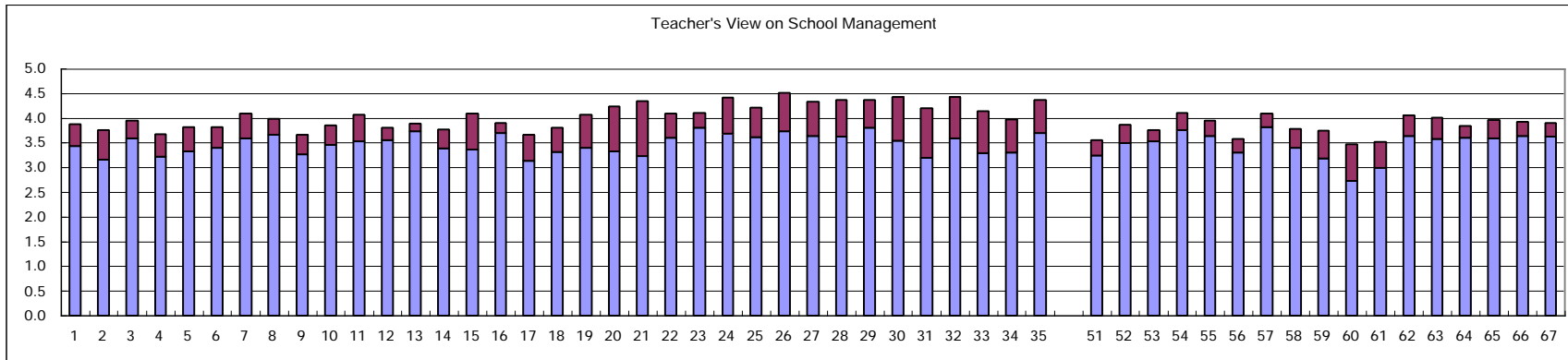
Third, REDIP's impact is reaching the ultimate goal, quality of education. Although REDIP does not oblige people to take explicit actions for quality improvement, participants spontaneously strove to achieve that. A case in point is teachers who joined kecamatan-based MGMP created under REDIP. Motivated and empowered by new MGMP, many of them enthusiastically began improving their teaching skills, creating new teaching materials and aids, and, most importantly, putting new skills and knowledge into practice. Such innovations in the classroom are immediately noticed and welcomed by students. This anecdote amply bears out one dictum: quality improvement should start from "within" teachers, not from the top down or from the outside in. The survey results analyzed above reveal that such a real quality improvement is silently taking place in almost every school under REDIP2.

REDIP2 has given means and opportunities for teachers and principals to sharpen their commitment and draw more satisfaction from their noble profession. It has broken the psychological barrier between school and community, getting local stakeholders closer and inviting them to cooperate. The survey results and their analysis have shown that REDIP's positive effects have just begun emerging.



Note: Average score of 10 questions in C-1: School Management  
"Before REDIP2" (light bar) + "Change" (dark bar) = "After REDIP2"

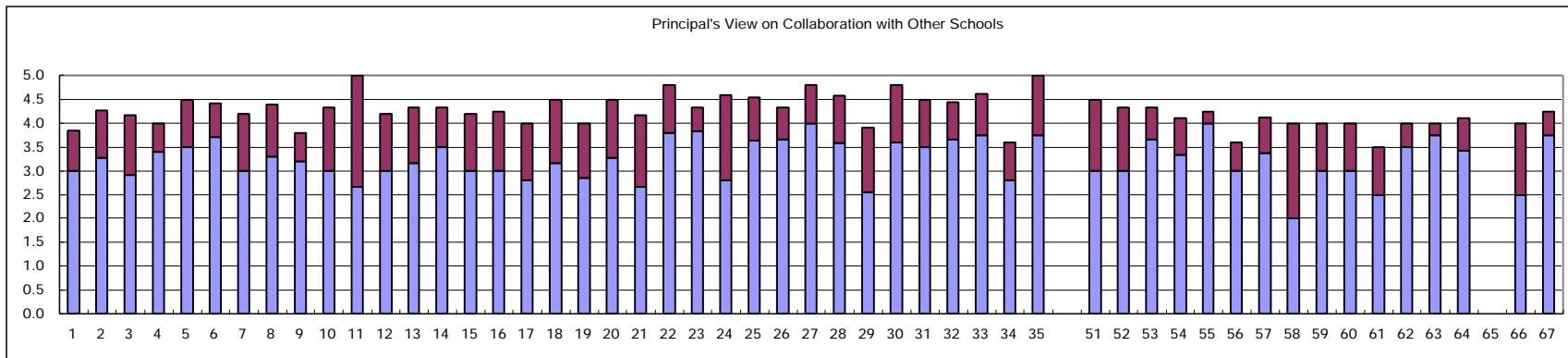
Figure 12-5: Principal's View on School Management



Note: Average score of 11 questions in D-1: School Management  
"Before REDIP2" (light bar) + "Change" (dark bar) = "After REDIP2"

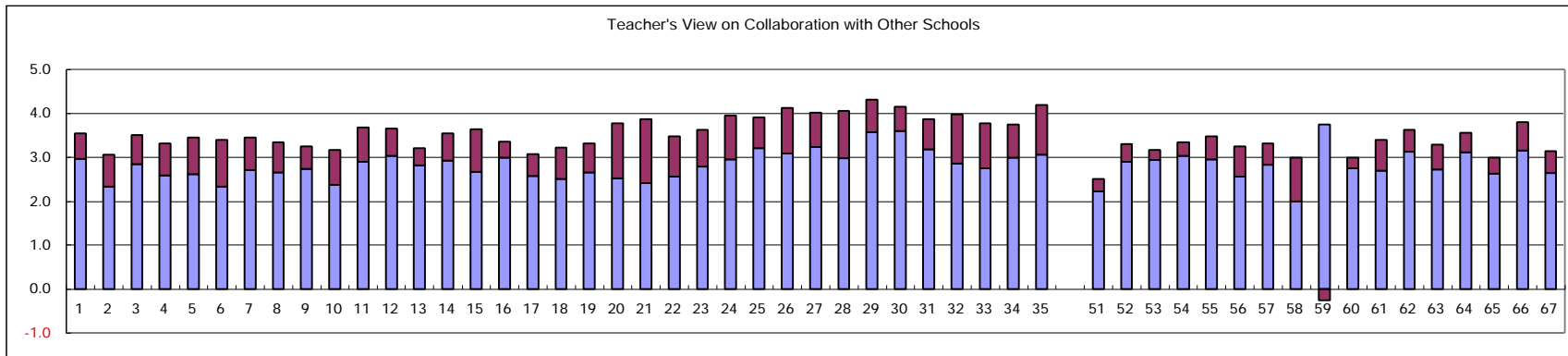
Figure 12-6: Teacher's View on School Management





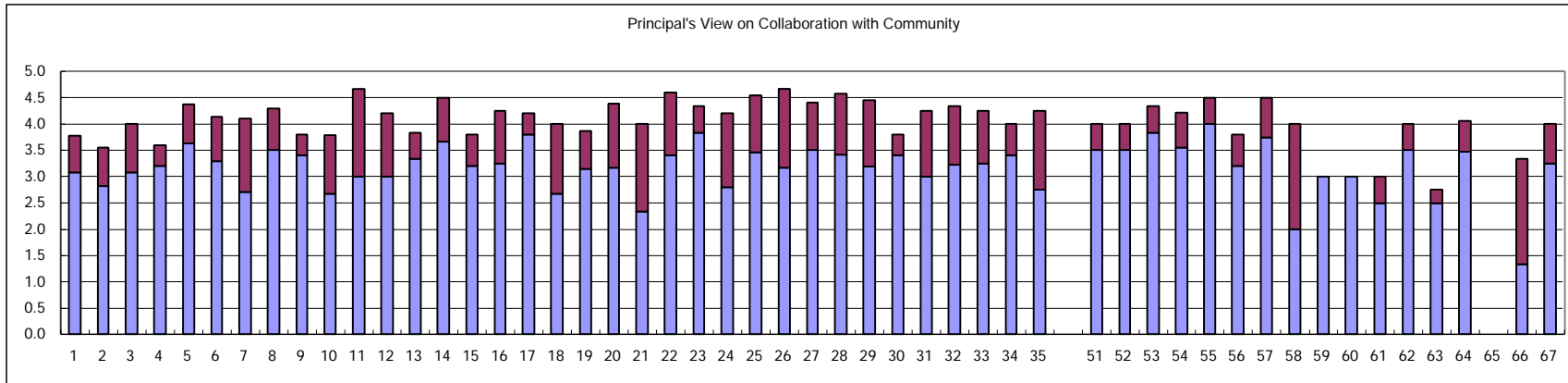
Note: Question 19-1. "Before REDIP2" (light bar) + "Change" (dark bar) = "After REDIP2"

Figure 12-7: Principal's View on Collaboration with Other Schools



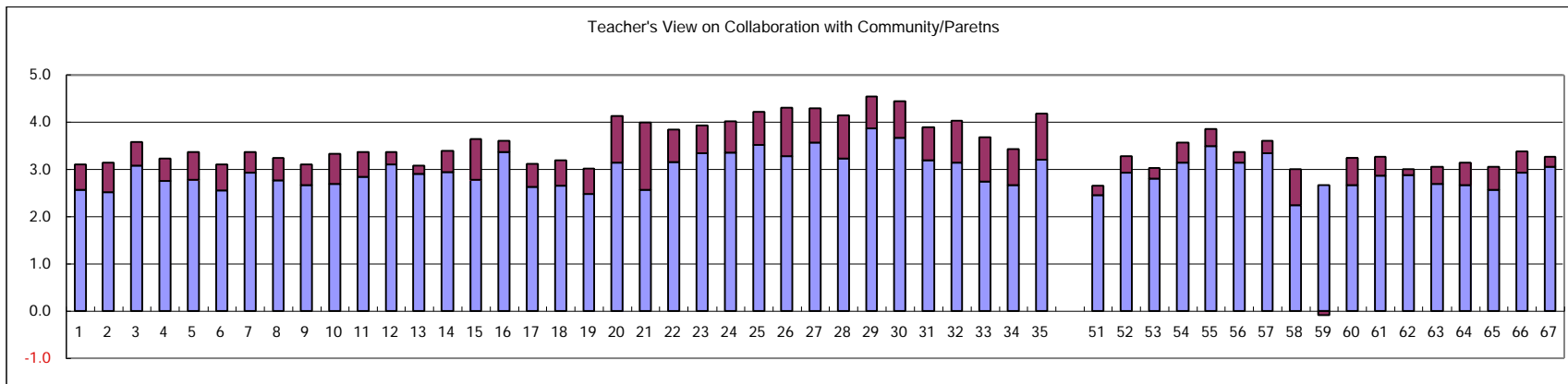
Note: Question 19-1. "Before REDIP2" (light bar) + "Change" (dark bar) = "After REDIP2"

Figure 12-8: Teacher's View on Collaboration with Other Schools



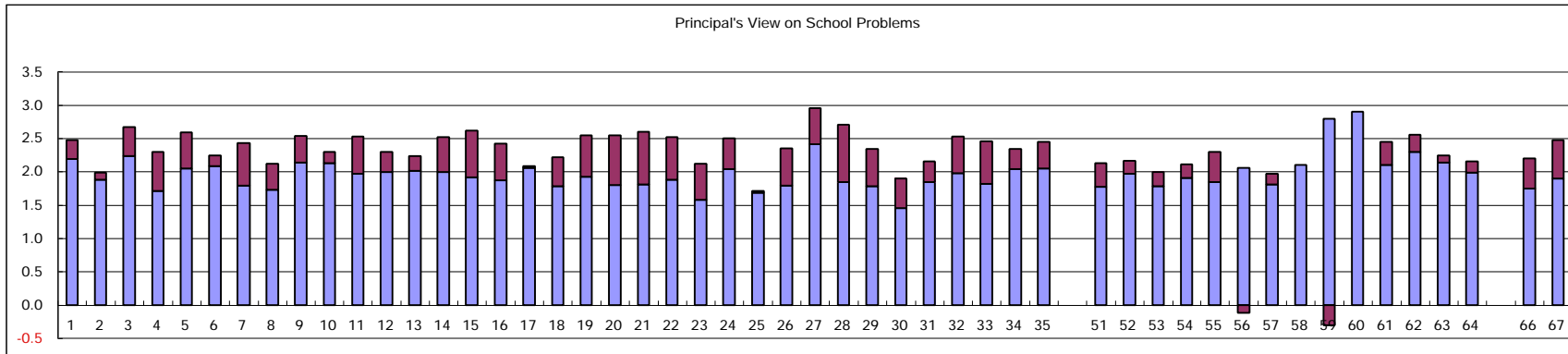
Note: Question 20. "Before REDIP2" (light bar) + "Change" (dark bar) = "After REDIP2"

