

4. ミニッツ (M/M) (プロジェクト・ドキュメントを含む)

MINUTES OF MEETINGS  
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

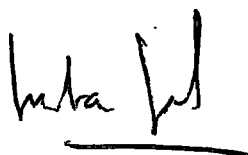
The Resident Representative of Japan International Cooperation Agency (hereinafter referred to as "JICA") Indonesia Office and Indonesian authorities concerned signed the Record of Discussions (hereinafter referred to as "the R/D") on technical cooperation program concerning the Regional Education Development and Improvement Program (hereinafter referred to as "the Program") after mutual consultations.

In order to compliment the R/D, contents consented by both sides are recorded as document attached hereto.

Date: July 23, 2004



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Resident Representative  
Japan International Cooperation Agency  
Indonesia Office  
Japan



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

## THE ATTACHED DOCUMENT

The discussions between JICA and the Indonesian authorities were held in Jakarta with the participants listed below:

### Indonesian Authorities

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### JICA

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### 1. Program Document

Both sides agreed the contents of the Program Document attached hereto. Program Document summarizes data collected during the preparatory study and provides comprehensive information regarding the Program, including its background as well as its rationale and justification. Program Document will also serve as a reference for smooth implementation and management of the Program.

ANNEX : Program Document

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“Regional Educational Development and Improvement Program  
(REDIP)”

Program Document

July 23, 2004

Technical Cooperation

Between

The Government of the Republic of Indonesia

And

Japan International Cooperation Agency (JICA)

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## ABBREVIATIONS

APBD	Provincial or District Budget
APBN	National Budget
APPKD	Village Budget
BAPPEDA	Regional Development Planning Board
BAPPENAS	National Development Planning Agency
BP3	Parents' Association
Bupati	Head of District
Camat	Sub-District Head
COPSEP	Community Participation in Strategic Education Planning for School Improvement
C/P	Counterpart
DAU	General Allocation Fund
DBO	School Block Grant
Desa	Village
DGPSE	Directorate General of Primary & Secondary Education, MONE
DJSE	Directorate of Junior Secondary Education, DGPSE, MONE
DIK	Routine Budget
Dinas	Provincial, District, Sub-District Office with sectoral responsibility
Dinas P&K	Provincial, District, Sub-District Office in charge of education
DPRD.	Regional Legislative Assembly
EBTANAS	National End-of Level Examination
EFA	Education for All
Gaji	Salary and Wages
GER	Gross Enrollment Rate
IKIP	Teachers' College
JSE	Junior Secondary Education
Kabupaten, Kab.	District
Kades	Village Head
Kadin P&K (Diknas) Kecamatan	Head of the Dinas Kacamatan Education & Culture Office
Kandep Diknas	District Education Office
Kanin	Inspection Office
Kanincam	Kecamatan Inspection Office
Kanwil	Provincial Office of Central Government Ministry
Kecamatan	Sub-district
Kepala Desa	Village Head
KKKS (K3S)	Principal's Working Group
Kota	Autonomous Municipality
LKGI	Training Program for Core Teachers
LKKS	Principals' Organization
LKMD	Village Community Development Council
LMD	Village Council

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LPMP	Educational Quality Assurance Institution (former in-service teacher training institute, BPG) at Provincial Level (but under central authority)
LSM	Non-Governmental Organization
MGMP	Subject Teacher Support Program for Secondary Schools
MI	Islamic Primary School
MKKS	Meeting of Principals' Working Group
MOF	Ministry of Finance
MOHA	Ministry of Home Affairs
MONE	Ministry of National Education
MORA	Ministry of Religious Affairs
MSS	Minimum Service Standard
MTs	Islamic Junior Secondary School
Negeri	State / National
NER	Net Enrollment Rate
RAPBS	School Revenue and Expenditure Plan
REDIP	Regional Educational Development and Improvement Program (JICA)
SLTP	Junior Secondary School
SLTP Terbuka	Open Junior Secondary School
Swasta	Private
TPK	Kecamatan (Subdistrict) SLTP (Junior Secondary Education) Development Team
Walikota	Mayor
Yayasan	Private Non-profit Foundation

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## Executive Summary

<b>Name of the Program:</b> "Regional Educational Development and Improvement Program (REDIP)".	
<b>Country:</b> The Republic of Indonesia	<b>Target area:</b> Brebes District and Pekalongan District in Central Java, Bitung Municipality in North Sulawesi, District X and Y in Banten Province
<b>Program duration:</b> July 2004~June 2008	
<p><b>I. Background</b></p> <p>The Republic of Indonesia (hereinafter referred to as Indonesia) made significant progress in expansion of access to primary education 60% GER in 1960's to almost 100% in 1984 when Indonesia promulgated primary education as compulsory education. Access to junior secondary education has also improved steadily as, in 1994, the first 9 years' education was deemed compulsory, and has become a target to be achieved in near future. However, the pace of improvement in access to junior secondary education was greatly affected by Asian financial crisis. Moreover, although it was hoped that decentralization would improve equity among regions, as well as educational quality and management efficiency, in fact, due to its sudden implementation without sufficient preparation, decentralization has given rise to much confusion.</p> <p>In accordance with the decentralization process in Indonesia, JICA has been contributing to model building for local educational administration improvement through COPSEP, which is in-country training on educational planning with community participation, and REDIP1-2, which are the development studies for to improve education at the junior secondary level. Upon high appreciation of this type of cooperation, Indonesia submitted a request for further cooperation aiming at dissemination of the REDIP model, developed through the previous cooperation. The Program was formulated with the intention to further establish and expand this REDIP model mainly through developing capacity of the education officers at district level. This program on support to the improvement of local educational administration in the Republic of Indonesia (hereinafter referred to as "the Program") was designed based on a request by the Government of the Republic of Indonesia to the Government of Japan for technical cooperation in strengthening the capacity in educational planning/implementation through School-Based Management and Community Participation.</p>	
<p><b>II. Agencies involved in program implementation</b></p> <p>➤ Ministry of National Education (MONE), District Education Office of target districts</p>	
<p><b>III. Brief description of program design and objectives</b></p> <p><b>(1) Objectives</b></p> <p>1) <b>Program Purpose:</b> REDIP model (school-based management with community participation) is established and extended at junior secondary level in the target districts/municipalities.</p> <p>2) <b>Overall goal expected to be achieved in the long term:</b> Junior secondary education in the target districts/municipalities is improved both quantitatively and qualitatively.</p> <p><b>(2) Outputs and activities</b></p> <p>1) <b>Output 1:</b> REDIP type regional educational administration is implemented by Indonesian administrators in Brebes and Pekalongan Districts in Central Java Province, and Bitung Municipality in North Sulawesi Province.</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 activities by district education officers.</p> <p>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.</p> <p>1-5 To prepare the manual for REDIP model expansion by the province and target districts.</p> <p>1-6 To organize activities to disseminate REDIP into other districts in the target provinces.</p> <p>1-7 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.</p> <p>2) <b>Output 2:</b> A REDIP type regional educational administration model that is adapted to socio-economic conditions of the pilot Municipality/Districts in Banten Province is developed.</p> <p>(Component 2: New target districts/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</p>	

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field at sub-district level, and school related 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.)

2-4 To plan, implement, monitor and evaluate the REDIP activities 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.

2-6 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.

**(3) Planned inputs**

**1) Japanese inputs:**

- ① Japanese experts
- ② Field Consultants
- ③ Training of Indonesian counterpart personnel in Japan
- ④ Block grant for Subdistrict Education Teams (TPKs) and schools (to be gradually reduced)

**2) Indonesian inputs:**

**Central & Provincial Government**

Appointment of counterpart personnel  
Counterpart Fund(Workshops, Socialization etc)  
Provision of office and facilities

**District Government**

Appointment of counterpart personnel  
Counterpart Fund(Block Grant for TPKs and schools(to be fully covered or gradually increased), Workshops, Socialization, etc)  
Provision of office and facilities

**(4) Organizational Structure for implementation**

In line with the current administrative structure for junior secondary education, the Program will be planned and implemented by the District Implementation Team which will be formed in each target District. This Team will serve as a core of the Program implementation and consists of Field Consultants who are employed by the Program, counterpart personnel who are the related District officers including supervisors and who are going to receive the technical transfer. Under the District Implementation Team, TPKs are established. Further, a School committee, which is the closest unit to the community people, will be responsible for the decision making at the school/community level.

