

MINUTES OF MEETING  
BETWEEN  
JAPAN INTERNATIONAL COOPERATION AGENCY  
AND  
AUTHORITIES CONCERNED OF THE GOVERNMENT OF THE REPUBLIC OF INDONESIA  
ON  
TECHNICAL COOPERATION ON REGIONAL EDUCATIONAL DEVELOPMENT AND  
IMPROVEMENT (REDIP BARU)

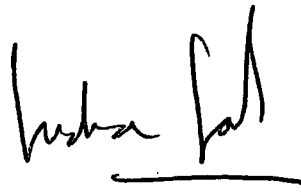
The Preliminary Study Team (hereinafter referred to as “the Team”) of Japan International Cooperation Agency (hereinafter referred to as “JICA”) visited the Republic of Indonesia from March 21 to April 3, 2004 and had a series of discussions with the Indonesian authorities concerned on desirable measures to be taken by both Japanese and Indonesian Governments for the successful implementation of the technical cooperation for Regional Educational Development and Improvement (hereinafter referred to as “the technical cooperation”).

As a result of the discussions, the Team and the undersigned government authorities concerned agreed to recommend to their respective Governments the matters referred to in the document attached hereto.

Jakarta, April 1, 2004



Mr. Yuji Otake  
Deputy Resident Representative  
Indonesia Office  
Japan International Cooperation Agency  
Japan



Dr. Ir. Indra Djati Sidi  
Director General  
Directorate General of Primary and Secondary  
Education  
Ministry of National Education  
Republic of Indonesia

## ATTACHED DOCUMENT

### I. BACKGROUND OF THE TECHNICAL COOPERATION

The Indonesian educational administration system at primary and secondary level has been decentralized to district governments as a part of the country's decentralization process since 2001. JICA has supported this transition process through COPSEP (in-country training for micro planning with community participation) as well as REDIP1 and 2 (development studies to improve junior secondary education) which have contributed to develop an effective model (Bottom-up approach focusing on School-Based Management with Community Participation) to improve regional educational administration at junior secondary level.

Upon high appreciation of these, the Government of Indonesia submitted a request to the Government of Japan for technical cooperation to disseminate the REDIP model. The technical cooperation, in response to the above request, aims to institutionalize and disseminate this regional educational administration system through capacity building of district education officers.

### II. OUTLINE OF THE TECHNICAL COOPERATION

The both sides agreed on the framework of the technical cooperation as follows. The details will be further discussed and summarized as Record of Discussion (R/D) by the end of April, 2004.

#### 1. Title

Technical Cooperation for Regional Educational Development and Improvement (REDIP-BARU) (tentative)

A sub-title in Indonesian may be further added for better understanding among stakeholders regarding the technical cooperation concept and activities.

#### 2. Super Goal

Junior secondary education in Central Java Province, North Sulawesi Province, and Banten Province is improved both quantitatively and qualitatively.

#### 3. Overall Goal

REDIP type regional educational administration system (Bottom-up system focusing on School-Based Management with Community Participation) is established and implemented in all junior secondary schools in the target districts.

#### 4. Purpose

REDIP type regional educational administration system is established and extended in the target sub-districts.

## 5. Outputs

- 5-1. REDIP type regional educational administration is implemented by Indonesian administrators in Kabupaten Brebes and Pekalongan in Central Java Province, and Kota Bitung in North Sulawesi Province.
- 5-2. A REDIP type regional educational administration model that is adjusted to socio-economic conditions of the pilot districts in Banten Province is developed.

## 6. Activities

- 6-1. Component 1: REDIP2 target districts/provinces with official commitments
  - 6-1-1. To conduct a baseline survey to identify current situation, issues, and needs of junior secondary education.
  - 6-1-2. To train district education officers on functions which have been performed by REDIP Consultants (school and community planning, proposal preparation, appraisal, monitoring and evaluation, budget allocation and formula funding, etc.).
  - 6-1-3. To plan, implement, monitor and evaluate the REDIP pilot activities by District education officers.
  - 6-1-4. To organize regular meetings and/or workshops to strengthen the vertical linkage among schools, sub-districts, districts and province as well as the horizontal linkage among schools, communities and local administration.
  - 6-1-5. To develop the manual for disseminating REDIP model with collaboration between District and Province education officers.
  - 6-1-6. To organize activities to disseminate REDIP into non-pilot districts in the target provinces.
  - 6-1-7. To conduct an endline survey to assess the impact of the technical cooperation as well as to identify further issues to be addressed after the completion of the technical cooperation.
- 6-2. Component 2: New target districts/province
  - 6-2-1. To conduct a baseline survey to identify current situation, issues, and needs of junior secondary education.
  - 6-2-2. To conduct socialization on REDIP type educational administration.
  - 6-2-3. To provide various trainings for education officers and other stakeholders at district/provincial level, stakeholders in education field at sub-district level, and school related personnel on planning/implementation and evaluation of REDIP type project (school and community planning, proposal preparation and appraisal, monitoring and evaluation, budget allocation and formula funding, etc.)
  - 6-2-4. To plan, implement, monitor and evaluate the REDIP projects in pilot districts.
  - 6-2-5. To conduct study tour for the education officers at district/provincial level to observe the Good Practice of REDIP.
  - 6-2-6. To conduct an endline survey to assess the impact of the technical cooperation as well as to identify further issues to be addressed after the completion of the technical cooperation.

## 7. Inputs

<Japanese side>

### Experts

- Leader/Educational Planning
- Regional Educational Administration/Micro Planning
- Educational Statistics/Impact Analysis
- Community Development
- Teacher Training
- Educational Administration/Economic and financial evaluation, etc.

### Field consultants

#### Counterpart training in Japan

- Counterpart personnel, whom Japanese experts and field consultants work with, are received in related training in Japan during project period.

#### Equipment and local cost

- Block grant for schools and Sub-district Junior Secondary Education Development Team (TPK)s (to be gradually reduced)

<Indonesian side>

### Counterparts

#### Local cost

- Training cost for REDIP model (Workshop and Socialization)
- Block grant for schools and TPKs (Supported by districts)

#### **【Component 1】**

(Bitung City, North Sulawesi Province)

The above expenses shall be fully covered by City Budget. The cost plan during the technical cooperation period is indicated in Annex 5.

(Brebes and Pekalongan District, Central Java Province)

The above expenses shall be partially covered by District Budget. The cost sharing plans during the technical cooperation period are indicated in Annex 3(Brebes) and 4(Pekalongan), respectively.

#### **【Component 2】**

(Pilot Districts, Banten Province)

The above expenses shall be partially covered by District Budget. The cost sharing plans during the technical cooperation period will be discussed after the pilot districts are selected.

40.

12

## Project offices and facilities

### 【Project Design Matrix (PDM)】

Both sides agreed on the first draft of PDM in Annex 1. The PDM will be further discussed and attached to the Record of Discussions which will be signed by the end of April, 2004.

### 【Plan of Operation (PO)】

Both sides agreed on the first draft of PO in Annex 2. The PO will be further discussed and attached to the Record of Discussions which will be signed by the end of April, 2004.

## III. DURATION OF THE TECHNICAL COOPERATION

The duration of technical cooperation for the technical cooperation under this Attached Document will be four years (2004-2008).

## IV. LOCATION OF THE TECHNICAL COOPERATION

### 【Component 1】

- Bitung City, North Sulawesi Province
- Brebes and Pekalongan District, Central Java Province

Participation of other REDIP2 target districts may be considered at a later stage of the technical cooperation implementation upon submission of official letter of commitments (both financial and human resource aspects).