Figure 12-9: Principal's View on Collaboration with Community



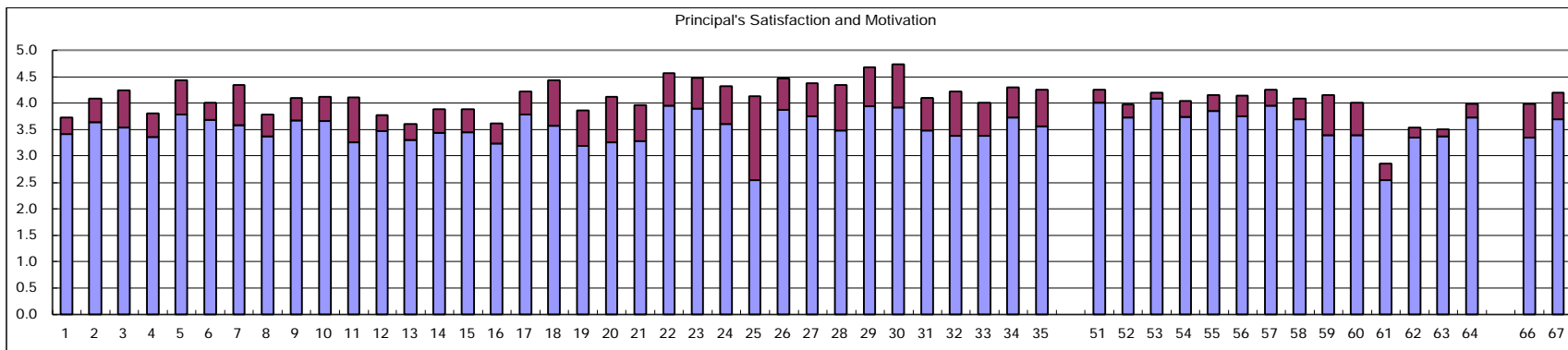
Note: Average score of 3 questions in D-2 (20-22). "Before REDIP2" (light bar) + "Change" (dark bar) = "After REDIP2"

Figure 12-10: Teacher's View on Collaboration with Community and Parents



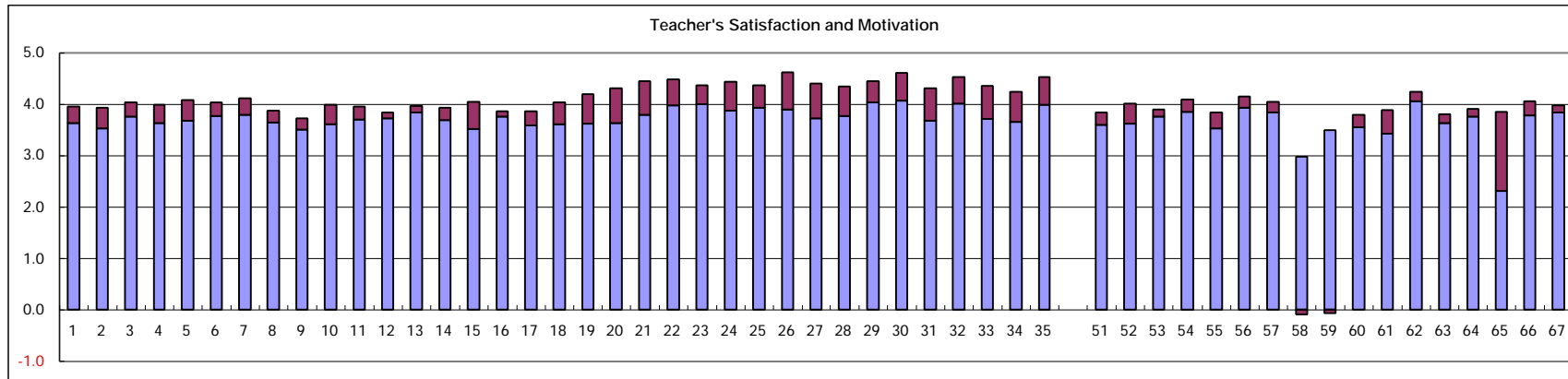
Note: Average score of 10 questions in C-3: School Problem.  
 "Before REDIP2" (dark and light bars) - "Change" (dark bar) = "After REDIP2" (light bar)

Figure 12-11: Principal's View on School Problems



Note: Average score of 13 questions in D.  
 "Before REDIP2" (light bar) + "Change" (dark bar) = "After REDIP2"

Figure 12-12: Principal's Satisfaction and Motivation



Note: Average score of 12 questions in E.  
 "Before REDIP2" (light bar) + "Change" (dark bar) = "After REDIP2"

Figure 12-13: Teacher's Satisfaction and Motivation

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## CHAPTER 13 EDUCATIONAL FINANCE AND REDIP LOCALIZATION

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Since REDIP2 started in 2002, it has been trying to empower community participation through sub-districts (kecamatan) and to enhance capacity of school management for improvement of quantity and quality of education. It has also been attempting to rectify quantitative and qualitative regional imbalance of junior secondary education. With such intentions, the JICA study team considers that initiatives of local governments and local education administrations is indispensable. As such, REDIP2 has supported local governments to play active roles in REDIP2, and expected that they would eventually take over REDIP2 administratively as well as financially.

With such considerations, the JICA study team established the Provincial Implementation Teams (PITs) and the District/City (Kabupaten/Kota) Implementation Teams (KITs) from the beginning of REDIP2. REDIP2 has provided various training opportunities for the personnel nominated as KIT members, and has assign them some important roles; speakers at education campaign meetings, reviewers of TPK and school proposals, monitoring pilot project activities, examiners of TPK and school financial reports, and so on. The JICA study team has also approached not only on district government education departments (Kabupaten/Kota Dinas P&K), but also district heads/city mayors and district/city assembly (DPRD) members to enhance their commitments to education development. REDIP2 also invites district heads/mayors and DPRD members to pilot project sites and explained how bottom-up education development is workable in REDIP2.

All the kabupaten/kota governments and Dinas P&K of REDIP2 sites have started to support REDIP2 both administratively and financially (by assigning KIP personnel and budget operational cost), because REDIP2 has demonstrated a new model of education development with brisk community participation. Furthermore, three Kabupaten (Brebes, Pekalongan and South Minahasa) found REDIP2 is very effective, and have decided to continue and expand REDIP2 activities to non-REDIP2 sub-district (kecamatan). This expansion will be financed by kabupaten budget (APBD).

Since 2003, Kabupaten Brebes and Pekalongan have not only increased the government budgets for the education sector but also adapted the REDIP model for their own education development. Kota Bitung also reacted profoundly since the beginning of REDIP2 by providing a counterpart budget for TPKs and schools.

In 2004, Kabupaten Minahasa and South Minahasa too have allocated budget for education development applying REDIP2 technique. It is noteworthy that Kabupaten South Minahasa, which was split from Kabupaten Minahasa and just established in 2003, also plans to implement REDIP model.

The followings are some outlines of these kabupaten government financial changes, initiatives, adopting REDIP techniques.

### 13.1 Kabupaten/Kota Educational Finance

This section particularly illustrates following matters.

(a) Kabupaten/Kota Education Budget after Decentralization,

- (b) Latest education budget in REDIP Kabupaten/Kota, and
- (c) Achievement and Issues

### 13.1.1 Kabupaten/Kota Education Budgeting after Decentralization

As described in Section 2.2.2, education finance was decentralized to district (kabupaten/kota) level after decentralization. Through REDIP experiences, followings are noteworthy findings regarding REDIP2 covering kabupaten/kota education budgeting after decentralization:

- In general, securing education budget became more difficult for Kabupaten/Kota Dinas P&K after decentralization. Before decentralization, earmarked education budget was transferred from the central government to schools. There were fewer chances for a local assembly to intervene education budget.
- Kabupaten/kota education budget depends on ethics and commitment of *bupati/walikota* and DPRD (district assembly) members. Some positive changes include;
  - ✧ Kabupaten/Kota Dinas P&K needs to be more active to understand and reflect needs for budget preparation. If the head of Dinas P&K is capable enough to convince members of DPRD, education financing would be easier and better organized.
  - ✧ Members of DPRD, especially *Commission E (or Commission D)* more actively involve in budget preparation both formally and informally.
  - ✧ It is generally agreed by *bupati/walikota* that education sector is one of prioritized area in their policy.
- There are also some negative perceptions. These include;
  - ✧ In the beginning of Decentralization, most of Kabupaten/Kota Dinas P&K did not understand and recognize their duties and responsibilities. Because of this, for example, Kabupaten Minahasa Dinas P&K at that time failed to propose school routine budget for Year 2002.
  - ✧ *Bupati/walikota* put education as the prioritized sector in their policy, however, the emphasis rather tends to securing teacher's salary part. As a result, the non-salary part like routine budget can be easily cut down.
  - ✧ Dinas P&K faces discontinuance of its education policy due to frequent changes of personnel. Such problem is typically caused by (a) changes of the ruling party at DPRD, and (b) separations and mergers of kabupaten/kota and kecamatan.<sup>1</sup>
  - ✧ Trace ability of educational information is weakening after reorganization of regional education offices. Primal responsibility of junior secondary

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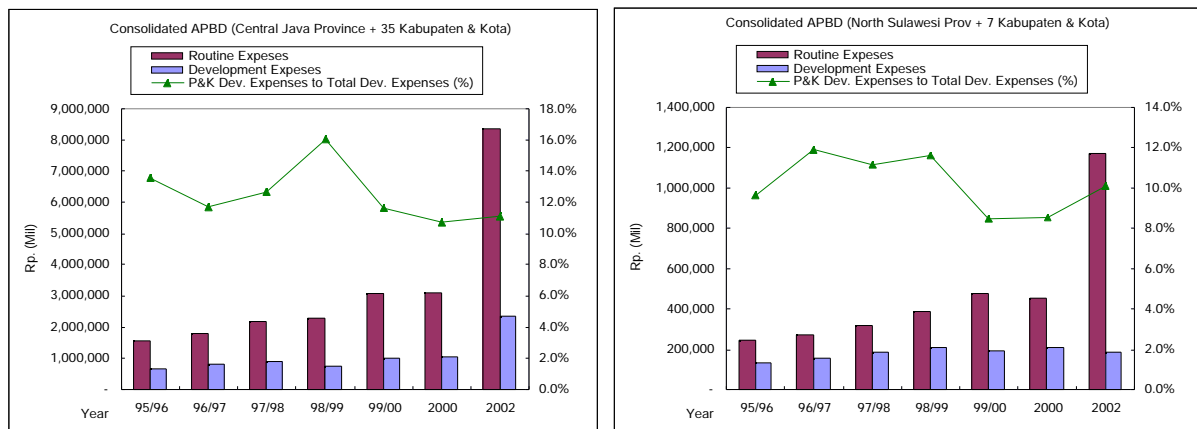
<sup>1</sup> For example, Gorontalo Province was separated from North Sulawesi Province in 2001. Kabupaten Minahasa has been divided into 4 Kabupaten/Kota during REDIP2 implementation.

education was decentralized from Provincial office (Kanwil) to Dinas P&K Kabupaten/Kota office, while documents and records have not been relocated accordingly. Due to this, it is very difficult to trace education information (e.g., NER and GER) back to pre-decentralization period (e.g., before 1999) at Kabupaten/Kota P&K office.<sup>2</sup>

### 13.1.2 Medium Term Review: Kabupaten/Kota Education Budget after Decentralization

APBD (district/city budget) data provided by MOF (2003) in two targeted provinces (Central Java and North Sulawesi)<sup>3</sup> was reviewed and outlined. Following (a) – (f) are key findings from this review.

- (a) Overall size of APBD continued to grow through the 1990s up to 2002 despite the financial crisis triggered in 1997, and decentralization in 2001.
- (b) There is no significant trend found in share of education and culture sector in development budget



Note: Calculation made based on MOF (2003). Figures used for North Sulawesi 2002 do not include Province Gorontalo, which was separated from the province in 2001. North Sulawesi figures before 2001 include those for Kab Gorontalo and Kab Boalemo.