The National Office is set at central level and provides technical advice to Provincial Liaison Team and District Implementation Team. This office consists of the Program's Japanese experts, National Consultant (Leader and coordinator of the Field Consultants), Counterpart Personnel from central ministries (MONE, and MORA depending on further discussion). At provincial level, a Provincial Liaison Team will be set up at each Target Province of the Program. The team will: 1) monitor and learn from REDIP, 2) facilitate application of the good practices of the REDIP model to other Districts/municipalities, and 3) liaise between the pilot District and central government.

A Joint Coordinating Committee (JCC), which will be established at central level headed by the Director General of DGPSE, MONE, is responsible for the coordination across ministries when needed. The member of the JCC will include executive officers from related ministries, National Consultant, leader of the Program's Japanese experts and JICA Indonesia Office, etc. An Advisory Team will be formed in each Target District and Province in order to provide recommendations regarding administrative and financial aspects and to promote smooth and effective implementation of the program.

#### IV. Ex-ante assessment

Overall assessment from the five evaluation criteria (relevance, effectiveness, efficiency, impact, sustainability) concludes that the relevance of implementation of the planned program is high at the time of second preliminary study because of the following reasons.

##### (1) Relevance

The relevance of the Program at the time of second preliminary study is quite high because of the reasons shown below.

The national policy and strategy on social development give high priority on Education Sector (GBHN1999-2004, PROPENAS 2000-2004, etc). As for junior secondary education, expansion of access to education to increase equity, improvement of quality, and more efficient management are pointed out as main objectives. Especially, developing the educational development model focusing upon School-Based Management with community participation is stressed. In that context, it is ensured that both program purpose and the measures to achieve it are compatible with the national policy related to education.

The various REDIP 2 survey results already reveals the considerable needs of REDIP type local educational administration among people in on-going target areas. As for the new area, strong needs were observed through the PCM Workshops, in Banten. The various stakeholders tried to identify problems in junior secondary education and to consider what steps could be taken to solve the problems in Banten. And they show their willingness to improve the school management through REDIP type approach, which district people think as the framework to reflect their needs in school management.

The Japanese Government has treated the basic education sector as the most important area of aid. And "Improvement in Management in Education" is one of the JICA's Strategic Goal of Development. Moreover, Japanese Government policies of aid toward the Indonesian Government, places priority on education sector to date. It is expected that the experience of the Development Studies REDIP 1 and 2, their know-how and lessons learnt, will be of great value in implementing the Program for improving junior secondary education.

Actions to be taken and points to be considered:

- ✓ To monitor continuously the progress of the on-going decentralization process (esp. the power transfer in personnel and budget) of educational system

##### (2) Effectiveness

At the time of the second preliminary study, the effectiveness of the Program is estimated to be high based on the following reasons.

If the Program Purpose (REDIP model (school-based management with community participation) is established and extended at junior secondary level in the target districts/municipalities.) is achieved, the district education officers, who are a target group, would benefit directly because of more effective and efficient school management community people desire.

Output 1 and 2 are indispensable to achieve the Program purpose for the reasons below.

The functions, which are currently carried out by the Field Consultants, should be transferred to the Indonesian administrators so that they would be able to independently practice REDIP type local educational development without assistance from Field Consultants. Therefore, Output 1 is indispensable to realize the Program purpose.

Output 2 is also indispensable for attainment of the Program purpose because it is necessary for the REDIP model to be newly developed in Banten in the sense that the model needs to be adapted to each locality for wider dissemination.

##### (3) Efficiency

At the time of the second preliminary study, the efficiency of the Program is expected to be high based on the following reasons.

Since the actual inputs have not been decided in detail at the time of the second preliminary study, it is difficult to foresee whether the Program has been planned for effective utilization of necessary inputs to yield maximum output. However, in the course of further designing the Program, the cost effectiveness analysis will be conducted by comparing the planned inputs with expected outputs. It is necessary to examine whether the size of Japanese input is at the appropriate level to ensure program sustainability. Specifically, the size of inputs for the technical transfer from Field Consultants to district officers should be realistic to be sustainable by districts themselves.

Donor coordination in education sector is functioning relatively well, thus information on the on-going programs in the same

field is shared. Consequently, there has been little duplication among donors' efforts. This Program actually tries to put additional value on those programs related to School-Based Management with community participation. Moreover, effective linkages with other JICA modalities (such as the expert dispatched to MONE as well as the Technical Cooperation IMSTEP) are under way.

Actions to be taken and points to be considered:

- ✓ To examine whether the size of Japanese input is necessary and sufficient to achieve the Program purpose
- ✓ To continue to obtain information of other donor programs in order for this Program to be consistent with the collective endeavor

#### (4) Impact

The impact of the Program at the time of second preliminary study is expected to be high based on the following reasons.

It is expected that the overall goal will be achieved, based on the fact that REDIP 2 pilot districts have already decided to extend REDIP model to all the junior secondary schools. A similar outcome is anticipated even in Banten where the REDIP model will be newly introduced although it will take time and perseverance from the time of socialization. However, the important conditions need to be met, such as "The national policy on decentralization is not changed and thus REDIP model (School-Based Management with community participation) is backed up by the administration", and "Provincial administrative officer take initiative to extend REDIP model over districts".

As for social impact, community's capacity to participate effectively in development management is expected to strengthen by the practice of school management through community participation. This can be assumed from the successful experience in socialization in the past. Such capacity of the community might be able to influence not only school management but also the decision making process of the community as a whole towards more democratic management. Moreover, impact on policy would be large because the lessons learnt from the Program can be reflected in the strategy for School-Based Management and would thereby contribute to promoting decentralized local educational administration.

At the time of the second preliminary study, no negative impact is expected to appear. However, it is necessary to continuously watch for the possibility of negative impacts such as placing excessive burden on people's shoulders to raise matching funds.

Actions to be taken and points to be considered:

- ✓ To follow the change in decentralization process as well as demarcation between province and district responsibilities

#### (5) Sustainability

At the time of the second preliminary study, the assessment was made that if certain conditions are met, there are good prospects for the sustainability due to the reasons described below.

It could be said that the basic strategy to disseminate the fruits of the Program nationwide already exists, because the Program is designed in line with the national strategy of School-Based Management with community participation in decentralized educational administration. Also MONE is planning to extend the REDIP model using its own budget to other areas not covered by the Program. If successful cases of the Program could give positive impact on national policy, the Program has impact even nationwide.

As the monitoring of REDIP 2 revealed, the risk that participatory activities shrink upon completion of the program can be reduced as long as there is attempt to establish and disseminate the original principles of the REDIP model is.

In addition to the sustainability at school and community level, however, it is necessary to consider the sustainability at district administration level that has been very much dependent on Field Consultants who are employed as inputs by Japan. No matter how the competence of district officers improves by the training, sustainability cannot be secured unless district officers' constraints, in terms of incentives and time, are considered. Therefore, some activities which the REDIP model requires, need to be simplified enough to the sustainable level, such as Data Management and Monitoring&Evaluation.

Actions to be taken and points to be considered:

- ✓ To reflect the result of evaluation of REDIP 2 pilot activities on the detailed design of this Program, and continuing to seek the best measures to contribute to the extension of REDIP model nationwide.

- ✓ To seek measures to improve the sustainability of program by simplifying some activities, such as Data Management and

Monitoring&Evaluation, enough to be sustainable without external assistance.

**V. Risks (Important assumptions) in achieving the Program Purpose**

- The conditions to be met by the targeted districts depends upon political commitment. Therefore, there is some possibility that the result of the changes of administration might affect the course of the implementation.

**VI. Plans for future evaluation**

**1. Indicators to be used for evaluating the achievement of the Program Purpose**

Tentative indicators are shown on PDM0. The details will be further discussed during the course of the Program.

**2. Evaluation Schedule**

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## 1. INTRODUCTION

This program on support to the improvement of local educational administration in the Republic of Indonesia (hereinafter referred to as “the Program”), was designed based on an official request by the Government of the Republic of Indonesia (hereinafter referred to as Indonesia) to the Government of Japan for technical cooperation in strengthening the capacity in educational planning/implementation through School-Based Management and Community Participation. In accordance with the decentralization process in Indonesia, JICA has been contributing to model building of local educational administration improvement through COPSEP, which is in-country training on educational planning with community participation, and REDIP1-2, which are the development studies for the improvement of education at junior secondary level. Upon high appreciation of this type of cooperation by Indonesia, the aforesaid request was submitted with the expectation that the REDIP model, which was developed through earlier cooperation, would be disseminated. The Program was hence formulated with a view to establish and extend the REDIP model through capacity building of the education officers at district level.