### 【Component 2】

Among several candidate provinces, Banten Province was selected as new target province because of the following reasons:

1. Request from Central Government for support
2. Preliminary survey results (conducted during February-March 2004) that compared educational indicators (access, educational finance, pupil academic achievement etc.) of the candidate provinces confirmed Banten's stronger needs for improving junior secondary education.

At the beginning of the technical cooperation, one or two districts in Banten Province will be selected according to the following four criteria that have been agreed on by both sides:

1. Administrative capacity
2. Degree of urbanization
3. School distribution
4. Access to pilot sub-district

The detail of these criteria will be further discussed by the end of April, 2004 when Record of Discussion (R/D) is signed.

Districts that are interested in the technical cooperation shall submit official letter of commitment

together with necessary documents (budgetary plan, organizational chart, school map, etc.)

## V. ADMINISTRATION OF THE TECHNICAL COOPERATION

### 1. Joint Coordinating Committee

Joint Coordinating Committee will be held annually (and if need be) to supervise Annual Work Plan and review overall progress of the technical cooperation. The member will be nominated from both Indonesian and Japanese sides by the end of April, 2004.

### 2. Steering Committee

Steering Committee will be held annually (and if need be) to formulate Annual Work Plan and to coordinate Project activities and achievement of the technical cooperation outcomes. The member will be nominated from both Indonesian and Japanese sides by the end of April, 2004.

## VI. MEASURES TO PROMOTE UNDERSTANDING AND SUPPORT FOR THE TECHNICAL COOPERATION

For the purpose of promoting support for the technical cooperation among the people of the Republic of Indonesia, the Government of Indonesia will take appropriate measures to make the technical cooperation widely known to the people of the Republic of Indonesia. The efforts to extend REDIP model by MONE's own budget to other districts which are not covered by the technical cooperation will be technically assisted by JICA as far as possible.

IK

4.0.

Project Title: Regional Educational Development and Improvement Project (REDIP-BARU) (tentative title)  
Target Area: District Brebes and District Pekalongan in Central Java, Blitar City in North Sulawesi, District X and Y in Banten Province  
SUPER GOAL: Junior secondary education in Central Java Province, North Sulawesi Province, and Banten Province is improved both quantitatively and qualitatively.