Figure 13-1: Public Expenses in Central Java and North Sulawesi 1995/96 - 2002

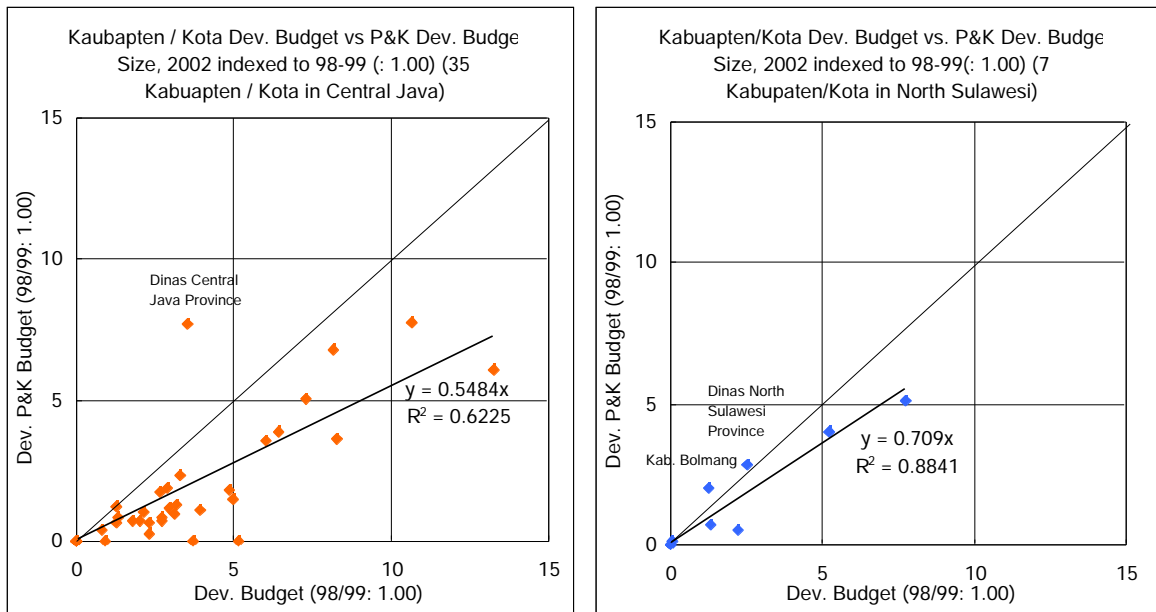
- (c) There are gaps among Kabupaten regarding growth pattern of development budget and development budget for education.
- (d) No Kabupaten/Kota except Kabupaten Bolaang Mongondow in North Sulawesi has recorded higher growth rate of development budget for education than that of development budget as a whole (No kabupaten located above the 45 degree line means in Figure 13-2)
- (e) The growth rate of provincial development budget for education is higher than that of development budget (both provinces are located above the 45-degree line in Figure 13-2).
- (f) Kabupaten and kota in North Sulawesi generally have higher growth of education development budget than that of Central Java (on average, education

<sup>2</sup> According to some Dinas P&K officers, there is no section responsible for information storage under new Dinas P&K Kabupaten/Kota office.

<sup>3</sup> International loan and grant are excluded from APBD.



development budget increased at 70% of whole development budget in North Sulawesi and 60% in Central Java).



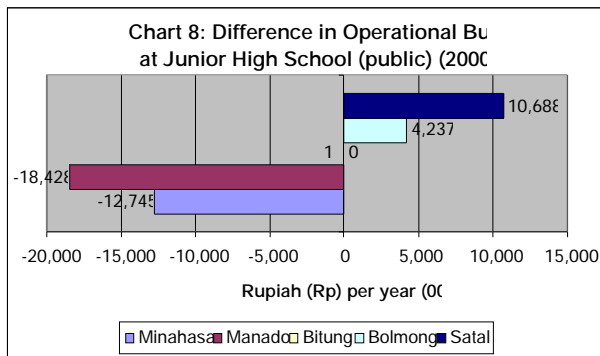
Note: Source from MOF (2003). Figures used for North Sulawesi 2002 do not include Gorontalo Province, which was separated from the province in 2001. North Sulawesi figures before 2001 include those for Kab Gorontalo and Kab Boalemo.

Figure 13-2: Growth Rates of Total Development Budget and Education Development Budget in Central Java and North Sulawesi (98/99=1)

- (g) In north Sulawesi, there is a widening gap observed in education budget level among 4 Kabupaten/Kota. Schools in some Kabupaten receive much more while the others receive much less (Figure 13-3)<sup>4</sup>
- (h) Much of school has increased various fees<sup>5</sup> paid by parents/families. In North Sulawesi, during 2000 – 2002, more than 40% of sampled junior secondary schools raised fees by Rp. 8,500 – 10,000/month (Figure 13-4), while average parents' contribution per month in 1999 is Rp6,000 – 7,000/month in REDIP1-covered schools in North Sulawesi.

<sup>4</sup> Source: Ishizawa (2003)

<sup>5</sup> It used to be called as *BP3 fee* in Indonesian. Although school fee is free by law, parents still need to pay for school related expenses, child school uniform, textbooks, etc.



Source: Ishizawa (2003)

Figure 13-3: Non-salary Routine Budget per School: Sampled School Survey in North Sulawesi

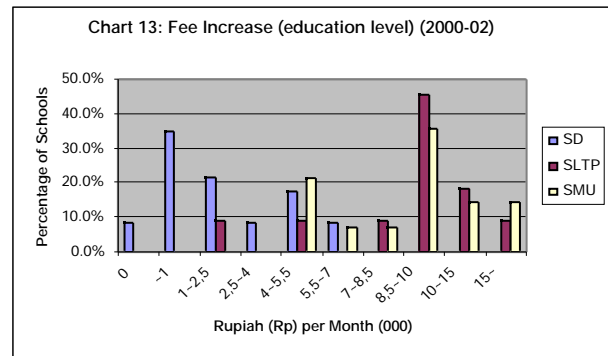


Figure 13-4: Fee Increase per Month: Sampled School Survey in North Sulawesi

### 13.1.3 School Perception

When asked about changes in school finance after decentralization, responses of school teachers vary between SLTP and MTs, and public and private. Some school principles and teachers comment:

- 1) No significant changes for MTs because MORA has not yet decentralized. (Principal of MTs)
- 2) No changes in terms of assistance from MORA, but after decentralization, Kabupaten Dinas P&K provided funds to MTs, so the situation of MTs becomes much better after decentralization. (Principal of MTs)
- 3) After decentralization, schools can plan according to their needs. This is good. (Principal of SLTP)
- 4) Before decentralization, principals only discussed with MONE Kandep, but after decentralization, principals has to discuss with many stakeholders such as kabupaten government (Pemda), Kabupaten Dinas P&K, and communities, because the financial sources for schools are diversified, although the total funds received by school are now smaller. (Principal of public SLTP)

### 13.1.4 Latest Education Budget in REDIP Kabupaten/Kota

Following sections describe the latest educational budget situation in kabupaten/kota targeted in REDIP2 although budget information is differed in each kabupaten/kota.

#### (1) Kabupaten Brebes

As shown in Table 13-1, education budget of Kabupaten Brebes has been constantly increasing since 2001. Particularly, the increment from 2002 to 2003 was very large, 23.6%. It is also worth mentioning that the increment from 2003 to 2004 was 13.9% although the entire government budget became smaller than last year because of sluggish economic activates, according to Kabupaten officials. These facts convince that Brebes government and DPRD both committed to education not only vocally but also financially. Share of teacher salary in education sector budget has been

maintained at approximately 90%, while share of development expenditure to total developmental expenditure has been increased.

**Table 13-1: Kabupaten Brebes Education Budget and Component Ratio**  
(Rp ,000)

Items of Expenditure	Budget Year			
	2001	2002	2003	2004
<b>Total P&amp;K Budget</b>	161,546,473	173,612,706	214,640,287	244,722,662
Salaries for Teachers and Dinas P&K Officials	145,854,655	154,725,098	184,611,929	210,485,155
Non salaries				
Administration Expenditure	5,217,108	5,148,608	7,255,041	9,382,007
Development Expenditure	10,474,710	13,739,000	22,773,317	24,855,500
Ratio of teacher's salary to the total	90.3%	89.1%	86.0%	89.8%
Ratio of development exp. to the total	6.5%	7.9%	10.6%	10.2%

Source: Kabupaten Brebes Dinas P&K

Table 13-2 below illustrates another perspective in looking at Brebes government budget for 2004. In 2004, education sector budget accounts for 54.2% of the entire government budget. Most of the education budget (86%) goes to salary. Non-salary part of the education sector is Rp. 34 billion, which accounts for 7.5% of total Government Budget (Rp. 450 billion)<sup>6</sup>.

**Table 13-2: Brebes Government Budget and Education Sector in 2004 (Rp billion)**

	Total Government Budget	Education Sector Budget	Education Sector Share to Total
Non-Salary Part	110 (24.4%)	34 (13.9%)	39.0%
Salary Part	340 (75.6%)	210 (86.1%)	59.1%
Total	450 (100%)	244 (100%)	54.2%

## (2) Kabupaten Pekalongan

Government of Kabupaten Pekalongan has been increasing educational budget since the decentralization. In 2004, it approved to allocate Rp. 145 billion to education, and Rp. 121 billion has been realized at the time of report preparation (as of November 2004). Approved amount for year 2004 was increased by 40% from realized amount of year 2003.

<sup>6</sup> According to Article 49 of Education Law No. 20/2003, the government should provide a minimum allocation of 20% for education (excluding salary) from its budget. This "20%" is a target to be achieved in medium term, according to addendum. In any case, it would be reasonable to state that "20%" is too high for development budget of any sub-sector to accounts for of whole state budget (that includes both routine and development budget).

Table 13-3: Kab. Pekalongan Education Budget and Component Ratio (Rp. ,000)

Budget Year	Budget	Notes
2001	93,541,806	
2002	104,834,186	Non-routine budget: 1,237,022
2003	104,724,898	
2004 (approved)	145,949,567	Routine budget (including salaries): Rp 121,631,320 (83.3%) Development budget: Rp 24,318,255 (16.7%)
2004 (realized as of Nov 2004)	121,208,727	Routine budget (including salaries): Rp 118,705,727 (97.6%) Development budget: Rp 2,003,000 (2.4%)

The ratio of development budget to the total education budget in 2004 is 16.7% (approved amount). The development budget for education amounts to 1.6% of total governmental budget (Rp. 315,376,041,000) on the basis of approved amount. When new personnel was assigned as a head of Dinas P&K in 2002, the education budget have started increasing quickly. He used to be a head of Bapeda, and his experience and personal relationships with Bupati, Wakil Bupati and the assembly were fully applied for increase in education budget.

### (3) Kabupaten Minahasa

Kabupaten Minahasa, especially after the decentralization and its separation, has become a typical example of kabupaten government that ignores education development. For example, the government failed to allocate non-salary education budget at all in 2002. This was mainly due to that Dinas P&K Kabuapten staff considered that it was responsibility of Provincial Dinas P&K, and nobody realized that it fall under Kabupaten responsibility. Also head of finance section was new personnel just assigned from school principal and did not know well about decentralized education administration at Kabuapten. Later in same year, the government maneuvered to allocate Rp 1 million each to state junior secondary schools from the government supplemental budget.

Regarding Table 13-4, followings are noteworthy for the period of 2001-2003. First, the total government budget has been increasing steadily (11% increase in 2002 and 32% in 2003). This is primarily because of the increment of salary. The salary part accounts for 78.6% of the total budget in 2003, it increased by 23% from the previous year. Second the ratio of the education budget to the total government budget is very limited below 1% during 2001-2003 (e.g. compared to 7.5% in Brebes), which indicates general ignorance to education among key decision makers.

Table 13-4: Education Sector and Government Budgets in Kabupaten Minahasa

Budget items	2001	2002	2003	2004
a) Education Sector* (Non-salary part)	2,817,400,000	273,000,000	2,058,000,000	4,687,090,002
<i>Ratio of a) to b)</i>	4.2%	N.A.-	4.3%	N.A.
<i>Ratio of a) to c)</i>	0.9%	0.08%	0.5%	N.A.
b) All Sectors (Non- salary part)	66,439,637,663	0	48,204,525,564	N.A.
<i>Ratio of b) to c)</i>	21.7%	0%	10.7%	N.A.
c) Government Budget (Salary and other parts included)	305,604,072,299	342,174,429,850	451,812,591,891	N.A.

\*: This sector includes not only education but also 'Culture', 'Faith', 'Youth Affairs' and 'Sports'

Education budget of Kabupaten Minahasa (approved) for year 2004 is shown in Table 13-5 below. Consistent information was not made available for the REDIP2 study team to track annual education budget in Kabupaten Minahasa due to its gradual separation into 4 Kabupaten/Kota during 2002-2004. Yet, followings are noteworthy positive findings;

- (a) Budget allocation to non-salary part has been doubled every year since 2002 up to 2004, and
- (b) This non-salary budget covers not only state school but also private schools. Such equal treatment is adoption from REDIP practice, and is not common in Indonesia. Private school in this area is disadvantaged compared to state school.

Table 13-5: 2004 Education Sector Budget in Kabupaten Minahasa

Items	Amounts	Notes
Total Education Sector Budget	Rp 7,038,921,477	
1. Salary part	Rp 2,351,871,475	33.4% of the total
2. Non salary part	Rp 4,687,050,002 (PR4 通じ)	66.6% of the total 2.8 times bigger than the previous year
2.1 Development part	Rp 3,000,000,000	64% of the non salary part 50 primary schools @ Rp 50,000,000
2.2 Operational cost part	Rp 1,644,000,000	516 primary schools @ Rp 2.15 million 138 junior secondary @ Rp 2.5 million <sup>7</sup> 24 Cabang Dinas @ Rp 7.5 million Kabupaten Dinas @ Rp 9.6 million

#### (4) Kabupaten Minahasa Selatan

Kabupaten Minahasa Selatan was established in late 2003 by the separation of Kabupaten Minahasa. Former Kabupaten Minahasa used to have 30 kecamatan (sub-district). After the separation, it had 24 kecamatan (of which 6 kecamatan covered by REDIP2 with 4 TPK),<sup>7</sup> while Kabupaten Minahasa Selatan had 15 kecamatan (of which 8 kecamatan covered by REDIP2 with 6 TPK).