Japan International Cooperation Agency (JICA) dispatched Preliminary Study Teams for the duration from December 8 to 17, 2003, and from March 17 to April 8 in 2004, in order to assess the situation of junior secondary education in Indonesia under the on-going decentralization process, confirm the Program’s validity and needs, and collect information for designing and elaborating the Program through consultation with key stakeholders.

This Program Document was prepared by both JICA and the Ministry of National Education (hereinafter referred to as “MONE”) of Indonesia, based on the results obtained through the preliminary study mentioned above. Information was collected and compiled through consultation and interviews, directly or indirectly, with a variety of stakeholders such as school principals, teachers, school supervisors, parents of students, members of the community, representatives of educational board and school committee as well as local authorities of education at provincial/district level in Central Java Province, North Sulawesi Province, Banten Province and Gorontalo Province. The various REDIP 2 survey results and experiences are the main and most important indirect source of data. In Banten Province which is the new target province, however, a PCM Workshop was held among these stakeholders to identify problems in junior secondary education and to consider what steps could be taken to solve the problems. In addition, a local consultant was hired to conduct a complementary survey on the educational indicators in those areas as well as West Java during the period between the first and second preliminary study missions. Visits to other donors were made to bilateral and multilateral organizations to exchange opinions about the Program and to discuss the possibility of parallel cooperation with JICA. A series of consultations have been carried out between MONE to agree on the framework and content of the Program.

This Program Document consists of the following 6 sections: The Executive Summary which provides an overall picture of the Program in brief. Section 1 explains the background under which the Program was formulated and is followed by Section 2, which explains the socio-economic background and the education sector of Indonesia, institutional framework in the education sector, and the types and scale of assistance provided to the education sector. The following Section 3 deals with program justification and problems to be addressed, discussing why and how this Program should be implemented. Section 4 explains the Program strategy and Section 5 shows the Program Design. The Program Design is constituted by "Program Site", "Target Beneficiaries", "Program Purpose, Overall Goal and Super Goal", "Output and Activities", "Input", "Analysis of Important Assumptions", "Preconditions", and "Program Organization and Implementation Structure". Section 6 summarizes the preliminary assessment based on the information available at present. It examines the comprehensive validity of implementation of the Program along five evaluation criteria (relevance, effectiveness, efficiency, impact and sustainability) and points out those to be considered in the next step.

## **2. BACKGROUND OF THE PROGRAM**

### **2-1 Socio-economic situation of Indonesia**

The Suharto administration, which governed Indonesia for several decades, crumbled in 1998 followed by the Habibie Administration, then the Wahid Administration, and finally the Megawati Administration as of 2001. The Megawati Administration, has been trying to overcome the political crisis through democratization including amendment of constitution. A decentralization process, based on the Regional Autonomy Law as well as the Law on Fiscal Balance between Region and Center, has been implemented since January in 2001. As a result, responsibilities for educational administration at the basic level including junior secondary education, now lies at the district level. Such drastic change from an extremely centralized system into an entirely new system without sufficient preparation, however, caused confusion and disorder in quite a few districts as well as in sub-districts. In reaction to this, a movement which is trying to slow down the decentralization process has been reported. Therefore, the result of the general election as well as Presidential election this year need to be watched carefully as far as educational administration is concerned.

Indonesia has made considerable progress in poverty reduction for the past 25 years. Currently its life expectancy at birth is 66.2, adult literacy rate is 86.9%, and GDP per capita is 3,043 dollars. The population living under a dollar a day is at 7.7% of whole population. However, 110 million people, which equivalent to half of the population, still live on less than \$2 a day, and remain vulnerable to falling back into severe poverty. Indonesia continues to

under-perform its neighbors in access to quality health, education and other basic services, as reflected in the Millennium Development Goals (MDG) indicators.

## 2-2 Current situation of Education Sector in Indonesia

### Basic education indicator in Indonesia

Indonesia could be described as the country that made considerable progress in education. (Table 1) The adult literacy rate for age of 15-24 is almost 100%.

Table 1 Basic education indicator in Indonesia

Adult illiterate population (Percentage of Female)	In 1990: 23,894,000 (68%)	In 1997: 20,656,000 (69%)
Adult illiteracy rate over 15 year old	————	In 1997: 14.9%(M9.4%, F20.4%)
Adult illiteracy rate of age 15~24	————	In 1997: 2.9%(M2.1%, F3.8%)
Pre-primary education: Gross enrollment rate	In 1990: 1% (female ratio, N.A.)	In 1996: 19%(M18%, F20%)
Primary education: School age population	In 1990: 25,831,000	In 1996: 25,946,000
Primary education: Gross enrollment rate	In 1990: 115%(M117%, F114%)	In 1996: 113%(M115%, F110%)
Primary education: Net enrollment rate	1990: 97%(M100%, F96%)	1996年 95%(M95%, F93%)
Primary education: internal efficiency: ①Repetition rate ②Retention rate (in 1995)	1990: 10%(M/F ratio -N.A.) At 2 <sup>nd</sup> grade 98% (M97%, F99%)	1996年 6%(M6%, F6%) At 5 <sup>th</sup> grade 88%(M88%, F89%)
Secondary Education: School age population	In 1990: 24,913,000	In 1996: 25,438,000
Secondary education: Gross enrollment rate	In 1990: 44%(M48%, F40%)	In 1996: 51%(M55%, F48%)
Secondary education: Net enrollment rate	In 1990: 38%(M40%, F35%)	In 1996: 42%(M45%, F39%)

Source: UNESCO "World Education Report 2000"

The gross enrollment rate at the primary level increased from 60% in 1970's to almost 100% in 1984 and, primary education was declared compulsory. The access to basic education has been expanding after that as the transition of Enrollment Rate at junior secondary education level shows (Table 2), then in 1994, making the first 9 years' education to be the compulsory education became the goal. However, the original deadline to achieve the goal of 9-year universal education had to be postponed because Indonesia was affected by Asian financial crisis. Currently the goal is set to be achieved by year 2008. (Table 3)

Table 2 The transition of Gross and Net Enrollment Rate at Junior Secondary Education level in Indonesia in 1973~2000

Year	Gross Enrollment Rates			Net Enrollment Rates		
	Urban	Rural	Total	Urban	Rural	Total
1975	--	--	24.2*	--	--	15.1*
1985	--	--	52.3*	--	--	36.3*
1993	84.3	49.6	61.1	64.7	37.8	46.7
1994	85.2	53.6	64.4	66.1	41.8	50.0
1995	85.2	55.2	65.7	66.5	42.7	51.0
1996	89.0	59.9	70.5	69.0	46.4	54.5
1997	91.2	64.5	74.2	70.6	50.6	57.8

1997	91.2	64.5	74.2	70.6	50.6	57.8
1998	89.4	63.6	73.0	69.7	49.5	56.9
1999	91.2	66.9	76.0	71.4	51.7	59.1
2000	--	--	72.2**	--	--	56.4**

Source: "SECTOR STUDY FOR EDUCATION IN THE REPUBLIC OF INDONESIA FINAL REPORT", March 2003, Mitsubishi Research Institute, Inc. for JBIC (Original Source: MONE and National Development Planning Agency, 2001)

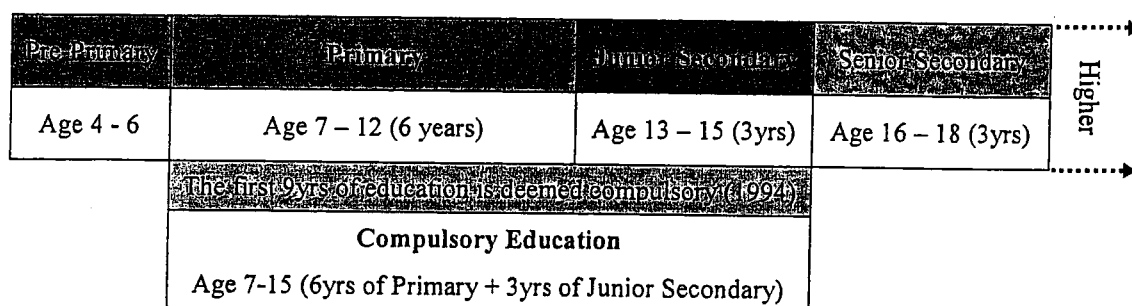
Note: -- Not available \* MONE, 2000 \*\*MONE, 2001

### Education System in Indonesia<sup>1</sup>

School education in Indonesia adopts a 6-3-3-4 system that consists of primary school, junior secondary school, senior secondary school, and higher education. (Figure 1) Educational services in Indonesia are delivered by not only through general schools but also through religious schools. Under vertical control of MORA, religious schools exist in both public and private form<sup>2</sup>. In 1994, the first 9-years of education was deemed compulsory. The Law of the Republic of Indonesia No.20 of 2003 concerning the National Education System, which replaced the Law No.2 of 1989, stipulates that "Each citizen between seven and fifteen years of age must have basic education"(Article 6) and that "Each citizen that is 6 years old may join the compulsory education program", "The Government and the Regional Government guarantees the minimum compulsory education program at the basic education level that is free of charge."(Article 34, (1) and (2) respectively).