OVERALL GOAL	NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>REDIP type regional educational administration system (Bottom-up system focusing on School-Based Management with Community Participation) is established and implemented in all junior secondary schools in the target districts.</p>	<p>1. The percentage of the schools with certain condition (Note3) among whole schools in the project provinces is more than Y %.</p> <p>2. The percentage of the districts that practice REDIP model is more than Y % in a province.</p>	<p>1. More than 2% of pilot schools continue the REDIP model, which introduced in District Brebes and District Pekalongan in Central Java, and Blitar City in North Sulawesi, District X and Y in Banten Province are continued.</p> <p>2. The number of schools that practice REDIP model is increased by X% in Central Java Province and North Sulawesi Province.</p> <p>3. Some schools in non-pilot district in Banten Province introduce REDIP model.</p>	<p>* School record</p> <p>* District record on education including proposals submitted by schools</p> <p>* School budget record</p>	<p>* Access to junior secondary school is not worsened</p> <p>* The quality of education is kept at least to the present level.</p> <p>* Economic situation is not deteriorated.</p>
<p>REDIP type regional educational administration system is established and expanded in the target sub-district.</p>	<p>1.1-1 Educational indicators (See note1) are improved in District Brebes and District Pekalongan in Central Java, and Municipality Blitar.</p> <p>1.2 Education administrative officers are capable in conducting the function currently PIC carry on.</p> <p>1.3 The linkage among school, sub-district, district and province is strengthened.</p> <p>1.4 The percentage of the pilot schools that can manage REDIP model without external support, is more than Y %.</p> <p>2-1 Educational indicators (See note 2) are improved in REDIP model schools in X district and Y district in Banten Province.</p> <p>2-2 The number of applicants for REDIP model schools is increased in X district and Y district in</p>	<p>1. Monitoring record by district and province</p> <p>2. REDIP evaluation record</p> <p>3. District /Provincial record on education</p> <p>4. District /Provincial record on education</p>	<p>* The national policy on decentralization is not changed and that REDIP model (School-based management with community participation) is backed up by the administration.</p> <p>* Provincial administrative officer take initiative to expand REDIP model over districts.</p>	<p>* The necessary budget for REDIP model expansion is allocated in District Brebes and Pekalongan in Central Java as well as in Municipality Blitar in North Sulawesi.</p>
<p>REDIP type regional educational administration model that is adjusted to socio-economic conditions of the pilot town/Kabupaten in Banten Province is developed.</p>	<p>(Component 1: REDIP2 target districts/provinces with official commitments)</p> <p>1-1 To conduct a baseline survey to identify current situation, issues, and needs of junior secondary education</p> <p>1-2 To train district education officers on functions which have been performed by REDIP Consultants (school and community planning, proposal preparation, appraisal, monitoring, and evaluation, budget allocation and formula funding, etc.)</p> <p>1-3 To plan, implement, monitor and evaluate the REDIP pilot activities by district education officers.</p> <p>1-4 To promote the vertical linkage among schools, sub-district, districts and provinces as well as horizontal linkage among schools, communities and local administration by holding workshop and regular meeting, etc.</p> <p>1-5 To prepare the manual for REDIP model expansion by the province and pilot districts.</p> <p>1-6 To organize activities to disseminate REDIP into non-pilot districts in the target provinces.</p> <p>1-7 To conduct an online survey to assess the impact of the Project as well as to identify further issues to be addressed after the completion of the Project.</p> <p>(Component 2: New target district/province)</p> <p>2-1 To conduct a baseline survey to identify the current situation, issues, and needs of junior secondary education.</p> <p>2-2 To conduct socialization on REDIP type educational administration.</p> <p>2-3 To provide the various trainings for education officers and other stakeholders at district/provincial level, stakeholders in education field at sub-district level, and school leaders personnel on planning/implementation and evaluation of REDIP type program, school and community planning, proposal preparation and appraisal, monitoring and evaluation, budget allocation and formula funding, etc.)</p> <p>2-4 To plan, implement, monitor and evaluate the REDIP projects in pilot districts.</p> <p>2-5 To conduct study tour for the education officers at district/provincial level to observe the Good Practice of REDIP model.</p> <p>2-6 To conduct an online survey to assess the impact of the Project as well as to identify further issues to be addressed after the completion of the Project.</p>	<p>INDONESIA</p> <p>1. Appointment of counterpart personnel</p> <p>2. Contribution of local cost</p> <p>3. Training cost for REDIP model (Workshop and Socialization)</p> <p>4. Block grant for schools and TPAs (to be fully covered or gradually increased)</p> <p>5. Provision of office and facilities</p>	<p>* Appointment of counterpart personnel</p> <p>* District statistics on education</p> <p>* School record / District statistics on education</p>	<p>Province Brebes, X district and Y district in Banten province for REDIP project is planned</p>
<p>REDIP type regional educational administration system is established and expanded in the target sub-district.</p>	<p>1.1-1 Educational indicators (See note1) are improved in District Brebes and District Pekalongan in Central Java, and Municipality Blitar.</p> <p>1.2 Education administrative officers are capable in conducting the function currently PIC carry on.</p> <p>1.3 The linkage among school, sub-district, district and province is strengthened.</p> <p>1.4 The percentage of the pilot schools that can manage REDIP model without external support, is more than Y %.</p> <p>2-1 Educational indicators (See note 2) are improved in REDIP model schools in X district and Y district in Banten Province.</p> <p>2-2 The number of applicants for REDIP model schools is increased in X district and Y district in</p>	<p>JAPAN</p> <p>(a) Dispatch of Japanese Experts Leader/Educational Planning, Regional Educational Administration/Micro-Planning, Educational Statistics/Impact Analysis, Community Development, Teachers Training, Educational Administration/Economic and financial evaluation, etc.</p> <p>(b) Indonesian Field Consultants</p> <p>(c) Training in Japan</p> <p>(d) Counterpart personnel, whom experts and field consultants work with, are received in related training in Japan during project period.</p> <p>(e) Block grant for schools and TPAs (to be gradually reduced)</p>	<p>* District statistics on education</p> <p>* School record / District statistics on education</p>	<p>Province Brebes, X district and Y district in Banten province for REDIP project is planned</p>
<p>REDIP type regional educational administration system is established and expanded in the target sub-district.</p>	<p>1.1-1 Educational indicators (See note1) are improved in District Brebes and District Pekalongan in Central Java, and Municipality Blitar.</p> <p>1.2 Education administrative officers are capable in conducting the function currently PIC carry on.</p> <p>1.3 The linkage among school, sub-district, district and province is strengthened.</p> <p>1.4 The percentage of the pilot schools that can manage REDIP model without external support, is more than Y %.</p> <p>2-1 Educational indicators (See note 2) are improved in REDIP model schools in X district and Y district in Banten Province.</p> <p>2-2 The number of applicants for REDIP model schools is increased in X district and Y district in</p>	<p>INDONESIA</p> <p>1. Appointment of counterpart personnel</p> <p>2. Contribution of local cost</p> <p>3. Training cost for REDIP model (Workshop and Socialization)</p> <p>4. Block grant for schools and TPAs (to be fully covered or gradually increased)</p> <p>5. Provision of office and facilities</p>	<p>* District statistics on education</p> <p>* School record / District statistics on education</p>	<p>Province Brebes, X district and Y district in Banten province for REDIP project is planned</p>
<p>REDIP type regional educational administration system is established and expanded in the target sub-district.</p>	<p>1.1-1 Educational indicators (See note1) are improved in District Brebes and District Pekalongan in Central Java, and Municipality Blitar.</p> <p>1.2 Education administrative officers are capable in conducting the function currently PIC carry on.</p> <p>1.3 The linkage among school, sub-district, district and province is strengthened.</p> <p>1.4 The percentage of the pilot schools that can manage REDIP model without external support, is more than Y %.</p> <p>2-1 Educational indicators (See note 2) are improved in REDIP model schools in X district and Y district in Banten Province.</p> <p>2-2 The number of applicants for REDIP model schools is increased in X district and Y district in</p>	<p>INDONESIA</p> <p>1. Appointment of counterpart personnel</p> <p>2. Contribution of local cost</p> <p>3. Training cost for REDIP model (Workshop and Socialization)</p> <p>4. Block grant for schools and TPAs (to be fully covered or gradually increased)</p> <p>5. Provision of office and facilities</p>	<p>* District statistics on education</p> <p>* School record / District statistics on education</p>	<p>Province Brebes, X district and Y district in Banten province for REDIP project is planned</p>
<p>REDIP type regional educational administration system is established and expanded in the target sub-district.</p>	<p>1.1-1 Educational indicators (See note1) are improved in District Brebes and District Pekalongan in Central Java, and Municipality Blitar.</p> <p>1.2 Education administrative officers are capable in conducting the function currently PIC carry on.</p> <p>1.3 The linkage among school, sub-district, district and province is strengthened.</p> <p>1.4 The percentage of the pilot schools that can manage REDIP model without external support, is more than Y %.</p> <p>2-1 Educational indicators (See note 2) are improved in REDIP model schools in X district and Y district in Banten Province.</p> <p>2-2 The number of applicants for REDIP model schools is increased in X district and Y district in</p>	<p>INDONESIA</p> <p>1. Appointment of counterpart personnel</p> <p>2. Contribution of local cost</p> <p>3. Training cost for REDIP model (Workshop and Socialization)</p> <p>4. Block grant for schools and TPAs (to be fully covered or gradually increased)</p> <p>5. Provision of office and facilities</p>	<p>* District statistics on education</p> <p>* School record / District statistics on education</p>	<p>Province Brebes, X district and Y district in Banten province for REDIP project is planned</p>