The government of Kabupaten Minahasa Selatan prepared its very first budget for 2004. Following table 13-6 outlines education sector budget of Kabupaten Minahasa Selatan for 2004, and tentative 2005 budget that are currently discussed by DPRD.

The kabupaten government continuously pays its efforts to increase educational development budget. As mentioned above, Dinas P&K has allocated Rp 1.0 billion for school building rehabilitation. This budget will be administrated with '*Block Grant System*' that borrows ideas from REDIP. In total of 100 schools consisting of elementary, junior secondary and senior secondary schools have selected for proposal-based micro rehabilitation program.

<sup>7</sup> There was further separation in year 2004. Eventually Kabupaten Minahasa was separated into 4 Kabupaten/Kota: Kab. Minahasa (Induk), Kab. Minahasa Selatan, Kab. Minahasa Utara, and Kab. Tomohon.

Table 13-6: Kabupaten South Minahasa's Education Sector Budget (2004)

(Rp. .000)	2004	2005 (tentative)
Total Kabupaten Budget (a)	133,000,000	160,000,000
Of which P&K (b)	79,000,000	89,000,000
Of which Salary (c)	75,000,000	77,000,000
Of which non-salary routine and development (d) Includes • Routine budget part Rp 1.3 billion • School building rehabilitation Rp 1 billion • Scholarships Rp 1 billion	4,000,000	12,000,000
Ratio (b)/(a)	59.4%	55.6%
Ratio (c)/(b)	94.9%	86.5%
Ratio (d)/(b)	5.1%	13.5%
Ratio (d)/(a)	3.0%	7.5%

### (5) Kota Bitung

In 2003, Kota Bitung government provided the biggest amount of budget per school among REDIP2 covering kabupaten. Table 13-7 shows SLTP budget provided by Dinas P&K.

Table 13-7: State SLTP School's Budget Composition in 2003

Schools	Salaries	Materials	Maintenance	Total
SLTP N1	Rp 892,133,938 (92.5%)	Rp 42,250,000 (4.4%)	Rp 30,000,000 (3.1%)	Rp 964,383,938
SLTP N2	Rp 1,165,711,768 (93.7%)	Rp 42,638,000 (3.4%)	Rp 36,100,000 (2.9%)	Rp 1,244,449,768
SLTP N3	Rp 710,818,876 (91.5%)	Rp 12,100,000 (1.6%)	Rp 25,000,000 (3.2%)	Rp 776,718,876
SLTP N4	Rp 556,369,792 (88.8%)	Rp 9,600,000 (1.5%)	Rp 20,000,000 (3.2%)	Rp 626,369,792
SLTP N5	Rp 365,627,568 (86.2%)	Rp 12,400,000 (2.9%)	Rp 20,000,000 (4.7%)	Rp 423,947,568
SLTP N6	Rp 588,169,129 (91.6%)	Rp 23,950,000 (3.7%)	Rp 21,000,000 (3.3%)	Rp 642,119,129
SLTP N7	Rp 581,019,792 (90.4%)	Rp 24,350,000 (3.8%)	Rp 21,000,000 (3.3%)	Rp 642,369,129
SLTP N8	Rp 298,866,614 (90.0%)	Rp 13,480,000 (4.1%)	Rp 17,750,000 (5.3%)	Rp 332,096,614
SLTP N9	Rp 206,919,236 (83.3%)	Rp 15,900,000 (6.4%)	Rp 16,500,000 (6.65)	Rp 248,319,236
SLTP N10	Rp 176,742,944 (84.7%)	Rp 8,000,000 (8.1%)	Rp 15,000,000 (7.2%)	Rp 208,742,944

Bitung provided operational fund for private schools, similar to Kabupaten Minahasa. Also, Dinas P&K introduced "incentive" for teachers, which is in fact additional "salary" provided to them to raise their motivation. Senior and junior teachers receive Rp 300,000 and Rp.200,000 additionally per month.

Table 13-8: Kabupaten Kota Bitung Education Sector Budget

(Rp. ,000)	2000	2001	2002	2003	2004
Total Kabupaten Budget (a)					145,659,502
Of which P&K (b)	95,316,011	24,984,575	44,495,000	35,796,450	35,398,112
Of which Salary (c)	94,204,011	23,793,575	39,716,000	30,296,450	22,645,502
Of which non-salary routine and development (d)	1,112,000	1,191,000	4,779,000	5,500,000	12,752,610
Ratio (b)/(a)					24.3%
Ratio (c)/(b)	98.2%	95.2%	89.3%	84.6%	64.0%
Ratio (d)/(b)	1.2%	4.8%	10.7%	15.4%	36.0%
Ratio (d)/(a)					8.6%

Further, Walikota Bitung office has allocated REDIP2 counterpart budget of Rp 5 million to each school, Rp 1.5 million to each TPK and Rp 10 million to Dinas P&K (Kabupaten Implementation Team) in 2002/2003 and 2003/2004.

### (6) Summary

Following figure and table summarize education budget of REDIP2 Kabuapten/kota for year 2004. In short, three Kabupaten/Kota (Brebes, Pekalongan, and Bitung) has been increasing educational budget since decentralization. In case of Kabupaten Minahasa, sufficient information was not available, and it turns out a failure to draw the budgetary situation.

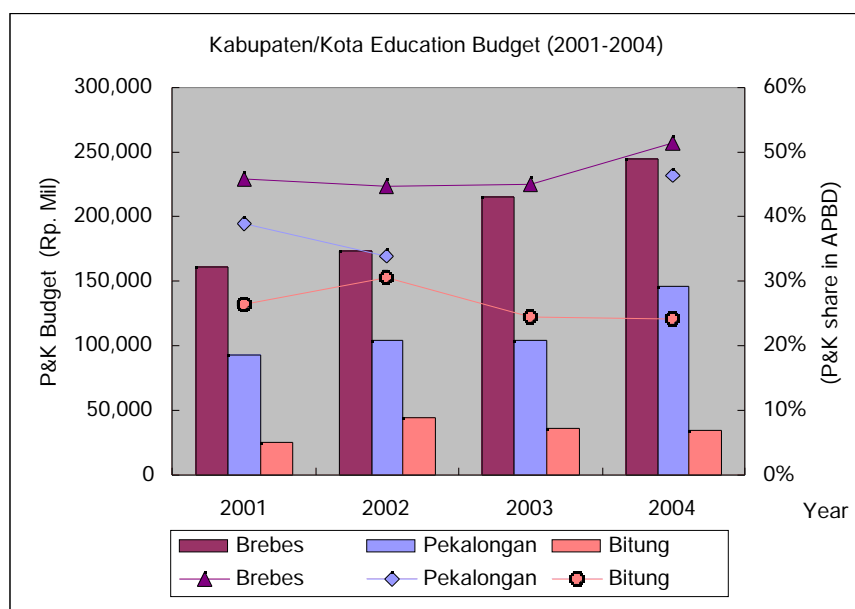


Figure 13-5: Education Budget in REDIP Kabupaten/Kota (2001-04)

Table13-9: Education Budget in REDIP Kabuapten/Kota in 2004

(Rp.,000)

Items		Bitung	Brebes	Pekalongan	South Minahasa	
APBDTotal		(a)	145,659,502	475,356,794	315,376,041	133,000,000
APBD P&K	Total	(b)	35,398,111	244,722,662	121,208,727	79,000,000
	Salary	(c)	22,645,501	210,485,155	118,705,727	75,000,000
	Non-salary	(d)	10,415,250	9,372,007	2,503,000	4,000,000
	Development	(e)	2,337,360	24,855,500		
Education Sector to Total APBD (%)		(f)=b/a	24.3%	51.5%	38.4%	59.4%
P&K Salary share in APBD P&K (%)		(g)=c/b	63.9%	86.0%	97.9%	94.9%
P&K (Non salary + development) share in APBD P&K (%)		(h)=(d+e)/(b)	36.0%	14.0%	2.1%	5.1%
P&K (Non salary + development) share in total APBD (%)		(i)=(d+e)/(a)	8.8%	7.2%	0.8%	3.0%

It is noteworthy that political and financial commitment in Kabupaten Minahasa Selatan is considerably high despite that education development was neglected when it was a part of Kabupaten Minahasa before separation.

### 13.1.5 Issues

Decentralization aims to distribute basic public services in an efficient and effective manner, and a local government is the leading actor under decentralization. Having said that, there are some negative consequences found in REDIP2 and its related study.

Many officials in Kabuapten/Kota Dinas P&K find that education budgeting has become more difficult after decentralization as there are more occasions interrupted by political figures.

Share of education development budget is declining compared to other sectors in local government budget.

Education budget size varies among kabupaten/kota governments, and the gap is widening.

Individual school tends to receive less financial resource from the local government while parent contribution has been increasing.

Education development would be much better if *bupati/walikota* and DPRD members commit to it, while it is very vulnerable to political/administrative changes at kabupaten government.

To ensure equal opportunity for and high quality of education nationwide, it is recommended the central government to establish a safety-net system which protects schools against failures of kabupaten/kota's education development. This system would consist of three major components: failure indicator setting, monitoring, and



measures. As of this report preparation, there is no safety-net system that indicates what extent kabupaten education provision is succeeding or failing.

## 13.2 REDIP Localization

### 13.2.1 Kabupaten Brebes

Kabupaten Brebes has been covered as a pilot project site since REDIP1 started in 1999, and the pilot project produced an effect on TPKs and schools dramatically. The kabupaten government and Dinas P&K has observed and recognized these TPK and school changes in REDIP1, and started supporting REDIP2 on their initiative when it started in 2002.

#### ***Block Grant (School Rehabilitation)***

In 2003, the Brebes government provided Rp 30 million of operational budget to Dinas P&K to support REDIP2 activities and invested Rp 1.6 billion in physical rehabilitation like classrooms, libraries, science laboratories, and textbook procurement to REDIP2 and non-REDIP2 schools by applying '***Block Grant System***'. The block grant system first asks a school committee to discuss and make its own plan. Second, it asks the school committee to make a proposal to which matching funds from the community is integrated. After that, Dinas P&K reviews and approves the proposal and to provide a fund according to the proposal.

According to the head of Dinas P&K of Brebes, REDIP2 is the model of this block grant system. Before REDIP1&2, their finance system for education development was earmarked and top-down enforcement, which often didn't match with school needs and demand.

They plan to enlarge the coverage of the Block Grant System during 2004. It tried to cover all school levels from a kindergarten to senior secondary (and vocational) of state, private and Islamic schools (MI, MTs and MA that are administratively under Ministry of Religious Affairs). Such an inclusive policy made by Dinas P&K is very new and unique in Indonesia. According to them, idea of equal treatment of school regardless of school administration came from REDIP.

In order to implement the block grant system, Dinas P&K needs to work with Department of Public Work who provides technical/architectural support to Dinas P&K and schools. Dinas P&K also needs to collaborate with Department of Religious Affairs since they cover Islamic schools. Furthermore, Dinas P&K requires a community support for rehabilitation and construction. Matching fund requirement is arranged similar to REDIP; communities are required to bring their funds, materials and laborers, etc., in accordance with their proposal.

As a reference, Table 13-1 shows each unit cost of rehabilitation or classroom construction.

Table 13-1: Unit Costs for Rehabilitation and Construction

Items	Unit Cost
Kindergarten class rehabilitation	@ Rp 5 million
Natural Calamity rehabilitation for Elementary School	@ Rp 105 million
Heavy Rehabilitation for Elementary School	@ Rp 60 million
Medium Rehabilitation for Elementary School	@ Rp 35 ~ 40 million
Rehabilitation for MI (Islamic Elementary School)	@ Rp 30 million
Classroom Rehabilitation for Junior Secondary School	@ Rp 25 million/room
Classroom Rehabilitation for MTs (Islamic Junior Secondary)	@ Rp 30 million (lump sum)
Additional Classroom Construction for Elementary School	@ Rp 30 million/room
Additional Classroom Construction for Junior Secondary School	@ Rp 30 million/room
Additional Classroom Construction for MTs	@ Rp 30 million (lump sum)
Additional Classroom Construction for Vocational School	@ Rp 60 million/room
Furniture for Elementary School	@ Rp 7 million
Furniture for Junior Secondary School	@ Rp 7 million

### **Block Grant (Operational and Maintenance Budget)**

While Dinas P&K support Islamic schools for rehabilitation of school buildings, they have a very challenging plan of operational and maintenance budget allocation for school. The plan is to provide an operational and maintenance budget to a school by adopting the REDIP2 system or block grant system. It replace previous earmarked budget allocation and covers all state school at all level: 52 state junior secondary schools, 891 state elementary schools, 16 state senior secondary schools and 1 state vocational school. In total, they tried to cover 960 state schools.

Adoption of proposal-based budget for a school operational cost is a breakthrough, and a challenging attempt pursuing the best possible resource allocation appropriate to school. This is a rather dramatic development in kabupaten as REDIP2 only covers 86 junior secondary schools (50 state schools and 36 MTs) in 10 kecamatan (out of 16 kecamatan).