Out-of school education is provided for those who do not have access to formal school or dropped out of formal schooling. Under this system, various packages have been developed. Package A is equivalent to 6 years primary school and Package B is equivalent to 3 year junior secondary education. A two-year diploma is required to be qualified as a primary school teacher and a four-year diploma is necessary to be a qualified teacher for secondary school.

Figure 1 Formal Educational System in Indonesia (simplified figure on basic education for explanation)



Source: Made based on the data collected

<sup>1</sup> Contents of this section are based on MONE, "National Plan of Action: INDONESIA'S EDUCATION FOR ALL 2003-2015".

<sup>2</sup>The number of schools(2000/2001) for the junior secondary level is General schools 20,721 (Public schools10,615:Private Schools10,106), Religious schools 10,365 (Public 1,167:Private 9,918).



### Decentralization and Educational Administration

As mentioned earlier, educational administration has been decentralized in accordance with the laws since January in 2001. The Law of the Republic of Indonesia No.20 of 2003 concerning the National Education System stipulates the principal mechanism of decentralization. For example, Article 36 says "The curriculum at all levels and types of education shall be developed with the principle of diversification and conforming with the educational units, the potentials of the regions, and the students", and Article 55 says "The people shall have the right to provide community-based education at the formal and non-formal educational levels, conform with the specific features of the religions, social environment, and cultures in the interest of the people." Education board and school committee are prescribed in Article 56. The financing of the education sector is shown as the joint responsibility of the Government, the regional government and the general public (Article 46). Also Article 49 stipulates that the funds for education other than the salaries of the teachers and the cost of official training, shall be allocated minimally 20% of the State Budget (APBN) for the educational sector and minimally 20% of the Regional Budget (APBD).

In April 2002, THE DECREES OF THE MINISTER OF NATIONAL EDUCATION instructed the establishment of an education council (board) at the district level, and a school committee at the school level, respectively. The objective of this is to involve communities in improving development of educational policy and programs in the regions, efficient educational administration and management, effective service delivery, improvement in accountability and transparency.

### Problems in junior secondary education<sup>3</sup>

Although access to basic education has been improved greatly, the access to the SLTP/MTs level is lower than that of primary education level. Out of 12,972,000 children aged 13-15 years old, only 56.57% (NER) had access to SLTP/MTs in 2000/2001. There is also issue of considerable disparity between urban and rural. While GER of urban area is 91.2% in 1999, that of rural area is 66.9%.

In addition, there are indications of some problems at junior secondary education as follows. Firstly, the qualified teachers are insufficient in number. One third of the current teachers of junior secondary schools are not qualified. As a result, low quality of teachers such as non-expertise in pedagogical methodology might affect considerably the students' academic achievement and dropout rate, etc. The quality of in-service training for teachers to overcome above-mentioned problem is also not sufficient. Secondly, schools are not appropriately equipped. Around 12% of school building/classroom of junior secondary schools are under extremely poor conditions. Also, 31% and 27% of junior secondary schools do not have a laboratory and library, respectively. If more of the school age population would attend junior secondary school, shortage of schools/classrooms becomes clear. Thirdly, inefficient

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<sup>3</sup> Contents of this section are based on Ms. Naomi Takasawa's report on Primary and Junior Secondary Education in Indonesia

educational management is one of the problems to be resolved. The decentralization, aiming at betterment of management as well as quality of education by School-Based Management with community participation reflecting local needs, has not functioned as expected yet. It seems it will take more time before the fruits of the decentralized educational system can be enjoyed. In addition to the weak capacity of district/municipality which has not yet accumulated the know-how and experience, some districts/municipalities have decided to allocate less budget to education because now they have authority on budget policy.

### **2-3 Social Development Strategy and National Education Plan in Indonesia**

Education is seen as one of the priority areas for national development since it closely relates to the improvement of people's welfare, quality improvement of religious life and vital creation of culture. The major tasks in education sector are pointed out as to bring up competitive human resources in world market utilizing the fruits of the past efforts in human resource development, to reform national educational system in accordance with decentralization, and to establish participatory as well as democratic educational process to respond to the community needs.

The Law of the Republic of Indonesia No.20 of 2003 concerning the National Education System stipulates that "Education shall refer to the conscious and planned efforts to materialize a learning atmosphere and a learning process in order that the students can actively develop their own potentials to attain a religious spiritual strength, self control, personality, intelligence, a noble character, and the skills needed by them, the general public the nation and the state"(Article 1).

The State Policy Guidelines (GBHN) 1999-2004, shows the following as the guideline of educational development; (1)expansion of quality education by budgetary increment in education, (2)improvement of expertise and social stability of teachers, (3)reform of educational system such as curriculum improvement through mainly local needs reflection, (4)revitalization of educational institutions, (5)decentralization of educational system and its capacity building, (6)improvement in quality of educational institutions in science, engineering and technology, (7) improvement in human resources.

According to PROPENAS 2000-2004, which explains the measures to realize the above-mentioned policy in detail, expansion of access to education to increase equity, improvement of quality, and more efficient management are the points to be put stress on in basic education sector. Therefore, the following three are major pillar of educational development program under way; (1) 9 years' compulsory education is established by 2008 by putting priority on poor areas, (2)Transparency and accountability are improved by the School-Based Management with community participation, (3)Effective and efficient

educational board at district level, and school committee at school level are established by promoting the community and parents' participation in educational management all over the Indonesia.

Table 3 Educational Goal by targeted period

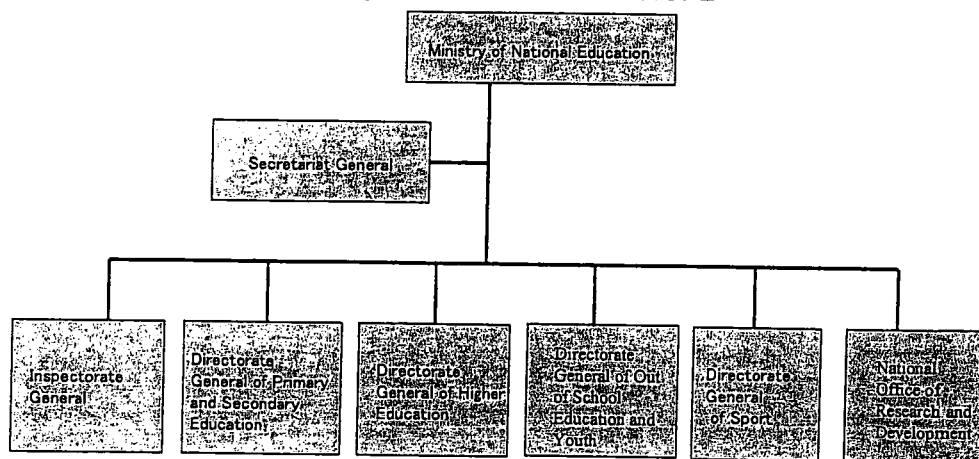
Targeted period	2001/2	2002/3	2003/4	2004/5	2005/6	2006/7	2007/8	2008/09
GER of junior secondary	74%	78%	82%	85%	89%	93%	95%	100%

Source: From "National Plan of Action: INDONESIA'S EDUCATION FOR ALL 2003-2015" Table 1 A

## 2-4 Institutional Framework of Education Sector in Indonesia

Institutional framework of education sector consists of, from the central to the regional level, Ministry of National education, Provincial office of education, District/Municipality office of education and sub-district office of education. There are 33 provincial offices and more than 400 district level offices all over the Indonesia. As is shown in the figure 2, the section responsible for junior secondary education is Directorate General of Primary and Secondary Education in MONE. Since implementation of decentralization in 2001, most of the authority as for junior secondary education such as personnel as well as budget and policy making is under the control of district/municipality. The central government is expected to set basic framework by guideline, standards and norms while the provincial office is expected to play a roll of facilitator over the districts to assist the lower level of entities.

Figure 2 Organizational Structure of MONE



Source: MONE, 2001

The following table 4 shows the part of the capacity of district/municipality educational offices to be covered by the program.