<p>REDIP type regional educational administration system is established and expanded in the target sub-district.</p>	<p>1.1-1 Educational indicators (See note1) are improved in District Brebes and District Pekalongan in Central Java, and Municipality Blitar.</p> <p>1.2 Education administrative officers are capable in conducting the function currently PIC carry on.</p> <p>1.3 The linkage among school, sub-district, district and province is strengthened.</p> <p>1.4 The percentage of the pilot schools that can manage REDIP model without external support, is more than Y %.</p> <p>2-1 Educational indicators (See note 2) are improved in REDIP model schools in X district and Y district in Banten Province.</p> <p>2-2 The number of applicants for REDIP model schools is increased in X district and Y district in</p>	<p>INDONESIA</p> <p>1. Appointment of counterpart personnel</p> <p>2. Contribution of local cost</p> <p>3. Training cost for REDIP model (Workshop and Socialization)</p> <p>4. Block grant for schools and TPAs (to be fully covered or gradually increased)</p> <p>5. Provision of office and facilities</p>	<p>* District statistics on education</p> <p>* School record / District statistics on education</p>	<p>Province Brebes, X district and Y district in Banten province for REDIP project is planned</p>
<p>REDIP type regional educational administration system is established and expanded in the target sub-district.</p>	<p>1.1-1 Educational indicators (See note1) are improved in District Brebes and District Pekalongan in Central Java, and Municipality Blitar.</p> <p>1.2 Education administrative officers are capable in conducting the function currently PIC carry on.</p> <p>1.3 The linkage among school, sub-district, district and province is strengthened.</p> <p>1.4 The percentage of the pilot schools that can manage REDIP model without external support, is more than Y %.</p> <p>2-1 Educational indicators (See note 2) are improved in REDIP model schools in X district and Y district in Banten Province.</p> <p>2-2 The number of applicants for REDIP model schools is increased in X district and Y district in</p>	<p>INDONESIA</p> <p>1. Appointment of counterpart personnel</p> <p>2. Contribution of local cost</p> <p>3. Training cost for REDIP model (Workshop and Socialization)</p> <p>4. Block grant for schools and TPAs (to be fully covered or gradually increased)</p> <p>5. Provision of office and facilities</p>	<p>* District statistics on education</p> <p>* School record / District statistics on education</p>	<p>Province Brebes, X district and Y district in Banten province for REDIP project is planned</p>
<p>REDIP type regional educational administration system is established and expanded in the target sub-district.</p>	<p>1.1-1 Educational indicators (See note1) are improved in District Brebes and District Pekalongan in Central Java, and Municipality Blitar.</p> <p>1.2 Education administrative officers are capable in conducting the function currently PIC carry on.</p> <p>1.3 The linkage among school, sub-district, district and province is strengthened.</p> <p>1.4 The percentage of the pilot schools that can manage REDIP model without external support, is more than Y %.</p> <p>2-1 Educational indicators (See note 2) are improved in REDIP model schools in X district and Y district in Banten Province.</p> <p>2-2 The number of applicants for REDIP model schools is increased in X district and Y district in</p>	<p>INDONESIA</p> <p>1. Appointment of counterpart personnel</p> <p>2. Contribution of local cost</p> <p>3. Training cost for REDIP model (Workshop and Socialization)</p> <p>4. Block grant for schools and TPAs (to be fully covered or gradually increased)</p> <p>5. Provision of office and facilities</p>	<p>* District statistics on education</p> <p>* School record / District statistics on education</p>	<p>Province Brebes, X district and Y district in Banten province for REDIP project is planned</p>
<p>REDIP type regional educational administration system is established and expanded in the target sub-district.</p>	<p>1.1-1 Educational indicators (See note1) are improved in District Brebes and District Pekalongan in Central Java, and Municipality Blitar.</p> <p>1.2 Education administrative officers are capable in conducting the function currently PIC carry on.</p> <p>1.3 The linkage among school, sub-district, district and province is strengthened.</p> <p>1.4 The percentage of the pilot schools that can manage REDIP model without external support, is more than Y %.</p> <p>2-1 Educational indicators (See note 2) are improved in REDIP model schools in X district and Y district in Banten Province.</p> <p>2-2 The number of applicants for REDIP model schools is increased in X district and Y district in</p>	<p>INDONESIA</p> <p>1. Appointment of counterpart personnel</p> <p>2. Contribution of local cost</p> <p>3. Training cost for REDIP model (Workshop and Socialization)</p> <p>4. Block grant for schools and TPAs (to be fully covered or gradually increased)</p> <p>5. Provision of office and facilities</p>	<p>* District statistics on education</p> <p>* School record / District statistics on education</p>	<p>Province Brebes, X district and Y district in Banten province for REDIP project is planned</p>
<p>REDIP type regional educational administration system is established and expanded in the target sub-district.</p>	<p>1.1-1 Educational indicators (See note1) are improved in District Brebes and District Pekalongan in Central Java, and Municipality Blitar.</p> <p>1.2 Education administrative officers are capable in conducting the function currently PIC carry on.</p> <p>1.3 The linkage among school, sub-district, district and province is strengthened.</p> <p>1.4 The percentage of the pilot schools that can manage REDIP model without external support, is more than Y %.</p> <p>2-1 Educational indicators (See note 2) are improved in REDIP model schools in X district and Y district in Banten Province.</p> <p>2-2 The number of applicants for REDIP model schools is increased in X district and Y district in</p>	<p>INDONESIA</p> <p>1. Appointment of counterpart personnel</p> <p>2. Contribution of local cost</p> <p>3. Training cost for REDIP model (Workshop and Socialization)</p> <p>4. Block grant for schools and TPAs (to be fully covered or gradually increased)</p> <p>5. Provision of office and facilities</p>	<p>* District statistics on education</p> <p>* School record / District statistics on education</p>	<p>Province Brebes, X district and Y district in Banten province for REDIP project is planned</p>
<p>REDIP type regional educational administration system is established and expanded in the target sub-district.</p>	<p>1.1-1 Educational indicators (See note1) are improved in District Brebes and District Pekalongan in Central Java, and Municipality Blitar.</p> <p>1.2 Education administrative officers are capable in conducting the function currently PIC carry on.</p> <p>1.3 The linkage among school, sub-district, district and province is strengthened.</p> <p>1.4 The percentage of the pilot schools that can manage REDIP model without external support, is more than Y %.</p> <p>2-1 Educational indicators (See note 2) are improved in REDIP model schools in X district and Y district in Banten Province.</p> <p>2-2 The number of applicants for REDIP model schools is increased in X district and Y district in</p>	<p>INDONESIA</p> <p>1. Appointment of counterpart personnel</p> <p>2. Contribution of local cost</p> <p>3. Training cost for REDIP model (Workshop and Socialization)</p> <p>4. Block grant for schools and TPAs (to be fully covered or gradually increased)</p> <p>5. Provision of office and facilities</p>	<p>* District statistics on education</p> <p>* School record / District statistics on education</p>	<p>Province Brebes, X district and Y district in Banten province for REDIP project is planned</p>
<p>REDIP type regional educational administration system is established and expanded in the target sub-district.</p>	<p>1.1-1 Educational indicators (See note1) are improved in District Brebes and District Pekalongan in Central Java, and Municipality Blitar.</p> <p>1.2 Education administrative officers are capable in conducting the function currently PIC carry on.</p> <p>1.3 The linkage among school, sub-district, district and province is strengthened.</p> <p>1.4 The percentage of the pilot schools that can manage REDIP model without external support, is more than Y %.</p> <p>2-1 Educational indicators (See note 2) are improved in REDIP model schools in X district and Y district in Banten Province.</p> <p>2-2 The number of applicants for REDIP model schools is increased in X district and Y district in</p>	<p>INDONESIA</p> <p>1. Appointment of counterpart personnel</p> <p>2. Contribution of local cost</p> <p>3. Training cost for REDIP model (Workshop and Socialization)</p> <p>4. Block grant for schools and TPAs (to be fully covered or gradually increased)</p> <p>5. Provision of office and facilities</p>	<p>* District statistics on education</p> <p>* School record / District statistics on education</p>	<p>Province Brebes, X district and Y district in Banten province for REDIP project is planned</p>
<p>REDIP type regional educational administration system is established and expanded in the target sub-district.</p>	<p>1.1-1 Educational indicators (See note1) are improved in District Brebes and District Pekalongan in Central Java, and Municipality Blitar.</p> <p>1.2 Education administrative officers are capable in conducting the function currently PIC carry on.</p> <p>1.3 The linkage among school, sub-district, district and province is strengthened.</p> <p>1.4 The percentage of the pilot schools that can manage REDIP model without external support, is more than Y %.</p> <p>2-1 Educational indicators (See note 2) are improved in REDIP model schools in X district and Y district in Banten Province.</p> <p>2-2 The number of applicants for REDIP model schools is increased in X district and Y district in</p>	<p>INDONESIA</p> <p>1. Appointment of counterpart personnel</p> <p>2. Contribution of local cost</p> <p>3. Training cost for REDIP model (Workshop and Socialization)</p> <p>4. Block grant for schools and TPAs (to be fully covered or gradually increased)</p> <p>5. Provision of office and facilities</p>	<p>* District statistics on education</p> <p>* School record / District statistics on education</p>	<p>Province Brebes, X district and Y district in Banten province for REDIP project is planned</p>
<p>REDIP type regional educational administration system is established and expanded in the target sub-district.</p>	<p>1.1-1 Educational indicators (See note1) are improved in District Brebes and District Pekalongan in Central Java, and Municipality Blitar.</p> <p>1.2 Education administrative officers are capable in conducting the function currently PIC carry on.</p> <p>1.3 The linkage among school, sub-district, district and province is strengthened.</p> <p>1.4 The percentage of the pilot schools that can manage REDIP model without external support, is more than Y %.</p> <p>2-1 Educational indicators (See note 2) are improved in REDIP model schools in X district and Y district in Banten Province.</p> <p>2-2 The number of applicants for REDIP model schools is increased in X district and Y district in</p>	<p>INDONESIA</p> <p>1. Appointment of counterpart personnel</p> <p>2. Contribution of local cost</p> <p>3. Training cost for REDIP model (Workshop and Socialization)</p> <p>4. Block grant for schools and TPAs (to be fully covered or gradually increased)</p> <p>5. Provision of office and facilities</p>	<p>* District statistics on education</p> <p>* School record / District statistics on education</p>	<p>Province Brebes, X district and Y district in Banten province for REDIP project is planned</p>