Dinas P&K asked all the state schools to make their own proposals of how to use a operational and maintenance budget or so-called '*Routine Budget*'. Other arrangements are similar to those of REDIP2; the Dinas P&K's plan and the necessary budget has approved by the local parliament in January 2004; and the governor and the members of the local parliament made a consensus of importance of education development (see 'Chapter 7' for more details).

In order to implement this large size of block grant system in 2004, Dinas P&K is planning to train school supervisors. Dinas P&K expects that they were capable to be facilitators after the training. There are 19 elementary school supervisors and 8 junior secondary school supervisors. The JICA study team has already provided two new local consultants (technical assistants) in support of this particular development. These new local consultants trained these school supervisors first, and later on work with them to assist proposal preparation, management and finance administration at school.

Brebes Dinas P&K also has a plan to develop a TPK type of organization at kecamatan level in near future, and this will be collaborated with the Department of Home Affairs. The head of Dinas P&K thinks that their type of TPK will function not only for the

education sector but also the agricultural sector. He believes that their TPK can be represented as a kecamatan development committee which will be able to deal with many different kinds of development issues.

### ***Locally-Made Textbooks***

Brebes Dinas P&K has a plan to distribute textbooks to primary and junior secondary schools, and interestingly these textbooks are all made by local teachers. The idea came from REDIP2 MGMP. REDIP2 MGMP is a subject teacher study forum. One of their important activities is to produce local made textbooks, drills and teaching aids. Dinas P&K admired these textbooks and materials as they found that their quality is same as national textbooks.

Last year, Dinas P&K organized a kabupaten-wide special teams (KKG and MGMP) inviting primary and junior secondary school teachers (from both REDIP and non-REDIP area). The teams have successfully developed textbooks with assistance by lecturers from the education faculties of UNNES. This year, Dinas P&K printed these locally-made textbooks and distribute to schools over kabupaten.

## **13.2.2 Kabupaten Pekalongan**

Not like Kabupaten Brebes Kabupaten Pekalongan was not covered by REDIP1. When Bupati was putting his political and administrative energy into education development, REDIP2 appeared in front of him and Dinas P&K. The Pekalongan government understood that REDIP2 is a very powerful tool for bottom-up education development. Bupati particularly got interested in the system of a block grant and TPK (sub-district education development committee). They realized that the block grant system can easily motivate people and create sense of ownership among them, and TPK is an effective institution to unify kecamatan (sub-district) and to mobilize village resources. TPK is also a good place to learn how to achieve better accountability and transparency.

### ***Block Grant (School Rehabilitation)***

Since 2003, the Pekalongan government started introducing the block grant system for classroom rehabilitation in primary and junior secondary schools. Dinas P&K provided necessary building materials and then community additionally provides funds, labors and materials in accordance with their plans. Most of contractors and workers are local residents. Parents are also motivated and voluntarily contributed some funds, materials and laborers. The head of Dinas P&K has provided following figures regarding the block grant system.

#### Results in 2003

➤ Primary School	
Block Grant:	Rp 2,500,000,000
Community Contribution:	Rp 1,200,000,000
Total:	Rp 3,700,000,000
➤ Junior Secondary School	
Block Grant:	Rp 1,500,000,000
Community Contribution:	Rp 1,000,000,000
Total:	Rp 2,500,000,000

As the figures show, the amounts of community contribution were so large at each school level. It proves that the block grant system worked very well. Dinas P&K has gained confidence in this financing method to develop/rehabilitate schools.

Further expansion is planned for year 2004 as shown in the box follows.

**Box 13-1: REDIP2 adopted by Kabupaten Pekalongan 2004**

1. Primary and religious primary school rehabilitation:	
	60 schools @ Rp 50,000,000 = Rp 3,000,000,000
2. Junior/senior and religious junior/senior secondary school rehabilitation	
	60 schools @ Rp 30,000,000 = Rp 1,800,000,000
3. Senior secondary school classroom construction:	
	17 schools @ Rp 60,000,000 = Rp 1,020,000,000
4. Junior and religious junior secondary school science laboratory construction:	
	14 schools @ Rp 60,000,000 = Rp 840,000,000
5. Vocational school (car mechanic) facilities and equipment procurement in Kedungwuni sub-district	
	Rp 100,000,000
6. Facility and infrastructure maintenance for private schools:	
	Rp 618,677,000
7. 22 non-REDIP2 schools and 7 non-REDIP2 TPKs:	
	Rp 225,000,000
8. REDIP2 type of block grants for kindergarten through senior secondary schools:	
	Rp 605,000,000
	<u>Total: Rp 8,238,677,000</u>

**REDIP2 Model in Other Sectors**

Pekalongan Bupati has been taking further action for development in other sectors, borrowing REDIP2 knowledge and techniques. The government has already introduced TPK and block grant system into the agricultural sector and the infrastructure sector. For example, Bupati asked kecamatan community to establish TPK for agricultural road construction and requested to submit a proposal of their own plan. The proposal was reviewed by Dinas of infrastructure, and materials like cement and asphalt are given according to the proposal. The TPK members motivated and mobilized people in kecamatan, and kecamatan completed the construction of an agricultural road.

**13.2.3 Kabupaten Minahasa and South Minahasa**

In 2004, Minahasa and South Minahasa Dinas P&K have prepared a plan to replicate REDIP2 not only in junior secondary, but also other levels of schools (e.g., primary and senior secondary). Here, 'REDIP model' means that they provide a fund to a school in a style of '**Block Grant System**', similar to Brebes and Pekalongan have been doing. The budget for this rehabilitation is RP 3 billion for 60 elementary schools in Minahasa and RP 1 billion for approximately 100 schools in South Minahasa.

#### 13.2.4 Kota Bitung

Kota Bitung Dinas P&K is the fastest REDIP localization in terms of Dinas P&K team development. The Kota Implementation Team (KIT) has done the TPK and school financial report reviews in the first year by their own human resource. In the second year, the KIT developed themselves further. The KIT completely took responsibility of reviewing the proposals from TPK and schools, and they also facilitated TPK and schools which had to revise their proposals. The two field consultants of Kota Bitung only supervised the KIT, and the practical work was all done by the KIT.

For the facilitation and monitoring during the activities of TPK and schools, the KIT started appointing school supervisors (called "*Pengawas*" in Indonesian) of Kota Bitung Dinas P&K and work with the field consultants. This movement must be specially mentioned because substituting the field consultants is one of the biggest issues for REDIP sustainability after the program's completion. In Bitung, it is expected in future that these school supervisors will replace the position of the field consultants and become facilitators of TPK and schools, and the field consultants and the school supervisors have been working together in the second year pilot project.

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**PART 3**

**GUIDELINES FOR IMPROVING JUNIOR  
SECONDARY EDUCATION:  
WHAT REDIP SUGGESTED**

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## PART 3

### GUIDELINES FOR IMPROVING JUNIOR SECONDARY EDUCATION: WHAT REDIP HAS SUGGESTED

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## CHAPTER 14 GUIDELINES FOR IMPROVING JUNIOR SECONDARY EDUCATION

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### 14.1 Guidelines as Suggested by REDIP Experiment

This chapter describes some guidelines for improving junior secondary education in Indonesia. The guidelines are primarily based on the results and experiences of the REDIP experiment. As a consequence, the scope of the guidelines is not comprehensive but limited to those areas and aspects REDIP has addressed. Nonetheless, it is expected that the guidelines will provide a set of concrete and field-tested suggestions for the Indonesian government to effectively improve junior secondary education in a sustainable way.

### 14.2 Background: EFA Plan

To understand the general situation in which Indonesia's junior secondary education now stands, we take a brief look at Indonesia's EFA (Education for All) plan. The National Coordination Forum, organized by MONE, is responsible for preparation of the plan, which specifies objectives for improving educational systems. The plan contains four goals to be achieved by 2008-2009:

- 1 Gross participation rate for SMP/MTs/Equivalence should reach a minimum of 95% with the minimal standard for quality education.
- 2 Gender equity in basic education should be encouraged and should 95% gross participation rate for girls SMP/MTs/Equivalence.
- 3 A well-run basic educational services to reduce SD/MI grade-repeater rates to a maximum of 1%, SMP/MTs to a maximum of 1%, to increase the continuing rate from SD/MI to SMP/MTs to 99%, the graduation rate in SD/MI to a minimum of 99% and in SMP/MTs to a minimum of 97%.
- 4 A gradual increase of the UAN scores, an increase to 18 in the ratio of student-teacher in SD/MI and maintaining 14.31 for the ratio of SMP/MTs. An increase to 35 for the ratio of student-class. An increase to 100% for the ratio of laboratory-school, 1 class per classroom, and 80% of teachers having appropriate



qualifications. A decrease in the percentage of worn-out school buildings to a maximum of 1%.

While there remains a large room for improvement with the access issues, the level of quality of Indonesian basic education is still low as well. One indication of this is the results of PISA, an international survey of 15-year-old students' achievement conducted by OECD.<sup>1</sup> For 2003, among 40 participating countries, Indonesia ranks at 38 or 39 in respective assessment categories, implying the generally low quality of basic education throughout the country. Indonesia is still faced with a long way to go.

To address specific quality and relevance issues, the EFA plan suggests:

- 1 Revising basic education curriculum to provide students with minimum basic skills, implement mastery learning, instill creativity, innovative attitudes, sense of democracy and revise education evaluation system.
- 2 Giving skills instruction to students that is real-life based.
- 3 Improving the qualification, competence and professionalism of educational staff by providing training at teacher training institutions (LPTKs) and professional training institutions. LPTK must improve its programs.
- 4 Continuing to improve the qualifications of teachers in SD/MI and SLTP/MTs and provide certification for teachers who do not teach their own subject, possibly through distanced learning programs.
- 5 Continuing the provision for contract teachers to overcome the teacher shortage.
- 6 Setting standards for the quality of education and necessary facilities as requirements to optimize the teaching/learning process.
- 7 Continuing the quality textbook provision to reach a ratio of 1:1 for each subject.
- 8 Rehabilitating damaged schools.
- 9 Continuing the pilot project of School-based Quality Improvement Management (SBQIM or BOMM project) in SD/MI and SLTP/MTs so that schools can plan for a continuous and gradual achievement of quality.
- 10 Creating a competitive and cooperative atmosphere among schools for the quality advancement and improvement of schools and students.

The lists above summarize what Indonesia is aiming at and what it should do to reach its goals. How then can MONE support these objectives, especially in light of the recent developments? REDIP1 and 2 provide six years of experience supporting school-

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<sup>1</sup> PISA (Programme for International Student Assessment) is a three-yearly survey of 15-year-olds conducted by OECD. The 2003 survey was the second one, in which 30 OECD member countries and 11 non-member countries/regions participated (the United Kingdom was excluded from the analysis due to technical problems). The survey is not meant to evaluate pure academic achievement but to see how far students have acquired some of the knowledge and skills that are essential for full participation in society. Assessment is with three main categories: reading comprehension, mathematical literacy, and scientific literacy.

based management and kecamatan-level organization to assist MONE to achieve the objectives.

### 14.3 Basic Principles

REDIP1 started in 1999 with three basic principles guiding its formation: **decentralization, school-based management, and community participation**. The three principles are in line with the government policy and have led to the current form of REDIP that, among others, seeks to empower schools, communities and local governments.

Any current discussion about education in Indonesia usually contains two themes: decentralization and quality improvement. These two themes, in fact, are tightly interwoven in the Indonesian context.

Decentralization is still considered in a transitional phase but the ambitious and comprehensive scheme has made tremendous strides since the passage of decentralization laws in 1999 and the new education law of 2003. The national priority for basic education is shifting away from access, which is well on the way to becoming universal, to quality which is lacking if measured against the demand for school graduates who must meet current requirements for an enlightened civil society. Indicators suggest that much still needs to be done to improve the quality of education.

The educational decentralization in Indonesia has focused on providing an environment where school-based management and community participation are encouraged. On the one hand, school-based management is inevitable to make the educational administration more locally adjustable in line with decentralization. On the other, it is also the key to ensuring quality education since quality improvement can only start from the teaching-learning process at classrooms. Community participation is another factor that defines the quality of education because educational quality simply reflects what people demand to be provided. Thus, school-based management and community participation are the key elements that link the decentralization movement to quality improvement. REDIP has adopted the three principles so as to design the entire program accordingly.

## 14.4 REDIP1 and 2 Findings and Recommendations

### 14.4.1 Local Educational Administration

The central question regarding educational administration is how Kabupaten/Kota governments should manage the educational system. REDIP experiences suggest following points for consideration.

#### ***Institutionalizing TPK: Role of Kecamatan-Level Organizations***

In the current system of educational administration, Kecamatan has few, if any, roles to play. This is a legacy of the previous centralized system where the Ministry of Education and Culture and the Ministry of Religious Affairs directly managed all schools of all levels. Kecamatan, as an administrative unit under Bupati or Walikota and in the command line from the Ministry of Home Affairs, had no authority to deal with education.