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Table 4 Comparison of Capacity of district/municipality educational offices in targeted areas

	Brebes	Pekalongan	Bitung	Banten X	Banten Y
Total number of staff	258	169	115	To be checked	To be checked
Number of staff for JSS	15	12	7	To be checked	To be checked
Number of inspectors for JSS	8 (includes for Senior SS)	4 ( includes for SSS)	9	To be checked	To be checked
Remarks				New site	New site

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## 2-5 Prior and On-going National and International Efforts in Education Sector

Under the decentralization process, there are several programs aiming at bottom-up type local educational administration promoting School-Based Management with community participation. One of them is that School-Based Quality Improvement Management Program (MPMBS) targeting whole Indonesia by Government of Indonesia since 1999. The main components of this is providing block grant (BOMM) to schools and training for school principals, teachers and representatives of BP3. The number of recipient schools increased to 3,000 in 2002–2003.

Quite a few donors provide support to education sector. They include bilateral and multilateral donors as well as NGOs, such as World Bank, ADB, UNESCO, UNICEF, USAID, AusAID, GTZ, Government of Netherlands, British Council, etc. The range of their support varies from educational management, policy support, girls' education, curriculum development, school construction/rehabilitation, awareness raising, improvement in teachers' quality, provision of scholarships<sup>4</sup>. ADB, which is leading donor among donors in basic education sector, started Decentralized Basic Education (DBEP) in 2003. This has a component on management at sub-district level. Currently, possibility of further cooperation with JICA is being examined for since information exchange has been successful to the extent that REDIP model gave some idea to ADB supported Programs. World Bank also has been deeply involved in basic education sector improvement with 6 loans totaling 535 million US dollars as of January in 2003. However, all those loan Programs are already ended or soon ending. USAID started the Managing Basic Education Program in Central Java Province and West Java Province in March, 2003. This Program, promoting School-Based Management, has common characteristics with the REDIP model.

### 3. PROGRAM JUSTIFICATION AND THE PROBLEMS TO BE ADDRESSED

#### 3-1 Program Justification

In Indonesia, educational reform has been underway, aiming at achievement of the EFA goals along with the decentralization process. There are various approaches to obtain the objectives of expansion of access to education, improvement in quality of education and educational management as mentioned in PROPENAS 2000-2004 and explained in 2-3.

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<sup>4</sup> See for the detail, "The study on Regional Educational Development and Improvement Program (Phase 2) in the Republic of Indonesia" Progress Report 1, 2 (June, 2002, July, 2003, respectively, JICA

For example, another JICA technical cooperation Program, IMSTEP (follow-up) contributes to improve the quality of education through strengthening of the institutions that train the mathematics and science teachers at primary/junior secondary level. On the other hand, the new Program plans to disseminate the approach of School-Based Management with community participation in order for junior secondary education to be improved both qualitatively and quantitatively, in the following way. This is an attempt to improve the quality of education from management side.

Measures to improve junior secondary education qualitatively as well as quantitatively by means of the REDIP Model

REDIP model can be described as the bottom-up local educational administration system focusing on School-Based Management with community participation which aims to improve management and quality of education. The model makes use of the close interaction among access, quality and management efficiency. . This is how junior secondary education is improved both qualitatively and quantitatively through utilization of REDIP model.

School-Based Management, local educational planning/implementation, efficient delivery of educational services, community involvement for higher transparency, etc. are progressing within the framework of decentralization in Indonesia. Recently, a school committee and education board were established at each school and at each district/municipality, respectively. The school committee consists of more than 9 members, officially elected from parents, community leaders, education experts, business community leaders, teachers, students, while the education board consists of 17 members at maximum from education experts, representatives of community, NGO involved in education sector, business community leader, teachers.

Priority Areas of Japanese Assistance to Indonesia

The Government of Japan puts priority on education sector based on the concept of “To build a nation is to develop human resources”. Under such policy, “Basic Education for Growth Initiative (BEGIN)” that is in line with the objectives shown in the “Education for All” has community involvement and utilization of local resources as a basic principle. Therefore, to focus on the School-Based Management with community participation is justified from the compatibility with the Japanese ODA policy on education.

As is evident from previous education cooperation, the Japanese government has treated the education sector, especially basic education as the most important area of aid. It contributes not only to solve the problems in education but also to mitigate the gap between rural and urban areas, and between the rich and the poor.

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### Comparative Advantage of Japanese Assistance

This Program tries incorporate the findings of the Development Study into further Technical Cooperation continuously. Since 1998<sup>5</sup>, the JICA Development Study, REDIP1 and 2 have been conducted. These studies, that include piloting activities, aim at quality improvement of junior secondary education through promotion of community participation and better school management. Under the pilot activities, members of the local community planned and carried out the school activities in order to improve the junior secondary school with help of subsidies (block grants) from the program. Evaluation of the program has shown that this innovative approach promoting community participation has been effective in achieving goals set by the community members themselves, in improving of transparency and accountability as well as quality of education. This innovative approach is called REDIP model which would be disseminated through the coming technical cooperation. The dissemination of this REDIP model to new areas which have not been covered by REDIP 1 and 2 will be the starting point for the future extension nationwide. It is expected that the experience and training gained from REDIP 1 and 2 will be of great value in the coming technical cooperation as well.

### **3-2 Problems to be addressed**

This Program aims at REDIP type regional educational administration system (Bottom-up system focusing on School-Based Management with Community Participation) is established in order for the education quality and access to be improved. The problems to be addressed is the capacity weaknesses that hinder such a Bottom-up system focusing on School-Based Management with Community Participation. Schools are often not yet capable enough to plan, implement, monitor and evaluate the school management together with community. Moreover, the administration itself often does not have enough know-how to support the schools to facilitate such activities. The detailed explanation on each problem is as follows.

#### Low capacity in Bottom-up system focusing on School-Based Management with Community Participation

The Bottom-up system focusing on School-Based Management with community participation has not been practiced in Indonesia simply because of its long history of a strongly centralized administrative system. The centralized system in the past contributed expansion of access to education considerably but it also made the community passive due to the top-down system which can not reflect the local needs. There did not exist the administrative mechanism to

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<sup>5</sup> Cooperation Period ; REDIP1, 1998~2000, REDIP2, 2000-2005

facilitate the initiative by schools and communities. The districts are struggling to develop the capacity that is required under the current decentralized system but has not been strengthened enough by the previous system.

Firstly, all the stakeholders such as the community, schools and education officers need to learn about the principles of the REDIP model, that is, the bottom-up system focusing on School-Based Management with community participation. At the same time, the educational administrative side should learn how to facilitate and support the schools and communities. Secondly, district capacity of dissemination has to be strengthened in order to spread the successful cases. It is responsibility of the district office to spread good practices of the REDIP model to all other sub-districts under its jurisdiction in an organized way by utilizing the linkage, both vertical and horizontal, among schools/communities, sub-districts, districts and province, which have been developed by the REDIP model.

In order for the capacity of local educational administration to be strengthened, it is necessary for supporting mechanism of REDIP type educational administration through TPKs, that are the closest administrative unit to communities, to be established. Because, community needs to be empowered through continuous socialization activities, therefore, the supporting mechanism of administration side is considerably important, thus, needs to be strengthened. Field Consultants played a significant role to prove the REDIP model as effective in the pilot activities in the Development Study REDIP. Therefore such a crucial functions of REDIP model, currently carried on by Field Consultants, will be institutionalized in the above mentioned administrative mechanism through the capacity building of district officers in this Program.

#### 4. PROGRAM STRATEGY

The framework of the Program is shown in Concept of the Program. (Figure 3) The Program takes the following strategies to realize the Program Purpose, "REDIP type regional educational administration system is established and extended in the target sub-districts".

##### Strategy 1 : Technical Transfer of REDIP model through OJT

It is necessary for REDIP type educational development to be sustained eventually by district offices in those regions where REDIP model has been approved effective. More specifically, it is necessary for the district officers to be capable enough to carry on the functions that currently Field Consultants do by the end of the Program. During 4 years of the Program period, district officers are expected to obtain the capacity to practice REDIP model through

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On-the-Job-Training opportunities under the support of Field Consultant in Brebes and Pekalongan Districts in Central Java Province, and Bitung Municipality in North Sulawesi Province. The table 5 shows the current movement towards consolidation and dissemination of REDIP model in the areas for component 1 at the time of second preliminary study. The further detail will be decided as the activities go on.