Note1: See the appendix for the details. Indicators on Gross Enrollment Rate, Dropout Rate, Academic Achievement, Stakeholder's level of satisfaction and motivation, etc. are set in numerical value as possible based on the result of REDIP2 pilot projects.  
Note2: See the appendix for the details. Indicators on Gross Enrollment Rate, Dropout Rate, Academic Achievement, Stakeholder's level of satisfaction and motivation, etc. are set in numerical value as possible based on the result of REDIP2 pilot projects.  
Note3: See the appendix for the details. The percentage of those schools which meet some conditions such as "The number of participants and teacher in the planning process of school proposal is over the required standard", "The percentage of accepted in terms of quality, school proposals is more than 0%", "The percentage of those schools which acquired the capacity of matching fund is more than 0%".

## Plan of Operation

	Activities	Expected Result	Schedule					Responsible person	Remarks
			2004	2005	2006	2007	2008		
1	Component 1: REDIP2 target districts/provinces with official commitments								
1.1	To conduct baseline survey to identify current situation, issues and needs of junior secondary education.	Current situation, issues and needs of junior secondary education are identified.	—						
1.2	To train district education officers on functions which have been performed by REDIP Consultants (school and community planning, proposal preparation, appraisal, monitoring and evaluation, budget allocation and formula funding, etc.).	District education officers carry out the functions which have been performed by REDIP Consultants (school and community planning, proposal preparation, appraisal, monitoring and evaluation, budget allocation and formula funding, etc.).	—	—	—	—			
1.3	To plan, implement, monitor and evaluate the REDIP pilot activities by district education officers.	District education officers take initiative to plan, implement, monitor and evaluate the REDIP pilot activities.	—						
1.4	To organize regular meetings and/or workshop to strengthen the vertical linkage among schools, sub-districts, districts and province as well as horizontal linkage among schools, communities and local administration.	The vertical linkage among schools, sub-districts, districts and province as well as horizontal linkage among schools, communities and local administration are strengthened.	—						
1.5	To develop the manual for disseminating REDIP model with collaboration between District and Province education officers.	The manual for disseminating REDIP model is prepared.	—						
1.6	To organize activities to disseminate REDIP into non-pilot districts in the Target provinces.	The activities to disseminate REDIP into non-pilot districts in the target provinces are conducted.		—	—	—			
1.7	To conduct an endline survey to assess the impact of the Project as well as to identify further issues to be addressed after the completion of the Project.	The impact of the Project is assessed as well as the further issues to be addressed after the completion of the Project are identified.						—	



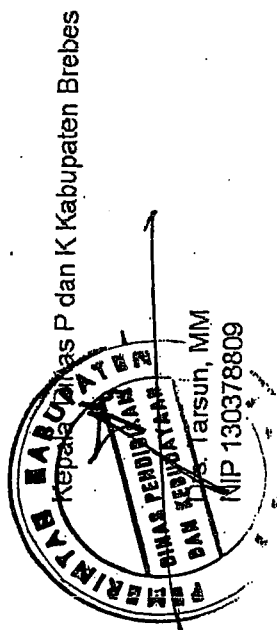
2	Component 2: New target districts/province		Annex 2
2.1	To conduct a baseline survey to identify current situation, issues, and needs of junior secondary education.	Current situation, issues and needs of junior secondary education are identified.	—
2.2	To conduct socialization on REDIP type educational administration.	REDIP type educational administration is recognized by educational officers and communities.	—
2.3	To provide various trainings for education officers and other stakeholders at district/provincial level, stakeholders in education field at subdistrict level, and school related personnel on planning/implementation and evaluation of REDIP type project (school and community planning, proposal preparation and appraisal, monitoring and evaluation, budget allocation and formula funding, etc.).	The education officers and other stakeholders at district/provincial level, stakeholders in education field at subdistrict level, and school related personnel prepare for planning/implementation and evaluation on REDIP type project (school and community planning, proposal preparation and appraisal, monitoring and evaluation, budget allocation formula funding, etc.).	—
2.4	To plan, implement, monitor and evaluate the REDIP projects in pilot districts..	To plan, implement, monitor and evaluate the REDIP projects in pilot districts.	—
2.5	To conduct study tour for the education officers at district/provincial level to observe the Good Practice of REDIP model.	District/Provincial education officers learn REDIP type local educational administration.	—
2.6	To conduct an endline survey to assess the impact of the Project as well as to identify further issues to be addressed after the completion of the Project.	The impact of the Project is assessed as well as the further issues to be addressed after the completion of the Project are identified.	—

12

## BUDGET OF REDIP3 IN KABUPATEN BREBES

Total Budget REDIP2 Year 2 2,210,210,000

Year	%		Amount of Budget		Total Budget	Average School Budget from Kabupaten	
	JICA	Kab	JICA	Kab		School	TPK
1	60%	40%	1,326,126,000	1,452,500,000	2,778,626,000	7,500,000	10,000,000
2	40%	60%	884,084,000	1,914,000,000	2,798,084,000	10,000,000	12,000,000
3	20%	80%	442,042,000	2,273,000,000	2,715,042,000	12,000,000	13,000,000
4	0%	100%	-	2,632,000,000	2,632,000,000	14,000,000	14,000,000
5	0%	100%	-	2,895,200,000	2,895,200,000	15,500,000	15,000,000
6	0%	100%	-	3,184,720,000	3,184,720,000	17,000,000	16,000,000



## PELAKSANAAN JICA DI KABUPATEN PEKALONGAN

### A. Volume APBD Kabupaten Pekalongan

1. Volume APBD Kabupaten Pekalongan tahun 2004 Rp. 315.376.041.950,-
2. Dinas Pendidikan mendapat alokasi Rp. 123.598.717.000,-(39,19%)
3. Untuk SMP se Kabupaten Pekalongan mendapat alokasi anggaran sebesar Rp. 15.223.646.000,- terdiri dari :
  - a. Gaji dan tunjangan lainnya Rp. 14.175.672.000,-
  - b. Untuk menunjang KBM Rp. 1.217.974.000,-

Jumlah Rp. 15.393.646.000,-

- B. Bantuan Redip 2 JICA untuk Redip I Tahap I Rp. 2.099.460.000,- digunakan untuk 9 TPK, dan 59 Sekolah. Dilaksanakan tahun 2001 – 2002  
Bantuan Redip 2 JICA sebesar Rp. 1.618.030.000,- untuk 9 TPK dan 59 Sekolah telah dilaksanakan tahun 2002-2003 sesuai dengan petunjuk

### C. Evaluasi Redip 1 dan Redip 2

- a. Seluruh pejabat Komitmen terhadap pembangunan pendidikan di kabupaten Pekalongan
- b. Munculnya partisipasi masyarakat dalam pembangunan bidang pendidikan
- c. Meningkatkan mutu akademik
- d. Meningkatnya control masyarakat
- e. Meningkatnya hubungan sekolah dibawah dinas pendidikan dengan madrasah di lingkungan Departemen Agama

Tahun Anggaran 2004 Pemerintah Kabupaten Pekalongan disamping memberikan dana Block Grant Rp. 15.223.646.000 untuk pendidikan , juga meluncurkann bantuan untuk perluasan JICA untuk 7 TKP dan 22 Sekolah sebesar Rp. 170.000.000,-

### D. Menyongsong Redip 3 JICA tahun 2004

Pemerintah kabupaten Pekalongan dalam pendampingan JICA akan menyalurkan dana ke Sekolah – sekolah masing-masing dengan sistim Block Grant jumlah total Rp. 15.393.464.000,-

Pada tahun 2005 Block Grant di istimasikan sebesar Rp. 16.000.000.000,-

Pada tahun 2006 kami istimasikan sebesar Rp. 17.000.000,- dan Pemerintah kabupaten Pekalongan siap mengambil alih semua program Redip

R

Untuk kemajuan

Anak bangsa

4.0.