This picture did not change much even after decentralization started in 2001. Officially, schools were brought under the jurisdiction of Kabupaten/Kota government but Kecamatan administration was kept outside school affairs.<sup>2</sup>

REDIP has tried a different system. It organized TPK at kecamatan-level and made Kecamatan administration take part in it. Either Camat or head of Cabang Dinas Kecamatan became chairman and actively led TPK activities in the kecamatan. Generally, their leadership was highly effective to coordinate TPK activities, mobilize community resources and raise people's awareness. Many Camat gladly took up this new role and showed their keen concern over education in their kecamatan. It is true that some observers resist this model saying it creates a duplication of management. This is a misunderstanding of the roles and responsibilities of the stakeholders involved. In fact, TPK and Camat as its member did not duplicate some mandates but filled the void existent in the educational administrative system of Indonesia.

As REDIP has testified, a kecamatan-level organization like TPK has several benefits. It can:

- 1 Interconnect schools in Kecamatan;
- 2 Interconnect residents in Kecamatan;
- 3 Link schools to residents; and
- 4 Connect schools and residents to Kabupaten/Kota administration.

Under the present system, Kabupaten/Kota governments are responsible for educational management. Important educational organizations such as Dewan Pendidikan, KKKS and MGMP are all mandated at the kabupaten/kota level accordingly while school committees are mandated at the school level. The organizational distance between school and kabupaten/kota is very large, however, and the organizations' effectiveness in improving educational quality is highly questionable.<sup>3</sup> By contrast, MGMP and KKKS reorganized at the kecamatan level have been successful in impacting directly on the change of teacher behavior in the school and classroom. Anecdotal evidence abounds in this respect.

Regarding the fourth point above in particular, it should be noted that TPK can become the kecamatan-level equivalent of Dewan Pendidikan serving as its "kecamatan branch or chapter." If such a system is put in place kabupaten/kota-wise, Dewan Pendidikan will be able to function in a highly effective manner to accomplish its mandates.

Another note to make is that TPK is quite appropriate for junior secondary education but may not be so for primary education. This is simply because of the number of schools in any given kecamatan: there may be too many primary schools to be organized under one TPK. If REDIP is to be extended to cover primary schools, TPK needs to be remodeled to cope with this particular constraint.

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<sup>2</sup> Recently, kecamatan-level administration has been reorganized to bring Cabang Dinas Pendidikan under Camat's supervision. Although Cabang Dinas Pendidikan has only dealt with primary education, this reform is a reasonable one enabling Camat to oversee Kecamatan affairs comprehensively.

<sup>3</sup> It is true that school clusters (rayon) are institutionalized in Indonesia. However, those school clusters exist only on paper and does not function in meaningful ways.

### ***New Tasks for Pengawas***

A group of pengawas (school supervisor) are stationed at each Kabupaten/Kota dinas. Their main tasks are to oversee schools (both administration and pedagogy) and give advice to improve school performance. Most pengawas are ex-school principals with good experiences and credentials. Theoretically, their roles are crucial in ensuring school-based management and upgrading educational quality. In reality, however, pengawas are the personnel whose capacity is least utilized.

REDIP has created and tested new tasks for pengawas. Some of the REDIP field consultants were recruited from ex-pengawas. Since they generally performed well and bore out their qualification for the new tasks, it has been decided to officially mobilize pengawas as field facilitator in implementing the REDIP model. This is well justified for two reasons: first, this is an appropriate way to mobilize human resources that are underutilized; second, this is a way to make REDIP sustainable.

### ***Equity for All Schools***

REDIP has proved that the model is highly appropriate and workable. One reason why the experiment was successful was that REDIP covered all junior secondary schools and treated them in an equitable manner. This greatly motivated principals and teachers (particularly those in "poor" or "forgotten" schools) and encouraged people to participate in various TPK activities. Equal footing is essential for schools to take active part in inter-school activities like MGMP and KKKS. It is also instrumental to instill the sense of collective responsibility for education into kecamatan people.

Unfortunately, schools in Indonesia are intricately segmented and rarely receive equal treatment. They are either SMP (under MONE) or MTs (under MORA); either public or private; either rich-and-good or poor-and-bad; either "International," "National," "Potential" or "Poor." Various forms of assistance (grants, programs, training, etc.) are available but, in many cases, administered selectively and according to the school affiliations or categories. As a result, in any given locality, some schools receive more than others or, worse, only a few "model" schools are taken care of while the rest are left hungry.

Such a condition will never foster a sense of collective responsibility among local residents. As REDIP has shown, equal treatment of all schools is the key element for the program successfully to inspire the wide range of stakeholders. It is therefore recommendable that schools be given equitable assistance and that this fact be made publicly known.

### ***Roles of Province***

Currently under Law No. 22, 1999, on Regional Autonomy, the provincial government has minor roles to play in educational administration. Its functions are basically limited to those of coordination and monitoring. However, REDIP experiment has indicated that the provincial government could and should have more substantial roles to play in improving junior secondary education.

The first point to make is that the provincial government can make it a provincial policy to adopt and spread the REDIP model throughout the province. It can systematically familiarize the kabupaten and kota governments with the model and encourage them to implement it with their own budget. In view of the difficulty with the national

government to institutionalize the model at once, this province-wise approach appears more practical and reasonable to promote the REDIP program throughout the country.

Secondly, it is the provincial government (Dinas P&K) that can give the most appropriate and effective guidance and technical support to those kabupaten and kota intending to implement the REDIP program of their own. Province can become the best resource base for REDIP. This aspect is particularly serious because of the general shortage in qualified personnel in most kabupaten and kota Dinas P&K.

It should be noted that the new law on regional autonomy passed the national parliament in late 2004. This new law substantially modifies Law No. 22. One of the main changes is with the role of the province vis-à-vis kabupaten and kota governments. According to the new law, the provincial governor should be held responsible for the proper administration of the local governments. The hierarchic relationship between province and kabupaten/kota has been revived. It is still too early to see how this change will affect educational administration in local governments, but nonetheless its significant implications are obvious. In view of improving junior secondary education, these changes are highly welcome and expected to bring positive impact on Indonesia's basic education.

#### 14.4.2 Local Educational Finance

The central questions as to school finance are how to secure the government budget, how to allocate the budget among the schools, and how to spend the budget. REDIP has suggested following considerations.

##### ***Securing Educational Budget at Kabupaten/Kota***

It was reported that after decentralization some local governments put priority on construction projects and significantly reduced educational budget to a bare minimum. The "20% goal" adopted by the parliament has been largely neglected.<sup>4</sup> Except for a few "enlightened" local governments, educational budget in many cases has been sacrificed for economic or other purposes and, as a result, decreased below the level of pre-decentralization era. The difficulty is that MONE no longer has authority to enforce the resolution or any budgetary rule upon the local governments.<sup>5</sup>

How to secure educational budget is thus a very serious concern in a number of Kabupaten and Kota. The issue is complicated because it usually involves highly political matters. However, REDIP experiences suggest that education could become a priority for Bupati/Walikota and local politicians once they come to understand that education pays off in the short term as well as in the long run. How?

- 1 ***Exposure and persuasion:*** a series of socialization and/or observation tours can be very effective to expose local leaders to different perspectives and experiences; persuasion may take time but will work.

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<sup>4</sup> Fearing that educational systems would be severely undermined, the national parliament adopted a resolution in 2002 that all levels of governments should spend at least 20% of budget on education. Since it was not legally binding, however, most governments have simply neglected it.

<sup>5</sup> To alleviate the problem, MONE will start in 2005 paying teachers' salaries from MONE's budget again. Currently, Kabupaten/Kota are responsible for personnel remuneration and this creates problems.

- 2 **Healthy competition:** encourage healthy competition among local governments with regard to students' academic and non-academic achievements.
- 3 **Voices of local stakeholders:** heads of local governments and DPRD members are all popularly elected and susceptible to voters' voices; organize education stakeholders (including parents) and make their voices heard by local leaders.

### ***School Routine Budget Given as Proposal-Based Block Grant***

REDIP has clearly proved that a block grant is far better spent by the school than finely earmarked budget or subsidies. As is the case, schools have different needs and aspirations and no other scheme can fully satisfy them. Block grant allows the most efficient and effective use of available funds. To ensure this, however, the block grant should be proposal-based.

It is strongly recommended for local governments to give school routine budget (or at least part of it) as a block grant without specifying purposes. The grant, however, should be spent according to the proposal which was submitted by the school and screened and approved by the local government in advance.

A few difficulties arise in implementing this new scheme. One is the regulatory constraint imposed on block grant: it is not that block grant is prohibited but that local governments have no experience of administering block grant before. They need to clear some procedural questions to initiate this scheme. Another difficulty is with screening the proposals. Hundreds of proposals will flood in to Dinas P&K of local governments. Dinas P&K needs to screen and approve them in rather a short period with limited personnel. One way to cope with this is to mobilize pengawas as suggested earlier. Still another difficulty is with securing the quality of proposals. REDIP experiences suggest that a number of schools will have a great difficulty to write a "passable" proposal even after receiving extensive training. Many tend to propose to buy something or rehabilitate something only. This simply reflects the schools' current situation but, at the same time, indicates the schools' inability to figure out what else they can do to improve their schools and education. REDIP tried to overcome this problem with assigning field consultants, who assisted individual schools with advice and consultation. Pengawas, once again, can be assigned to this task but it may take time for schools to become competent to produce quality proposals. There is no shortcut, however. The only way to achieve this is implementing this new proposal-based block grant scheme: "learning by doing" or "on-the-job training" is the only answer to this problem.

### ***Formula-Based Allocation of Block Grant***

How to allocate funds among schools is a very important question. In Indonesia it is fairly common to distribute a fixed amount of funds (grants, in particular) to recipient schools irrespective of their size, location, needs, etc. This is the simplest and easiest way but extreme in that it completely disregards individuality. Another extreme case is to allocate funds in proportion to the number of students. This seems fair but in fact can be very unfair ignoring fixed costs which are incurred irrespective of school size.

There are infinite possible ways for fund allocation and no answer is "universally right." REDIP's answer to this question was to use a simple formula which is made up of five components: basic allocation (fixed amount), addition for non-assisted schools (fixed amount), addition for Terbuka (fixed amount), addition for remote schools (fixed amount),

and allocation proportional to the number of students. Such a formula-based allocation is more appropriate to ensure fairness.

### ***Financing TPKs***

When REDIP pilot Kabupaten and Kota started to take over the program from JICA, they were faced with one problem. Dinas P&K technically has no authority to finance TPKs, which as kecamatan-level organizations are under Camat's authority and should be financed through a different line.

Several different approaches are possible to solve this problem. One solution is simply to ignore the problem and finance TPKs through Dinas. Another is to add the TPK budget to Camat's budget. Still another way is to finance TPKs through Dewan Pendidikan. It may also be possible to appropriate the budget from some budget item usable for the purpose.

### ***Consolidating School Finance and Making It Transparent***

School finance has two problems. First, it is generally so fragmented with many financial sources (Dinas budget, MONE grants, MORA grants, donor assistance, etc.) that even Dinas P&K finds it difficult to grasp the whole picture. It is inevitable that various funds duplicate for the same purposes. Second, school finance is commonly managed by principal in a quite nontransparent way. It is necessary to consolidate school finance and make it transparent both to ensure efficient fund utilization and herald a new image of school as a leader of democratic society. Based on REDIP experiences, we can suggest the following approach:

- 1 Dinas P&K develops a form of school budget sheet listing all possible financial sources.
- 2 School principal is required to prepare a consolidated school budget (revenue and expenditure) using the form.
- 3 School Committee deliberates on the consolidated school budget and approves it.
- 4 After School Committee's approval, the budget sheet is officially sent to Dinas P&K and its copy is posted on the school bulletin board.
- 5 At the end of school year, school principal prepares a consolidated financial report and submits it to School Committee for deliberation and approval.
- 6 The report and school finance should be audited by an external auditor appointed by Dinas P&K.

#### **14.4.3 Quality of Education**

Better educational quality has been the ultimate goal of REDIP. A number of approaches can be applied to achieve the goal but what REDIP has shown is a simple lesson: quality improvement can only start from the teachers. More specifically, the key to better quality is teachers' motivation. If they are not motivated, any amount of training, any amount of research, any amount of money or effort will only drain away without trace. The focal question, therefore, is how we can motivate the teachers for excellence. A few suggestions:

**Provide better remuneration.** Secure teachers' salaries. Apply a different pay scale for teachers or provide additional fringe benefits. Give special subsidies to teachers at poor private schools.

**Encourage teachers' professionalism.** Organize kecamatan-based MGMP and KKKS under TPK and finance their activities of their choice.<sup>6</sup> Such forums will kindle their professionalism and induce them to improve their professional skills as happened in REDIP2.<sup>7</sup>

**Give easy access to new knowledge and skills.** Teachers have few opportunities to brush up their professional knowledge and skills particularly in rural areas. In-service training is one way to provide such an opportunity but its system is fairly ineffective in Indonesia. A better alternative is to establish a link between universities and kecamatan-based MGMP and KKKS. New information will be channeled by universities on demand from MGMP or KKKS.