The technology that should be transferred from Field Consultants to the district officers is the facilitation technology that creates the dynamic mechanism among schools and community people. In order to promote community participation, that is the basis of School-Based Management through school committee, capacity building at school and community level is necessary. At the same time, the district capacity to support effectively such activities of schools and communities needs to be strengthened by the OJT for district officers together with the general training on REDIP type school management (Planning, Implementation, Monitoring and Evaluation) for the schools and communities.

Strategy2 :Adapting the REDIP model to new areas through TPK

The reason why TPK plays a great role in REDIP model is that TPK is established at sub-district level that is the closest administrative unit to the communities. Capacity building and creation of a dynamic mechanism through TPK, that consists of sub-district office, sub-district education office, school principals, parents association, teachers, community/religious leaders and village head, is considerably practical and crucial. As the future direction on TPK in each district covered by component 1 in the Program is shown in the table 5, TPK is understood and set as important unit for promotion of REDIP model. TPK has a function, in nature, to reflect the characteristics and needs of the locality. Therefore, utilization of such TPK is one of the important strategies for the Program.

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Figure 3 Program Concept

The red frames indicate the Program;

### REDIP (Technical Cooperation)

#### Component 1

Consolidating the REDIP type educational development model and technical transfer to Indonesian administrators. Promoting independence of district education officers by gradually reducing the amount of block grants. Securing sustainability of the Model.

Target Area (REDIP2 target districts/provinces with official commitments): Brebes and Pekalongan Districts in Central Java Province, and Bitung Municipality in North Sulawesi

#### Component 2

Modifying the REDIP model to allow nationwide dissemination by introducing the REDIP type educational development model (TPK, School Principal training, Study Group Promotion on Subject and Teaching Method, Textbook distribution, PTA promotion, Block Grant) to a new Province

Target Area (New Province/districts) :

District X, District Y in Banten Province

### FROM "DEVELOPMENT STUDY" TO "TECHNICAL COOPERATION"

—Establishment and Dissemination of REDIP Model—

Completion of REDIP2 Development Study  
(Evaluation of pilot, Impact analysis, etc.)

### REDIP2

Improvement in School Management

Testing the Model of Local Educational Administration, featuring a Block Grant combined with Proposal system (TPK, School Principal training, Study Group Promotion on Subject and Teaching Method, Textbook distribution, PTA promotion, Block Grant)

Target Area: Brebes and Pekalongan Districts in Central Java Province, and Bitung Municipality and Minahasa District in North Sulawesi Province

### REDIP1

Improvement in School Management

Defining a Model of Local Educational Administration (TPK, School Principal training, Study Group Promotion on Subject and Teaching Method, Textbook distribution, PTA promotion, Block Grant)

Target Area: Central Java Province and North Sulawesi Province

Table 5 The current movement towards consolidation and dissemination of REDIP model in the area for component 1

	Brebes District	Pekalongan District	Bitung Municipality
Target sub-districts and schools	All junior secondary schools in all sub-districts. Although the size of budget for each school might be reduced, spreading the REDIP model to all is important.	All junior secondary schools in all sub-districts	All junior secondary schools in all sub-districts
TPK	TPK is understood as effective. TPK is expected to play a role of coordinator even after the Program. This idea will be backed up financially.	TPKs will remain and carry on their important role for REDIP activities as they do currently.	TPKs are expected to take initiative for REDIP type educational development. To do so, TPK will be strengthened further.
Capacity Building	Currently 8 supervisors. The function that Field Consultants carry out will be transferred to the supervisors. The number of the supervisors will be increased. (Need further clarification for the detail)	4 supervisors currently. In future, 12 supervisors in total (Current 4 + New 8 (plan to employ but not yet approved))  However, supervisors are responsible for subject matter, not for school management. School management is under the control of the section of Junior Secondary/Senior High School. Auditing of school is out of the jurisdiction of Education Office, but TPKs are, even after the Program, expected to play a certain role to improve the transparency based on their good performance in the past.	Still assistance from Field Consultants is needed Task force will be established with the composition as follows: During transition (4 years) it is expected JICA will continue finance field consultant who is going to lead the team. Beside the above team leader Bitung Office will appoint one local official who act as the team co-leader. He/she will replace the external team leader after transition. Meanwhile from each sub-district appoint one staff that is going to work under supervision and instruction of the team leader. External leader, co-leader and the five personnel from TPK working as one team. They are responsible to assist the school committee/TPK to fill the REDIP guideline. During transition field consultant will train through apprenticeship 5 local officials and school supervisor. Transfer of knowledge and skills is through Apprenticeship, Working experience, Special training Empower TPK. For the benefits of all of the team can be increased by mobilizing school supervisor, personnel from Board of Education or some key person from the community. Prior to the implementation of the program all the personnel involve are given training/workshop which focus on School Leadership, Micro planning, Methodology, New approach in teaching learning Management of teaching learning process, Evaluation etc.
Budget	See the Annex for detail	The percentage of the education budget is more than 30% in District budget as a whole (2004). See the Annex for detail.	The percentage of the education budget is more than 30% in District budget as a whole (2004). See the Annex for detail.

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## 5. PROGRAM DESIGN

### 5-1 Program Site

Brebes District and Pekalongan District in Central Java, Bitung Municipality in North Sulawesi are the program sites for component 1 and District X and Y in Banten Province are the program sites for component 2. The target districts in Banten will be decided during preparation time of the Program based on the criteria for district selection which are (at time of second preliminary study) (1)Administrative Capacity, (2)Degree of urbanization, (3)School Distribution, (4)Access to pilot sub-district<sup>6</sup>. More specifically, Administrative Capacity includes the motivation and commitment of the political power in each district. Degree of urbanization is related to the degree of poverty. These will be further discussed and explained in detail by the time that R/D is signed.

In addition, even those REDIP 2 pilot districts, which are not covered by the Program at the time of second preliminary study, still have a chance to get targeted at later stage of the Program depending on demonstrated commitment level<sup>7</sup>.

### 5-2 Target Beneficiaries

One of the target beneficiaries (Target Group) are the district education officers in target districts. They are the supporters/promoters of the REDIP model that is developed and disseminated by the Program. The capacity of the district offices that implement the Program will be strengthened by the improvement of their officers who have on-the-job training opportunities (OJT) in the course of carrying on their duties with Field Consultants. Other target beneficiaries include the community which will be involved in socialization and become members of TPK, etc. Schools will benefit directly from training on proposal formulation, and improved school environment from the block grants which fund the approved proposals as well as from support to principal groups, teacher groups, etc. Finally, the ultimate program beneficiaries will be the students themselves who enjoy the quality education which will be upgraded both qualitatively and quantitatively due to the improvement in school management through dissemination of REDIP model.

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<sup>6</sup> MONE pointed out at the discussion with second preliminary study team that the criteria MONE uses for site selection are (1)Poverty indicator, (2)Commitment, (3)Education indicator such as Gross Enrollment Rate .

<sup>7</sup> The second preliminary study team met the head of the education office of South Minahasa district which recently become independent from Minahasa district in North Sulawesi Province. The team explained that the Program leave windows open for those who express official commitment.

### 5-3 Program Purpose, Overall Goal and Super Goal

The super goal is the ultimate goal to which the Program aims contribute to over the long-term. The Super Goal of the Program is “Junior secondary education in Central Java Province, North Sulawesi Province, and Banten Province is improved both quantitatively and qualitatively”.

The overall goal states the desirable situation, or the positive impact, which is expected as a result of achieving the Program Purpose. The Overall Goal of the Program reads “ Junior secondary education in the target districts/municipalities is improved both quantitatively and qualitatively”. The fact that inefficient educational management is one of the major issues at junior secondary education was already described in 2-2. In such an environment, if “REDIP model (school-based management with community participation) is established and extended in the educational administration system at junior secondary level in the target districts/municipalities” (Program purpose) is realized, if “the national policy on decentralization remains unchanged and thus REDIP model (School-Based Management with community participation) is backed up by the administration”, “Provincial administrative officers take initiative to extend REDIP model over districts” (Important assumptions), the Overall Goal will be realized. Indicators (to be decided) show to what extent the Program purpose is achieved.

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#### 5-4 Organizational Structure for Implementation

The structure of the organization for implementation of the Program at the central level has shown in the Figure 2. The detailed operational structure for each district for Program implementation will be attached to Minutes of the Meetings at district level. Figure 4 illustrates the overall organizational structure for implementation.

As indicated in the Figure 4, the National Office is set at the central level and provides technical advice to the Provincial Liaison Team and District Implementation Team. This office consists of the Program's Japanese experts, National Consultant (Leader and coordinator of the Field Consultants), Counterpart Personnel from central ministries (MONE, and MORA depending on further discussion). A Joint Coordinating Committee (JCC), which will be established at central level headed by the Director General of DGPSE, MONE, is responsible for the coordination among ministries when needed<sup>8</sup>. Members of the JCC will include executive officers from related ministries, the National Consultant, leader of the Program's Japanese experts, JICA Indonesia Office, etc.