E. Rencana Anggaran Block Grant SMP-MTs Redip 3 tahun 2004 – 2007

No	Tahun Anggaran	Juml. TPK	Juml Sek.	Jumlah Anggaran			
				Bantuan Jica	%	APBD II	%
1	2004	19	84	1.494.530.847	50	1.494.530.847	50
2	2005	19	84	747.265.425	25	2.241.796.272	75
3	2006	19	84	0	0	2.989.061.694	100

F. Usul dan Harapan

- a. Bantuan Redip JICA di usahakan untuk dapat diberikan pada seluruh TPK dan seluruh SMP/MTs se kabupaten Pekalongan
- b. Konsultan lapangan mohon dibiayai JICA
- c. Pemerintah kabupaten Pekalongan mendayagunakan Tim Implementasi dengan melibatkan para pengawas.

H. Pasca JICA Pemerintah kabupaten Pekalongan telah menyusun proposal penetapan sekolah percontohan yang di semua satuan pendidikan yang menghasilkan :  
Manusia yang Cerdas, Terampil dan Berbudi luhur yang akan diluncurkan tahun pelajaran 2004-2005

Kajen, 23 Maret 2004

Kepala Dinas Pendidikan  
Kabupaten Pekalongan



Drs. H.M. Tambyan, MM  
NIP. 010 057 125

g.o.

112

**PENGELOLAAN DAN PEMBIAYAAN PENDIDIKAN DI KOTA BITUNG  
PASCA REDIP 2**

**A. Latar Belakang**

1. Perencanaan pengembangan kota Bitung secara tegas mencantumkan bahwa pembangunan disektor Pendidikan merupakan prioritas satu dalam usulan program unggulan.
2. Pembangunan sumber daya manusia adalah pintu masuk menuju masyarakat maju dan cerdas yang akan bermuara pada kehidupan bangsa yang bermoral serta taqwa kepada Tuhan Yang Maha Esa.
3. Pemberdayaan komponen masyarakat dan komponen sekolah (stake holder pendidikan) merupakan basis utama peningkatan pelayanan pendidikan yang berkesinambungan.
4. Pengalaman bereksperimen dengan pola REDIP dalam pelayanan pendidikan selama REDIP 2 telah membuktikan bahwa pola pendekatan tersebut mempunyai prospek yang sangat menunjang dalam pengembangan dan peningkatan mutu pendidikan. Hasil evaluasi baik oleh aparat setempat maupun tim reviu dari JICA semuanya berkesimpulan yang sama dan positif. Hasil yang telah diraih tersebut perlu dipertahankan bahkan ditingkatkan dengan tindak lanjut konkrit agar dapat mencapai hasil yang optimal. Wujud kesungguhan dari pemerintah Jepang telah dijanjikan bahwa pemerintah Jepang via JICA masih akan terus menyediakan anggaran pendamping sebagian dari bantuan teknis.

**B. Tujuan**

a. Tujuan umum

1. Memelihara hasil-hasil yang telah dicapai selama periode studi REDIP 2 serta mengembangkannya sesuai kebutuhan.
2. Memantapkan pola pendekatan yang telah ada menuju kepada institusionalisasi secara alamiah.
3. Mempertahankan prinsip kerja yang berkiblat kepada transparansi, demokratis, kejujuran, dan ketepatan waktu seraya terus-menerus membangun self motivasi dan evaluasi.

b. Tujuan khusus

1. Terjadi peningkatan dan pengembangan yang berkelanjutan di bidang pelayanan pendidikan sebagai bagian yang terintegrasi dari peningkatan mutu pendidikan. Hal ini dimungkinkan dengan merevitalisasi semua komponen yang terkait, baik sumber daya manusia maupun material penunjang.

**C. Sasaran**

Dengan tetap memperhatikan prinsip kemajuan secara bertahap, maka dalam implementasinya diatur sebagai berikut: (Alternatif)

1. (Tahun pertama)  
5 TPK (Kecamatan Bitung Utara)

IR

4.0.

(Kecamatan Bitung Barat)  
(Kecamatan Bitung Tengah)  
(Kecamatan Bitung Timur)  
(Kecamatan Bitung Selatan)

26 SLTP / MTs (Negeri dan Swasta di kota Bitung)

2. Seperti alternatif 1 ditambah seluruh SMU / SMK di kota Bitung.

3. Seperti alternatif 1 ditambah seluruh SD Negeri dan Swasta di kota Bitung.

Sesuai dengan target tersebut dalam pengelolaan anggaran juga dialokasikan menurut rasional yang akan ditetapkan oleh tim teknis.

#### D. Personil

Untuk mengadministrasikan dan menghindari kemungkinan terjadinya hambatan khususnya fasilitator monitoring dan evaluasi perlu penugasan sekelompok satuan kerja yang komposisinya sebagai berikut :

- Dalam masa pendampingan, tiga tahun pertama JICA diharapkan memperbantukan dan membiayai tenaga exper/field consultant yang bertugas sebagai pemimpin dari satuan tugas.
- Disamping eksternal leader tersebut kota Bitung menyiapkan seorang petugas (local officials) yang dipersiapkan akan menggantikan external leader sesudah masa pendampingan berakhir.
- Dalam waktu yang bersamaan untuk tiap-tiap kecamatan ditunjuk masing-masing seorang petugas yang akan melaksanakan tugas-tugas fasilitator pada kecamatan yang ditetapkan.

Eksternal leader, co-leader dan lima fasilitator yang ditugaskan di kecamatan merupakan satuan tugas yang solid dan bertanggung jawab tentang prinsip-prinsip penerapan pola REDIP. Pada prinsipnya co-leader dan 5 fasilitator kecamatan selama 5 tahun tersebut merupakan proses pemagangan.

D<sub>1</sub>. Alih pengetahuan dan alih keterampilan (capacity building) dilaksanakan dengan cara:

- Pemagangan
- Pengalaman kerja / praktek lapangan
- Pelatihan khusus
- Pemberdayaan TPK sebagai sentra pendidikan

Untuk tugas pengaudit dan evaluasi disamping satuan tugas yang tersebut di atas, juga memanfaatkan tim pengawas yang bersesuaian bahkan bila perlu ditambah dengan personil yang ditunjuk dari dewan pendidikan atau tokoh-tokoh masyarakat yang biasanya tergabung dalam komite sekolah.

D<sub>2</sub>. Untuk mempersiapkan seluruh personil yang terlibat dipandang perlu untuk melakukan tugas-tugas pra kondisi seperti lokakarya, diklat atau seminar-seminar yang difokuskan pada:

- kepemimpinan sekolah
- Perencanaan mikro
- Metodologi
- Review teori dan praktek mengajar modern
- Pengelolaan system pembelajaran

18

- Penyusunan bahan ajar berkonteks lokal
- Pelayanan evaluasi belajar yang kontinu, dsb.

#### F. Pendanaan

Untuk membiayai kegiatan tersebut dapat dilaksanakan dengan alternatif sumber dana sebagai berikut :

- Dana Pemkot ( DAU, DAK, APBD)
- Dana pendidikan dan latihan dari BUMN dan sejenisnya
- Sumbangan-sumbangan dari NGO atau individu-individu / stakeholder

Perkiraan perhitungan anggaran pertahun (Alternatif)

1. Dalam paparan ini hanya diberikan salah satu contoh tentang anggaran yang akan disediakan oleh pemerintah kota. Basis perhitungannya diperkirakan 20% dari anggaran yang disiapkan oleh kota, RAPBD tahun 2004.

Sekolah tahun anggaran	2004 / 2005	-	Rp. 900.000.000,00
	2005 / 2006	-	Rp. 950.000.000,00
	2006 / 2007	-	Rp. 1.000.000.000,00
	2007 / 2008	-	Rp. 1.050.000.000,00
	2008 / 2009	-	Rp. 1.100.000.000,00

Alokasi anggaran tersebut akan membengkak jumlahnya bila kita terapkan dengan alternatif 2 dan alternative 3. Perhitungan anggaran tersebut akan selalu mempertimbangkan jumlah murid dan faktor-faktor kesulitan lainnya.