#### 14.4.4 Access to Education

Although Indonesia's national concern is shifting away from access to quality these years, access remains an acute issue in some parts, economically depressed or geographically remote areas in particular. Before decentralization, access to basic education was unambiguously among top priorities of the national government. Numerous primary schools built under the INPRES program since the 1970s are the most significant example of the government's commitment and initiative with this respect. However, as decentralization gradually took hold, MONE has lost its leadership position to spearhead the national drive for better access. As a consequence, there seems to be no one left to take care of this issue seriously and systematically after decentralization.

The access issue is complicated because there can be many factors involved: school locations, local economic conditions, local customs, schooling costs, quality of teaching, career prospects, parents' awareness, etc. Even if most authority for educational

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<sup>6</sup> At a typical kecamatan-based MGMP, member subject teachers number between 15 and 30 and are in close proximity to each other so that transport can be arranged to attend regular meetings. The motivation to attend weekly or monthly meetings is apparent as various activities achieved their goals (see footnote 5 below).

<sup>7</sup> The REDIP pilot saw a number of proven techniques for professional improvement adopted spontaneously by kecamatan-based MGMP: (1) *teacher mentoring* encourages more experienced teachers to work more closely with newer and less experienced teachers in a structured way; (2) *Peer tutoring* makes use of techniques such as classroom observation, video taping and reviewing, or discussion among teachers where each evaluates the other in an open and trusting environment; (3) *Preparation of low-cost teaching materials* including learning modules, instructional aids, exercise books, performance assessments, and other resources which are developed to augment the national curriculum and form the basis for local content curriculum; (4) *On demand in-service training* can be scheduled when identified, especially through funding provided by TPK; (5) *Resource sharing* is accomplished when teachers discuss surplus of resources compared with other school deficits or where materials and teachers are exchanged between SMPs and MTs; (6) *Minimum performance standards and student performance assessments* are developed through a common forum of subject matter teachers which cannot be achieved within schools, especially small schools where only one or two teachers teach the same subject. Development of professionalism as an incentive is highly apparent especially when recognition is achieved either by KKKS or TPK or through the publication and use of specific materials.



administration has been delegated to local governments, providing new school buildings and teachers to begin with in underprivileged areas should remain a national responsibility. With other factors, by contrast, national-level initiatives like an enrollment promotion campaign may not be so effective as is supposed to be. Contrary to a common belief, the access issue rather needs local or even personal attention given to students and their families. Various REDIP activities directly or indirectly addressed these constraints. Their results suggest following recommendations.

### ***Increasing Enrollment***

This task is clearly beyond individual schools' capacity. Area-wide concerted efforts are necessary and TPK seems most suitable to do the job. As REDIP experiences show, TPK-initiated campaigns to promote nine-year compulsory education effectively increased new enrollments in various localities.

Another innovation to improve access is the Terbuka consortium initiated by one KKKS. All schools in one kecamatan form a consortium and house a "satellite Terbuka" each to receive Terbuka students nearby. Through this arrangement, potential Terbuka students have far easier access to school. The only Terbuka in kecamatan manages the program but all other schools share responsibility for schooling.

### ***Decreasing Dropout***

Unlike enrollment, schools can do much to reduce dropout. According to field observations, dropouts are relatively few (far fewer than previously projected) and economic reasons are not so dominant as expected. Such reasons are cited more often instead as marriage and loss of interest in learning. Considering the typical classroom teaching in Indonesian schools, it is quite understandable that some students sooner or later drop behind other students and quickly lose interest in learning. They eventually stop coming to school. Various school initiatives can change this. Apart from improving classroom teaching, teachers may set up a school-wide system in which a warning letter is sent to the parents as soon as absent-prone students are identified. Teachers may further visit homes to talk to the students and parents. Extra classes, "remedial programs" to catch up classes, or teacher-assisted home study, as experimented by a number of schools, will also help keep potential dropouts in the school.

TPKs have their own ways to contribute to reducing dropouts. Some TPKs organized a watchdog group who regularly patrol streets for absentee students. Some others collected donations and initiated a kecamatan scholarship to support poor students. TPK-led campaigns can also be effective to curtail dropouts by educating uncaring parents.

#### **14.4.5 School-Community Relationships**

Much has been said, though incidentally, in the sections above about this subject. It will suffice to mention three points in this section.

The reason why community participation is to be encouraged in education is that it is people who define the levels of educational services to be provided both in quantity terms and in quality terms. They receive what they demand. Community participation is a way to "enlighten" the people and give form to their educational aspirations.

Schools are part of the community. In the past, MONE and MORA schools were government institutions at the end of the command line from the Minister down. School principals, as civil servants, were more concerned with the directives than local communities surrounding the schools. Community leaders, on the other hand, thought education was none of their business. In the era of decentralization, these attitudes must be completely changed. Schools should reach out for community participation. Community in turn should involve itself in school affairs.

In view of this, the importance of TPK's roles cannot be exaggerated. TPK is the bridge over the wide gap between school and community. TPK is the path leading community people and schools to Kabupaten/Kota governments. TPK is the pivotal institution for Indonesia's education to step further upwards.

#### 14.4.6 Roles of the Ministry of National Education

##### ***Education as a National Agenda***

In the current context of Indonesia, education can assume double functions as follows:

- 1 Education as the basis for national development
- 2 Education as a symbol to unite the whole nation

It seems that during the two decades after independence, the leading national agenda was "nation building." It was later replaced with "development" by then-president Suharto. Since he stepped down in 1999, "reform" has been the new agenda but a question arises: reform to where?

Considering Indonesia's current situation and long-term perspectives, one of the top priorities of the nation should be education. MONE should spearhead a cause to place education as a national agenda, clarifying and facilitating its two-fold functions above. It should rally the nation around this common vision.

##### ***Two Principles for the Mentor of Education***

Since decentralization, MONE has delegated authority over day-to-day management of schools to kabupaten/kota governments. Its roles are now limited to those of advice, coordination and standard setting. MONE has become the national mentor of education overseeing the local governments.

Nonetheless, MONE still administers a number of projects and programs, both self-financed and donor-assisted, providing funds for educational improvement. REDIP experiences suggest that two principles be applied to those projects/programs:

- 1 ***Room to choose***: MONE should give recipients freedom or room to choose. MONE should not stipulate too many details or regulations.
- 2 ***Not capacity building but opportunity giving***: REDIP has revealed that what people lack is not capacity but opportunity to use the capacity. MONE's projects and programs should not be designed for capacity building but for opportunity giving.

### ***Defining Quality of Education***

Although quality of education is gaining importance, no clear definition of quality has been offered by MONE. If we are to determine whether quality is being achieved, we need an unambiguous definition of quality and, subsequently, appropriate methods to measure quality.

There are two quality measurements that are commonly employed. One is to measure inputs. It is assumed that quality may be associated with the quantity and quality of inputs provided. Whether this assumption holds or not is a big question. A second measurement of quality deals with learning. Multiple choice tests are the most common form of this measurement used in Indonesia. However, such tests measure a limited category of learning rather than the type of learning that represents quality.

It is the responsibility of MONE to clarify this issue as simply as possible and define quality in operational and observable terms that everyone understands. This means that if a parent, community member, and inspector visits a school, they can look for observable measures of quality. Is the school grounds clean? Are students and teachers respectful of one another? Are students working in cooperative communities in the classroom or on projects or asking insightful questions in the classroom? Can the principal articulate the school's vision and is he or she setting high standards and expectations? Are teachers moving around the classroom or simply standing in front of the room? Can student's work be found on the walls of the classroom or the school? Are teachers helping children after school or leaving early for another job? These and many other statements reflect on what a quality environment looks like. MONE needs to educate stakeholders by providing a clear understanding of what quality is.

It is recommended that MONE sponsor an international conference on education quality. The attendees should include researchers who focus on quality, donor organizations interested in quality and key personnel from MONE, provincial Dinas P&K and representatives from community. The conference should lead MONE to adopt a vision of quality education for Indonesia. A conference of this magnitude will help key decision-makers to formulate a common definition for quality. The next step is to develop a behavior change campaign. The plan will define key behaviors that each stakeholder group needs to perform to improve the quality of education. MONE may then begin to use media as a means to disseminate key messages. This will rally communities to create demand at the school level for improved quality.

### ***Building Institutional Training Capacity***

There evidently exists need for quality training that is institutionalized and that covers such broad topics as school-based management, financial management and transparency, organizational management, technical skills such as computer training, accounting, procurement or library management. Although many new training modules have been developed and field tested, with a number of trained trainers ready and willing to utilize them, there is no plan for establishing an institutionalized system for their effective utilization. Part of the problem is the lack of clarity among current regulations as to who is responsible for management and implementation of which programs. BPG (Balai Pelatihan Guru: In-Service Teacher Training Institute) is the case in point. It has finally remained under MONE after decentralization, but the lengthy process to decide its status indicates the ambiguity about who should be responsible for training in Indonesia. If the quality of the education system is to improve, the issues of professional, technical and support training must be addressed sooner rather than later.

MONE should follow the steps below in achieving this transition. First, a simple inventory is needed. Where are the organizations that are able and willing to provide educational training? Where are the trainers and what training are they able to deliver? Where are the training programs? What kind of training is provided? Second, at the same time, MONE may wish to establish minimum standards for performance of training institutions across technical and professional disciplines. Third, a clear definition is required for training institutions to become centers of excellence in awarding certification beyond pre-service requirements so they can begin to establish conditions to meet their accreditation requirements.

### ***Creating a System for Dissemination of Professional Development Materials***

MONE, like any other central organization, has responsibility of the collection, dissemination of existing quality products; encouragement and funding of R&D efforts; and collection and reporting educational data to measure the health of the education system. There appears to be no plan at this stage for MONE to take on this responsibility to the scale necessary for success.

Under REDIP, MGMP teams and individual teachers have had an opportunity to exercise their creative abilities and develop a number of educational aids including video CDs on how to conduct an active learning classroom, guides, exercise books, lesson plans, learning modules, etc. The question is asked: How will these excellent materials be shared with other schools and districts across the nation? A large body of new and exciting materials are being developed and may never be shared with others because the education system has no structure dedicated to this purpose. MONE has taken steps to publish a number of journals in recent years and these are available through subscription and at the Ministry's website. Even so, they are not as widely circulated as they should be.

The best placed organization to develop a system for collection, evaluation and dissemination is MONE. Whether MONE should be responsible for implementation or simply managing the process is another matter. Some national systems contract out to the private or university sector for this function as well as R&D and data collection/dissemination. The question is not whether this is an important function but who should be responsible for implementation.

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## CHAPTER 15 IMPLEMENTATION PLAN OF THE GUIDELINES

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### 15.1 Two Ways to Implement the Guidelines

There can be two distinct ways to implement the guidelines outlined in the previous chapter. One is to nationally *institutionalize* the reforms as described in the guidelines. This way ensures uniform implementation of the guidelines throughout the country. The other way is to implement the guidelines in the form of *programs* covering limited areas or regions at a time just as REDIP has done. For experimental innovations, this approach may be more practical and suitable.

Although both ways could and should be employed to materialize any reforms, it is assumed in this Report that the guidelines will be implemented mainly with the program approach. Some additional clarifications will follow.

#### 15.1.1 Strategy for Institutionalization

As far as systemic reforms are concerned, institutionalization is the logical means to take. By way of laws, regulations or directives, MONE can initiate desired changes throughout the education systems of Indonesia. The effects will be sweeping.

As such, however, institutionalization always requires cautious deliberation and painstaking preparation in well advance and, hence, is time-consuming. Some changes are more amenable and easier than others to systematically introduce. This is particularly the case in the decentralized administration system. Considering this, to institutionalize some innovation through MONE's formal initiative is not always the best option to achieve the targeted change in the system. Institutionalization is the logical means but should be selective.

#### 15.1.2 Program Approach to Implementation

The other way to implement the guidelines is the program approach. MONE may select some areas or regions (e.g., kabupaten and kota) from the whole country and put the changes into effect in the target areas as a program. Once the changes have taken root in the target areas, MONE moves on to other areas to initiate the same program anew. This can also be called a step-by-step approach to the intended systemic reform.

Unlike institutionalization which does not allow local variations in principle, the program approach is highly flexible, being able to adjust the program content to local conditions and aspirations. In view of the highly diversified characteristics and vast expanses of Indonesian regions, the program approach seems a reasonable strategy for any innovation.