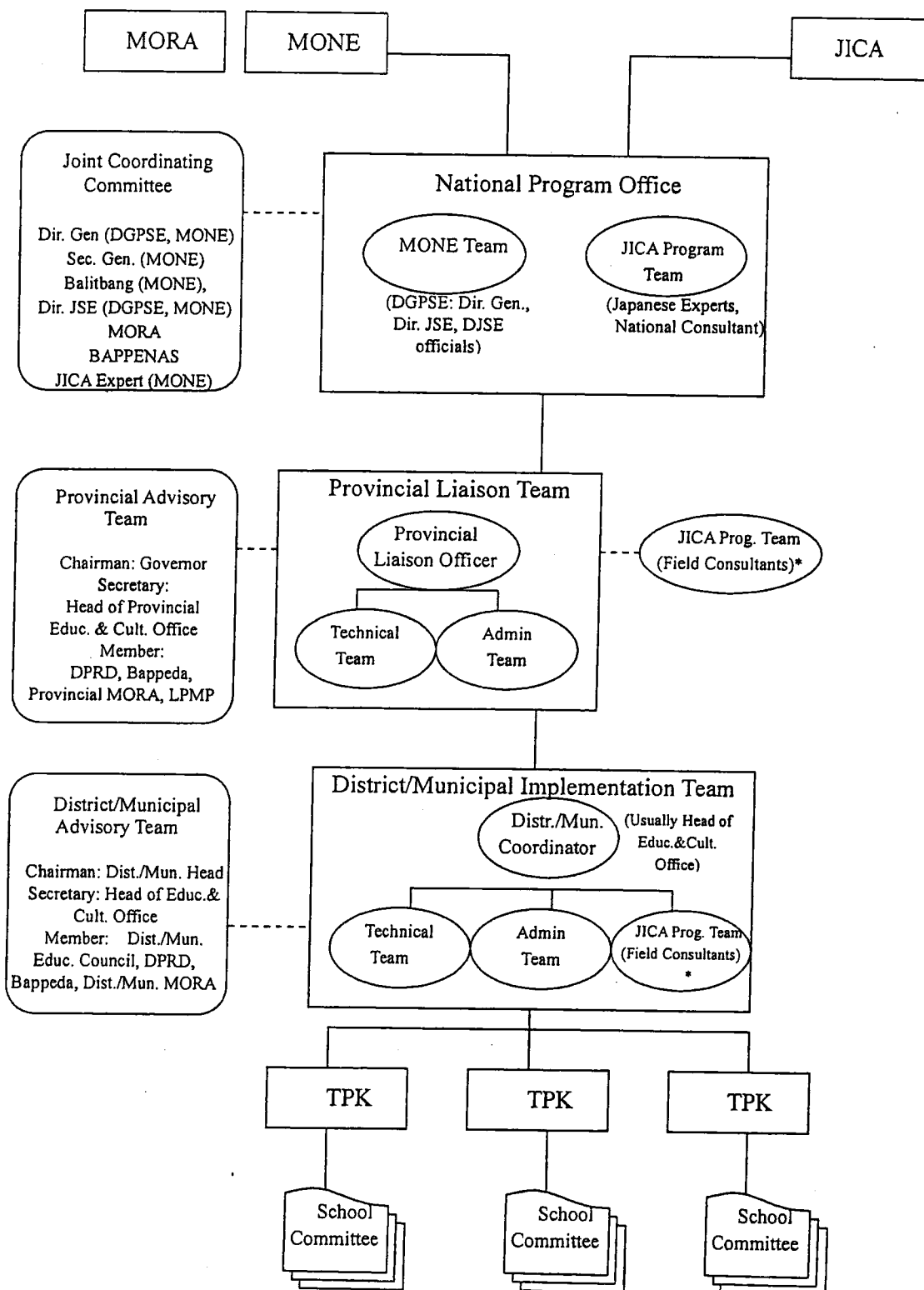
At the provincial level, a Provincial Liaison Team will be set up at each target province of the Program. The team will: 1) monitor and learn from REDIP, 2) facilitate application of good practices of the REDIP model to other districts/municipalities in the province, and 3) liaise between the target/pilot district and the central government. A Provincial Advisory Team, headed by the Governor, will be formed in each target province in order to provide recommendations regarding administrative and financial aspects to respective bodies and in order to promote smooth and effective implementation of the Program.

At the district level, in line with the current administrative structure for junior secondary education, the Program will be planned and implemented by the District Implementation Team which will be formed in each target district. This Team will serve as a core of the Program implementation and consists of Field Consultants who are employed by the Program, counterpart personnel who are the related district officers including supervisors and who are going to receive the technical transfer. Under the District Implementation Team, Sub-district Education Teams (TPKs) are established. Further, a School committee, which is the closest unit to the community people, will be responsible for the decision making at school/community level. A District Advisory Team will be formed in each target district in order to provide recommendations regarding administrative and financial aspects and to promote smooth and effective implementation of the Program.

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<sup>8</sup>Since quite a few Madrasas, which are under the jurisdiction of MORA (which is still centralized), and are included as target schools of the Program, it is important to have linkage with MORA.

Figure 4 Organizational Structure for the Program implementation



\*: The Field Consultants are managed by the National JICA Program Team, while their main counterpart is the Kabupaten Coordinator. They may also support the Provincial Liaison Team to learn from the Program.

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## 5-5 Outputs and Activities

The Outputs of the Program are the following:

1. REDIP type regional educational administration is implemented by Indonesian administrators in Brebes and Pekalongan Districts in Central Java Province, and Bitung Municipality in North Sulawesi Province.
2. A REDIP type regional educational administration model that is adapted to socio-economic conditions of the pilot Municipality/District in Banten Province is developed.

These two Outputs are indispensable to achieve the Program Purpose, which is "REDIP type regional educational administration system is established and extended in the target sub-districts". The reasons for this, in brief, is that if district officers are capable enough to facilitate and disseminate the REDIP model to remaining sub-districts in the REDIP 2 target districts (Output 1) and additionally if REDIP model is newly developed in terms of adapting it to the locality in the new target Province (Output 2), the REDIP type of regional educational administration system can be said to be established and extended in the target sub-districts (Program purpose) as long as the necessary budget for REDIP model extension is allocated in related Brebes and Pekalongan Districts in Central Java as well as in Bitung Municipality in North Sulawesi.

### Output 1 and Activities

Output 1 REDIP-type regional educational administration is implemented by Indonesian administrators in Brebes and Pekalongan Districts in Central Java Province, and Bitung Municipality in North Sulawesi Province.

#### Activities

(Component 1 : REDIP2 target districts/provinces with official commitments)

- 1-1 To conduct a baseline survey to identify current situation, issues, and needs of junior secondary education.
- 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.).
- 1-3 To plan, implement, monitor and evaluate the REDIP activities by district education officers.
- 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.
- 1-5 To prepare the manual for REDIP model expansion by the province and districts.
- 1-6 To organize activities to disseminate REDIP into other districts in the target provinces.



1-7 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.

By the end of the Program, district education officers are expected to be able to practice REDIP type educational administration by themselves without external assistance. Therefore, the district officers including supervisors will be capacitated enough to carry out the functions of current Field Consultants through various activities during 4 years of program period.

Activity 1-1 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 need to be identified for the basis of the Program. District education officers will obtain the capacity in data management (collection, analysis and utilization) through conducting this baseline survey.

Activity 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 will obtain the capacity to perform same role that Field Consultants play through the On-the-Job Training. However, before the OJT, the conventional training on REDIP model (school and community planning, proposal preparation, appraisal, monitoring and evaluation, budget allocation and formula funding, etc.) will be provided to district officers. If necessary, district officers of related field such as budget and finance can be included in this training. The detailed content of the training will be decided during preparation period of the Program, reflecting the lesson learnt from REDIP 2.

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

After the above explained training, district education officers, together with Field Consultants, actually plan, implement, monitor and evaluate the REDIP activities. Namely, they are expected to facilitate and support the TPKs and schools throughout the period of school program step by step. At the end of the Program of 4 years, district education officers are expected to be able to take initiative to plan, implement, monitor and evaluate the REDIP pilot activities without assistance from Field Consultants.

Activity 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.