Untuk TPK (5 TPK) tahun anggaran	2004 / 2005	-	Rp. 100.000.000,00
	2005 / 2006	-	Rp. 125.000.000,00
	2006 / 2007	-	Rp. 130.000.000,00
	2007 / 2008	-	Rp. 135.000.000,00
	2008 / 2009	-	Rp. 140.000.000,00

Alokasi anggaran dilaksanakan secara merata untuk tiap-tiap TPK.

#### F. Penutup

Demikianlah usulan tindak lanjut pada program REDIP2 kota Bitung yang diharapkan akan mampu membentuk opini para stake holder bahwa peningkatan mutu pendidikan menjadi tanggung jawab dari semua stakeholder. Acuan yang kami ajukan merupakan perhitungan yang minimal sehingga tidak menutup kemungkinan akan terdapat kenaikan bila komitmen pemerintah kota dan kebijakan-kebijakan di sector pendidikan akan dilaksanakan secara konsisten. Semoga kiat-kiat bapak walikota periode 2000/2005... boleh menjadi suatu kenyataan untuk menuju masyarakat yang terdidik, cerdas, terampil, berbudaya dan takwa.

Bitung, 1 Maret 2004

*J. O. IR*





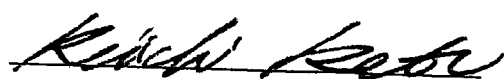
3. 討議議事録 (R/D)

RECORD OF DISCUSSIONS  
BETWEEN  
JAPAN INTERNATIONAL COOPERATION AGENCY  
AND  
AUTHORITIES CONCERNED OF THE GOVERNMENT OF THE REPUBLIC OF INDONESIA  
ON  
JAPANESE TECHNICAL COOPERATION  
FOR THE REGIONAL EDUCATION DEVELOPMENT AND IMPROVEMENT PROGRAM

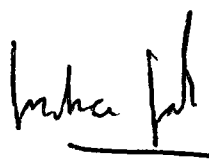
Based on the Minutes of Meetings of the preparatory study conducted by Japan International Cooperation Agency (hereinafter referred to as "JICA"), Resident Representative of JICA Indonesia Office had a series of discussions with the Indonesian authorities concerned on desirable measures to be taken by JICA and Indonesian Government for the successful implementation of the Regional Education Development and Improvement Program.

As a result of the discussions, Resident Representative of JICA Indonesia Office and the undersigned Indonesian authorities concerned agreed to recommend to their respective Governments the matters referred to in the document attached hereto.

Jakarta, July 23, 2004




Mr. Keiichi Kato  
Resident Representative  
Indonesia Office  
Japan International Cooperation Agency  
Japan



Dr. Ir. Indra Djati Sidi  
Director General  
Directorate General of Primary and Secondary Education  
Ministry of National Education  
Republic of Indonesia

And with witness hereof:



Dr. H. A. Qodry Azizy  
Director General  
Directorate General of Islamic Institutions  
Ministry of Religious Affairs  
Republic of Indonesia

## THE ATTACHED DOCUMENT

### I. COOPERATION BETWEEN JICA AND INDONESIAN GOVERNMENT

1. The Government of Indonesia will implement the Regional Education Development and Improvement Program (hereinafter referred to as "the Program") in cooperation with JICA.
2. The Program will be implemented in accordance with the Master Plan which is given in Annex I.

### II. MEASURES TO BE TAKEN BY JICA

In accordance with the laws and regulations in force in Japan, JICA will take, at its own expense, the following measures according to the normal procedures under the Colombo Plan Technical Cooperation Scheme.

#### 1. DISPATCH OF JAPANESE EXPERTS

JICA will provide the services of the Japanese experts as listed in Annex II.

#### 2. PROVISION OF MACHINERY AND EQUIPMENT

JICA will provide such machinery, equipment and other materials (hereinafter referred to as "the Equipment") necessary for the implementation of the Program as listed in Annex III. The Equipment will become the property of the Government of Indonesia upon being delivered C.I.F. (cost, insurance and freight) to the Indonesian authorities concerned at the ports and/or airports of disembarkation.

#### 3. TRAINING OF INDONESIAN PERSONNEL IN JAPAN

JICA will receive the Indonesian personnel connected with the Program for technical training in Japan.

### III. MEASURES TO BE TAKEN BY THE GOVERNMENT OF INDONESIA

1. The Government of Indonesia will take necessary measures to ensure that the self-reliant operation of the Program will be sustained during and after the period of Japanese technical cooperation, through full and active involvement in the Program by all related authorities, beneficiary groups and institutions.

2. The Government of Indonesia will ensure that the technologies and knowledge acquired by the Indonesian nationals as a result of Japanese technical cooperation will contribute to the economic and social development of Indonesia.
3. The Government of Indonesia will grant in Indonesia privileges, exemptions and benefits to the Japanese experts referred to in II-1 above and their families, which are no less favorable than those accorded to experts of third countries working in Indonesia under the Colombo Plan Technical Cooperation Scheme.
4. The Government of Indonesia will ensure that the Equipment referred to in II-2 above will be utilized effectively for the implementation of the Program in consultation with the Japanese experts referred to in Annex II.
5. The Government of Indonesia will take necessary measures to ensure that the knowledge and experience acquired by the Indonesian personnel from technical training in Japan will be utilized effectively in the implementation of the Program.
6. In accordance with the laws and regulations in force in Indonesia, the Government of Indonesia will take necessary measures to provide at its own expense:
  - (1) Services of the Indonesian counterpart personnel and administrative personnel as listed in Annex IV;
  - (2) Land, buildings and facilities as listed in Annex V;
  - (3) Supply or replacement of machinery, equipment, instruments, vehicles, tools, spare parts and any other materials necessary for the implementation of the Program other than the Equipment provided by JICA under II-2 above;
  - (4) Means of transport and travel allowances for the Japanese experts for official travel within Indonesia; and
  - (5) Suitably furnished accommodation for the Japanese experts and their families.

7. In accordance with the laws and regulations in force in Indonesia, the Government of Indonesia will take necessary measures to meet:
  - (1) Expenses necessary for transportation within Indonesia of the Equipment referred to in II-2 above as well as for the installation, operation and maintenance thereof;
  - (2) Customs duties, internal taxes and any other charges, imposed in Indonesia on the Equipment referred to in II-2 above; and
  - (3) Running expenses necessary for the implementation of the Program.

#### IV. ADMINISTRATION OF THE PROGRAM

1. Director General of Primary and Secondary Education of Ministry of National Education (MONE), as the Program Director, will bear overall responsibility for the administration and implementation of the Program.
2. Director of Junior Secondary Education of MONE, as the Program Manager, will be responsible for the managerial and technical matters of the Program.
3. The Japanese Team Leader will provide necessary recommendations and advice to the Program Director and the Program Manager on any matters pertaining to the implementation of the Program.
4. The Japanese experts will give necessary technical guidance and advice to the Indonesian counterpart personnel on technical matters pertaining to the implementation of the Program.
5. For the effective and successful implementation of technical cooperation for the Program, a Joint Coordinating Committee will be established whose functions and composition are described in Annex VI.

#### V. JOINT EVALUATION

Evaluation of the Program will be conducted jointly by JICA and the Indonesian authorities concerned, at

the middle and during the last six months of the cooperation term in order to examine the level of achievement.

#### VI. CLAIMS AGAINST JAPANESE EXPERTS

The Government of Indonesia undertakes to bear claims, if any arises, against the Japanese experts engaged in technical cooperation for the Program resulting from, occurring in the course of, or otherwise connected with the discharge of their official functions in Indonesia except for those arising from the willful misconduct or gross negligence of the Japanese experts.