### 15.2 Target

The EFA Plan delineates some concrete goals for improving junior secondary education of Indonesia (see Chapter 14). It seems appropriate to repeat some of them here as the guidelines' targets to be achieved by 2008-09:

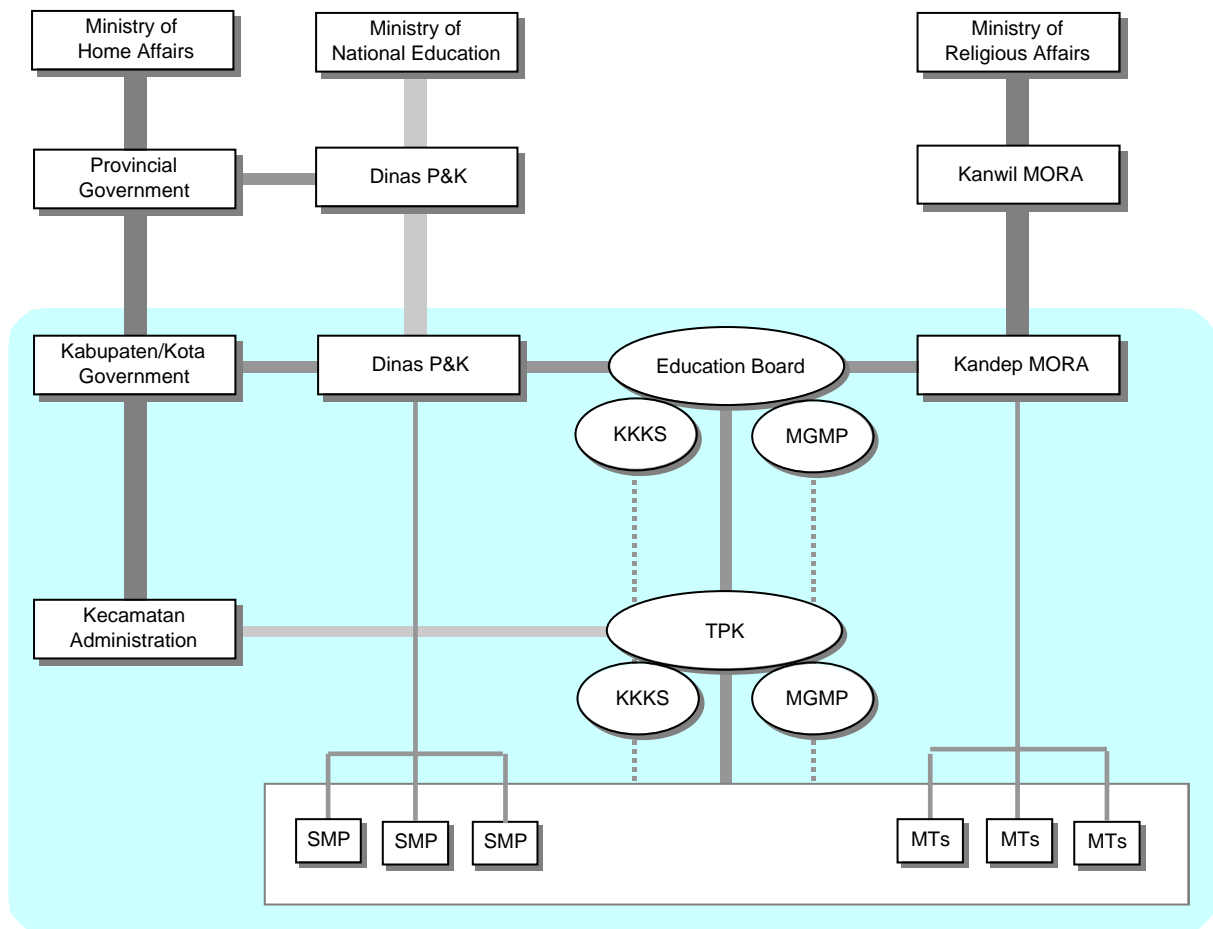
- 1 Gross enrollment rate for SMP/MTs/Equivalence: 95%
- 2 Continuing rate from SD/MI to SMP/MTs: 99%
- 3 Graduation rate in SMP/MTs: 97%
- 4 A gradual increase of the UAN scores
- 5 Percentage of worn-out school buildings: maximum 1%

### 15.3 Improved System for Local Educational Administration

Based on the guidelines, an improved system for local educational administration will be depicted as follows.

#### 15.3.1 Structure

Figure 15-1 shows the suggested structure for local educational administration based on the guidelines.



Notes MORA: Ministry of Religious Affairs, Dinas P&K: Dinas Pendidikan dan Kebudayaan, Education Board: Dewan Pendidikan, TPK: Tim Pengembangan Pendidikan Kecamatan  
Source JICA Study Team

Figure 15-1: Improved System for Local Educational Administration

The main points to be highlighted are:

- 1 TPK is established as the kecamatan-level counterpart of the Education Board (Dewan Pendidikan) at the kabupaten/kota level.
- 2 Kecamatan-level KKKS and MGMP are established under TPK, organizing all schools both SMP and MTs.
- 3 TPK will have working relationship with Kecamatan administration.
- 4 TPK will coordinate all SMP and MTs in the kecamatan.

### 15.3.2 Finance

After decentralization, the system of educational financing has undergone a complete change. In view of implementing the guidelines, two major questions arise under the current system:

- 1 How to provide block grants to schools?
- 2 How to finance TPKs?

#### ***Financing School Block Grants***

Two alternative approaches exist to address this issue. One is to provide school block grants from Kabupaten/Kota's budget either as part of school routine budget or as special additional subsidies. Considering sustainability, it is recommended to set aside all or part of total school routine budget and allocate the budget as block grants, without any earmark. In other words, Kabupaten/Kota should simply make all or part of school routine budget as block grants.

The other approach is consolidating the various subsidies being administered by MONE. Even after decentralization, MONE still manages a considerable amount of funds for a variety of special-purpose school grants (one example is BOMM, a special grant for facilitating school-based management and improving educational quality). Currently, those special grants are administered independently and because each program tends to favor a certain group of "model schools," wasteful duplication is inevitable while many other schools are being barred from benefit. It is highly recommended that MONE should consolidate those subsidy programs creating a single program of REDIP-type school block grant.

#### ***Financing TPKs***

How to finance TPKs is a technical but serious question. Since the funds for TPK activities are spent on educational purposes, the budget should come from Dinas P&K of Kabupaten/Kota government. However, kecamatan administration is not within Dinas P&K's jurisdiction and therefore cannot receive budget from Dinas P&K. This is of course related to the issue of what TPK's official status should be.

One way to overcome this difficulty is for Dinas P&K to establish TPKs as kecamatan-level organizations under Dinas, being separate from kecamatan administration. Another way is to make TPKs official chapters of Dewan Pendidikan at the kecamatan level. Necessary budget for TPKs is secured by Dinas P&K as part of Dewan Pendidikan budget. Another solution is to establish TPKs as a branch of kecamatan administration and provide budget through Camat's office. To do this, however, coordination between Dinas P&K and Kabupaten/Kota government is essential.



## 15.4 Economic Analysis of the Guidelines

Several studies have pointed out that junior secondary education is worthwhile to invest. Economic analysis of the education sector employs a set of information on earning and educational background of labor force. In Indonesia the Labor Force Survey, conducted every decade, is the most credible source of such information. The latest Labor Force Survey was conducted in 1999, whose report was published in 2000. Several economic analysis studies, based on data obtained from the Labor Force Survey, suggest that it is worth continuing investing in junior secondary education in Indonesia.

The Final Report of REDIP Phase 1 (Japan International Cooperation Agency and the Ministry of National Education 2001), employing the Labor Force Survey data, estimates that the internal rate of return to investment in junior secondary education is approximately 13%, which is a figure reasonable enough to justify investment. The Report also cites several IRR values estimated by various economic studies on Indonesia's basic education (Table 15-1).<sup>1</sup>

**Table 15-1: Estimated Internal Rates of Return to Investment in Basic Education in Indonesia**

		1976	1977	1978	1978	1982	1989	1992	2000
Primary	Private	14.5%*	25.5%						6.0%
	Social				21.9%		4%	6.9%	5.6%
JSE	Private	14.5%*	15.6%**						13.4%
	Social			32.0%	16.2%***	17%	14%	12.5%	12.8%
SSE	Private	14.5%*	15.6%**						10.0%
	Social			32.0%	16.2%***	22%	11%	8.0%	9.7%
Higher	Private	18.4%							7.9%
	Social					11%	5%	5.8%	7.7%
Estimated by		Payaman (1981)	Psacharopoulos (1982)	Clark (1983)	Psacharopoulos (1982)	McMahon, et. al (1992)	McMahon, et. al (1992)	World Bank (1998)	REDIP Final Report (2001)

\* Estimated for entire primary and secondary education

\*\* Estimated for entire secondary education

\*\*\* Estimated for entire secondary education

Source: Japan International Cooperation Agency and the Ministry of National Education (2001)

With respect to the REDIP model in particular, Table 15-2 summarizes a few basic financial parameters realized in Year 2 of REDIP2. As is seen, average per-student funds was about Rp78,000 (US\$8.7 at the then exchange rate), a relatively small amount in view of the annual BP3 fees typically ranging from Rp80,000 to 150,000 at that time.

<sup>1</sup> Although not directly applicable to the REDIP setting, the World Bank (2001) estimates ROI of scholarships for junior secondary education. The study assumes that an additional year of junior secondary education yields an increase of productivity of 10%. This productivity gain would yield US\$70 annually in relation to the annual total income of US\$700. The present value of accumulated additional yields for 30 years is calculated as US\$672, while annual scholarship per student is planned at US\$38. The study suggests that the scholarship is well justified and that maintaining access to junior secondary education is a worthwhile investment.

Table 15-2: Funds per Student by Kabupaten/Kota, REDIP2 Year 2

Kabupaten/ Kota	TPK REDIP Funds (Rp. Mil)	School REDIP Funds (Rp. Mil)	Total REDIP Funds (Rp. Mil)	No. of students	REDIP Funds per student (Rp. Mil)	REDIP Funds per Student (US\$) <sup>1)</sup>	No. of Schools	Average School Size
Brebes	345.21	1,865.00	2,210.21	40,079	55,146	6.1	86	466
Pekalongan	291.32	1,353.07	1,644.39	25,750	63,860	7.1	59	436
Minahasa	362.70	1,857.02	2,219.72	11,874	186,940	20.8	100	119
Bitung	130.79	407.08	537.87	6,309	85,254	9.5	26	243
Total	1,130.02	5,482.17	6,612.19	84,012	78,705	8.7	271	310

Note: 1) At exchange rate of US\$1=Rp8,000.

## 15.5 Stages of Implementation

Particularly for the program approach, it may be necessary to map out a strategy for its implementation. According to the REDIP experiences, a standard program package that is appropriate for application is as follows (year refers to school year, July to June next year):

### Year 1 *Preparation for program implementation*

- Identification of target kecamatan (if implemented only in selected kecamatan)
- Socialization for stakeholders
- Establishment of TPKs
- Training for kabupaten/kota staff and pengawas
- Training for TPK members and School Committee members
- Funds allocation
- Proposal writing and screening
- Funds disbursement

### Year 2 *Implementation year 1*

- Kick-off ceremony in kecamatan
- Monitoring
- Evaluation
- Exchange program among target/non-target kecamatan

### Year 3 *Implementation year 2*

- Monitoring
- Evaluation
- Exchange program among target/non-target kecamatan

### Year 4 *Implementation year 3*

- Monitoring
- Evaluation
- Exchange program among target/non-target kecamatan
- Wrap-up ceremony in kecamatan and kabupaten/kota
- Reporting

This four-year package will be introduced in a group of selected kabupaten and kota each year. An overall strategy for national dissemination may be as follows:

Stage 1 (2005~2015)	Java, Sumatra and Sulawesi
Stage 2 (2010~2020)	Kalimantan and the Eastern Indonesia

The REDIP model can be most effective in densely populated areas because kecamatan-wide, inter-school activities are the essence of the model. Its benefit will be severely constrained in sparsely populated areas such as part of Kalimantan and most of the Eastern Indonesia. It is in this consideration that two-stage implementation is recommended for national application of the REDIP model.

## 15.6 "New REDIP"

As a practical application of the program approach, JICA has started another REDIP program ("new REDIP") in 2004 covering two kabupaten in Central Java, 1 kota in North Sulawesi and 2 kabupaten in Banten. The main characteristics of the program remain unchanged but several new aspects have been introduced. Two of them:

- 1 Gradual phasing out of JICA's financial assistance
- 2 Pengawas to take up the roles of REDIP field consultants

As is seen, the two changes are both intended to make the program sustainable by the local government. The "new REDIP" will continue for four years until 2008 and it is expected that the two kabupaten in Central Java and one kota in North Sulawesi will completely "graduate" by the end of the period.

## 15.7 Overall Recommendations

If the guidelines are to be implemented to improve the junior secondary education of Indonesia, both *the two ways need to be employed in parallel*. Institutionalization ensures the uniform and sweeping improvement throughout the system. However, it usually takes cautious deliberation and long time to achieve. It is also faced with the diversity of Indonesia which greatly undermines the merits of uniformity. The program approach, by contrast, is a piecemeal, step-by-step approach to systemic improvement. "Piecemeal changes to accomplish a systemic improvement" sounds a contradiction in terms but in the Indonesian context it is a practical, and perhaps the most effective, way to plant real changes in the everyday life.

Any government action is to be financed with government funds. Implementing the guidelines nationwide requires a huge amount of budget to be expended at each level of government. As clarified earlier, there are some technical difficulties involved in the implementation as well. However, it should be emphasized that *in money terms what the guidelines recommend is not "so big a deal"* as it may appear since the recommendations are more with "how effectively to spend the current budget" than with "how much more to be added to the current budget." In other words, the guidelines are not intended to recommend "new additional spending" but to show "how the money can be spent differently." This is the essence of the REDIP model and, as far as this point is understood, technicalities can be overcome in some way or other.

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