#### VII. MUTUAL CONSULTATION

There will be mutual consultation between JICA and Indonesian Government on any major issues arising from, or in connection with this Attached Document.

#### VIII. MEASURES TO PROMOTE UNDERSTANDING OF AND SUPPORT FOR THE PROGRAM

For the purpose of promoting support for the Program among the people of Indonesia, the Government of Indonesia will take appropriate measures to make the Program widely known to the people of Indonesia.

#### IX. TERM OF COOPERATION

The duration of the technical cooperation for the Program under this Attached Document will be 4 (four) years.

ANNEX I	MASTER PLAN
ANNEX II	LIST OF JAPANESE EXPERTS
ANNEX III	LIST OF MACHINERY AND EQUIPMENT
ANNEX IV	LIST OF INDONESIAN COUNTERPART AND ADMINISTRATIVE PERSONNEL
ANNEX V	LIST OF LAND, BUILDINGS AND FACILITIES
ANNEX VI	JOINT COORDINATING COMMITTEE

## ANNEX I      MASTER PLAN

### 1. Program Title

Regional Education Development and Improvement Program

### 2. Objective of the Program

#### 2-1. Super Goal

Junior secondary education in Central Java Province, North Sulawesi Province, and Banten Province is improved both quantitatively and qualitatively.

#### 2-2. Overall Goal

Junior secondary education in the target districts/cities is improved both quantitatively and qualitatively.

#### 2-3. Program Purpose

REDIP model (Bottom-up approach focusing on School-Based Management with Community Participation) is established and extended in the educational administration system at junior secondary level in the target districts/cities.

### 3. Outputs of the Program

#### 3-1. (Component 1: REDIP2 target districts/provinces with official commitments)

REDIP type regional educational administration is implemented by Indonesian administrators in Brebes and Pekalongan District in Central Java Province, and Bitung Municipality in North Sulawesi Province.

#### 3-2. (Component 2: New target districts/province)

A REDIP type regional educational administration model that is adapted to socio-economic conditions of the pilot districts in Banten Province is developed.

### 4. Activities of the Program

#### 4-1. (Component 1: REDIP2 target districts/provinces with official commitments)

4-1-1. To conduct a baseline survey to identify current situation, issues, and needs of junior secondary education

4-1-2. To train district education officers on functions which have been performed by REDIP Consultants (school and community planning, proposal preparation, appraisal, monitoring and evaluation, budget allocation, and formula funding etc.)

4-1-3. To plan, implement, monitor and evaluate the REDIP activities by district education officers

4-1-4. To promote the vertical linkage among schools, sub-districts, districts and province as well as horizontal linkage among schools, communities and local administration by holding workshops and regular meetings, etc.

(1) To prepare the manual for REDIP model expansion by the province and target districts

(2) To organize activities to disseminate REDIP into other districts in the target provinces

- (3) To conduct an endline survey to assess the impact of the Program as well as to identify further issues to be addressed after the completion of the Program
- 4-2. (Component 2: New target districts/province)
- 4-2-1. To conduct a baseline survey to identify the current situation, issues, and needs of junior secondary education.
- 4-2-2. To conduct socialization on REDIP type educational administration.
- 4-2-3. To provide trainings for education officers and other stakeholders at district/provincial level, stakeholders in education field at sub-district level, and school related personnel on planning/implementation and evaluation of REDIP type program. (school and community level planning, proposal preparation and appraisal, monitoring and evaluation, budget allocation and formula funding, etc.)
- 4-2-4. To plan, implement, monitor and evaluate the REDIP projects in pilot districts.
- 4-2-5. To conduct study tour for the education officers at district/provincial level to observe the Good Practice of REDIP model.
- 4-2-6. To conduct an endline survey to assess the impact of the Project as well as to identify further issues to be addressed after the completion of the Project.

ANNEX II LIST OF JAPANESE EXPERTS

1. Educational Planning (Japanese Team Leader)
2. Regional Educational Administration/Micro Planning
3. Educational Statistics/Impact Analysis
4. Community Development
5. Teacher Training
6. Educational Administration/Economic and Financial Evaluation
7. Other Experts will be assigned when necessary for smooth and effective implementation of the Program

N.B.: An Indonesian National Consultant will also be hired by the Japanese Expert Team under the Program to serve as advisor to the Program at the national level (among his/her other assigned responsibilities).



### ANNEX III LIST OF MACHINERY AND EQUIPMENT

1. Necessary machinery, equipment and training materials for the transfer of technology by the Japanese experts will be provided.
2. Other materials and equipment mutually agreed upon as necessary will be provided.

#### Notes:

The contents, specifications and quantity of the above-mentioned equipment to be provided each year will be discussed in principle every year between the Japanese experts and the Indonesian counterpart personnel based on the annual plan of the Program, within the allocated budget of the Japanese fiscal year.

ANNEX IV LIST OF INDONESIAN COUNTERPART AND ADMINISTRATIVE PERSONNEL

(National level)\*

Director General of Primary and Secondary Education, MONE (Program Director)

Director of Junior Secondary Education, DGPSE, MONE (Program Manager)

Head of Program Development, DJSE, DGPSE, MONE

Head of School Management, DJSE, DGPSE, MONE

Head of Curriculum and Examination System, DJSE, DGPSE, MONE

(Provincial level)\*

Provincial Liaison Officer, Education & Culture Office of Central Java Province

Provincial Liaison Officer, Education & Culture Office of North Sulawesi Province

Provincial Liaison Officer, Education & Culture Office of Banten Province

(District level)\*

Head, Education & Culture Office of Brebes District, Central Java

Head, Education & Culture Office of Pekalongan District, Central Java

Head, Education & Culture Office of Bitung Municipality, North Sulawesi

Head, Education & Culture Office of pilot district(s), Banten (to be selected in the first year)

Supervisors and other District Education Officers of the above districts/municipality in the above provinces

\*: N.B. At all three levels, there will be collaboration with the relevant representative of Ministry of Religious Affairs (MORA)

ANNEX V LIST OF BUILDINGS AND FACILITIES

1. Program offices and facilities at MONE and at target province/district.
2. Other facilities mutually agreed upon as necessary for the implementation of the Program.

## ANNEX VI JOINT COORDINATING COMMITTEE

The Joint Coordinating Committee, which consists of both the Japanese and the Indonesian sides, will be established for the smooth and effective implementation of the Program.

### 1. Functions

The Joint Coordinating Committee will meet at least once a year or whenever the necessity arises, in order to fulfill the following functions:

- 1-1. To formulate the Annual Plan of Operation of the Program;
- 1-2. To review the overall progress and achievement of the Program; and
- 1-3. To exchange views on major issues arising from or in connection with implementation of the Program.

### 2. Composition

#### 2-1. Chairperson

Director General, Directorate General of Primary and Secondary Education (DGPSE),  
Ministry of National Education (MONE)

#### 2-2. Co-chairperson

Leader of Japanese expert of the Program

#### 2-3. Members

##### - Indonesian side

Secretary General, MONE

Director of Junior Secondary Education, MONE

Head, Office of Research and Development, MONE

Director General, Islamic Institutions, Ministry of Religious Affairs (MORA)

Deputy Chairman for Human Resource and Governmental Institutions, National  
Development Planning Agency (BAPPENAS)

##### - Japanese side

Resident Representative, JICA Indonesia Office

Japanese Experts of the Program

National Consultant of the Program

JICA Expert on Primary & Secondary Education Planning

Members from JICA HDQ, to be dispatched when necessary

#### Note:

Official(s) of the Embassy of Japan in Indonesia may attend the Joint Coordinating Committee as observer(s).