Field Consultants have been strengthened not only horizontal linkage among the schools, communities and sub-districts but also vertical and interactive linkage among schools,

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sub-districts, districts and province. Therefore, this strengthening of linkage, which is one of the essence of REDIP model, will be promoted by holding regular meetings and workshops. This contribute to the environment where REDIP type regional educational administration is easily practiced.

Activity 1-5 To prepare the manual for REDIP model expansion by the province and target districts.

Activity 1-6 To organize activities to disseminate REDIP into other districts in the target provinces.

The manual for disseminating REDIP model is prepared by the district education officers with cooperation of the provincial education officers. The manual itself is important because it will be indispensable materials in the training as well as practice for the new district to start REDIP model. At the same time, the importance lies in the cooperation between the district officers and provincial officers because appropriate role by province is currently searched in order to support districts in the framework of the Program. Two different levels of education offices contribute to the content of the manual from respective experiences and know-how in supplementary manner. The objective of the manual is to promote smooth and sustainable implementation of REDIP model as well as its extension even after the termination of the Program. Therefore, it contains not only the successful cases but also analysis of failure cases as well to learn the lessons. Moreover, if there are some good practice of REDIP type administration in other areas than the Program covers will be included in the manual. By utilizing such a manual, the activities to disseminate REDIP model into other districts in the target provinces will be conducted.

Activity 1-7 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.

At the end of the Program, the impact of the Program will be assessed as well as the further issues to be addressed after the completion of the Program will be identified.

#### Output 2 and Activities

Output 2 A REDIP type regional educational administration model that is adapted to socio-economic conditions of the pilot District/Municipality in Banten Province is developed.

##### Activities

(Component 2: New target districts/province)

2-1 To conduct a baseline survey to identify the current situation, issues, and needs of junior secondary education.

2-2 To conduct socialization on REDIP type educational administration.

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

related 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.)

2-4 To plan, implement, monitor and evaluate the REDIP activities 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.

2-6 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.

The REDIP is bottom-up system focusing on School-Based Management with community participation. That is to say, the model itself is flexible enough and needs to be adapted to suit to each locality socio-economically and culturally. The REDIP model for Banten Province needs to be developed in the sense that the REDIP model, which has been successfully developed in REDIP 2 districts, should be modified depending on the new district situation.

Activity 2-1 To conduct a baseline survey to identify the current situation, issues, and needs of junior secondary education.

Similarly in component 1, current situation, issues and needs of junior secondary education need to be identified for the basis of the Program. District education officers in new target districts will obtain the capacity in data management (collection, analysis and utilization) through conducting this baseline survey.

Activity 2-2 To conduct socialization on REDIP type educational administration.

Along with the baseline survey, socialization on REDIP model is the first action to take. Since Banten is new province in terms of REDIP model, socialization will be both for schools/communities who actually manage the schools, and education officers who support and facilitate those schools/communities. The objective of this activity is for them to due understand REDIP model that utilizes the TPK. In component 2, this type of socialization needs to be conducted intensively during the first year as a part of the preparation before the full implementation of REDIP model.

Activity 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 related 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.)

Along with socialization, various training will be conducted 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. The topic will be based on the previous REDIP experiences, such as school and community planning, proposal preparation and appraisal, monitoring and evaluation, budget allocation and formula funding, etc. When the detail plan for the training is decided, the feature points of Banten , if any are identified by the baseline survey, should be taken into consideration. In this context, school related personnel does not mean only the employed personnel such as teachers, but all related stakeholders including parents, community leaders, etc. who involved in school management. The training will be practical one including study tour to observe the good practice and exchange with other school committees, etc. The manual, developed in component 1, might be utilized in this activity.

Activity 2-4 To plan, implement, monitor and evaluate the REDIP activities in pilot districts.

After the above explained training at the preparation stage, district education officers, together with Field Consultants, actually plan, implement, monitor and evaluate the REDIP activities. The process of the promotion of the activities, mainly consisting of the individual school activities based on their school proposal, can be said to be the training, again, to strengthen the capacity of the district officers.

Activity 2-5 To conduct study tour for the education officers at district/provincial level to observe the Good Practice of REDIP model.

To observe the good practice of REDIP model helps district/provincial education officers learn REDIP type local educational administration. Therefore, study tour on REDIP model will be conducted for district officers including supervisors as a part of the training aiming at their capacity building in facilitation.

Activity 2-6 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.

At the end of the Program, the impact of the Program will be assessed as well as the further issues to be addressed after the completion of the Program will be identified.

## **5-6 Inputs**

Inputs required for the implementation of the Program are summarized in Table 6.

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Table 6 Planned Inputs for the Program

By Japan	By Indonesia
<ul style="list-style-type: none"> <li>① Japanese experts (Educational Planning, Regional Educational Administration/Micro Planning, Educational Statistics/Impact Analysis, Community Development, Teacher Training, Educational Administration/Economic and financial evaluation, etc.)</li> <li>② Field Consultants</li> <li>③ Training of Counterpart Personnel in Japan</li> <li>④ Block Grant for TPKs and schools (to be gradually reduced)</li> </ul>	<p><b>Central &amp; Provincial Government</b></p> <ul style="list-style-type: none"> <li>① Appointment of counterpart personnel</li> <li>② Counterpart Fund (Workshops, Socialization etc)</li> <li>③ Provision of office and facilities</li> </ul> <p><b>District Government</b></p> <ul style="list-style-type: none"> <li>① Appointment of counterpart personnel</li> <li>② Counterpart Fund (Block Grant for TPKs and schools (to be fully covered or gradually increased), Workshops, Socialization, etc)</li> <li>③ Provision of office and facilities</li> </ul>

### 5-7 Important Assumptions and Risk Analysis

Important assumptions for Program's success are presented in Table 7.

Table 7 Important Assumptions of the Program

	Important Assumptions
From Overall Goal to Super Goal	① The state of poverty in the family is improved.
From Program Purpose to Overall Goal	<ul style="list-style-type: none"> <li>① The national policy on decentralization is not changed and thus REDIP model (School-Based Management with community participation) is backed up by the administration.</li> <li>② Provincial administrative officers take initiative to extend REDIP model over districts.</li> </ul>
From Outputs to Program Purpose	① The necessary budget for REDIP model extension is allocated in Brebes and Pekalongan Districts in Central Java as well as in Bitung Municipality in North Sulawesi.
From Activities to Outputs	① Banten Province, District X and District Y in Banten disburse for REDIP program as planned.

### 5-8 Precondition

The REDIP model reflects the local needs and mobilizes local resources through School-Based Management with community participation. Therefore, "Community does not oppose to the program" is necessary condition to start the Program.

### 5-9 Program Design Matrix

The Program Design Matrix (shown in ANNEX 1) is used in order to manage and implement the Program efficiently and effectively. It will also serve as the basis for monitoring

and evaluating the Program.

The above Matrix is logically designed in order to define the initial understanding of the framework of the technical cooperation and indicates the logical steps toward the achievement of the Program Purpose. The Matrix is to be flexibly revised according to the progress and achievements of the Program, upon agreement between the Indonesian and Japanese sides.

#### 5-10 Plan of Operation

The Plan of Operation has been tentatively formulated according to the R/D. The Plan of Operation for the whole period of the Program is shown in ANNEX 2. The activities are subject to change within the scope of the R/D, if necessary arises, in the course of Program implementation.

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## 6. EX-ANTE ASSESSMENT

Overall assessment from the five evaluation criteria (relevance, effectiveness, efficiency, impact, sustainability) concludes that the relevance of implementation of the planned program is high at the time of the second preliminary study because of the following reasons.

### 6-1 Relevance

#### Compatibility with Existing National Policy Frameworks

As explained on the national policy and strategy on social development in 2-3, they give high priority on Education Sector (GBHN1999-2004, PROPENAS 2000-2004, The Law of the Republic of Indonesia No.20 of 2003 concerning the National Education System). As for junior secondary education, the followings are three major pillar of educational development program under way; (1) Establishment of 9 years' compulsory education by 2008 by putting priority on the poor area, (2) Improvement in transparency and accountability by School-Based Management with community participation, (3) Effective and efficient educational board at district level, and school committee at school level are established by promoting the community and parents' participation in educational management in all over the Indonesia. Through these, access, quality, and management are improved. Especially, developing the educational development model focusing on School-Based Management with community participation is articulated. In that context, it was made sure that both program purpose and the measures to achieve it are compatible with the national policy related to education.

#### National and Local Needs

The various REDIP 2 survey results already identified the considerable needs of REDIP type local educational administration among people in on-going target districts/municipalities (and therefore the remaining sub-districts). Moreover, strong needs were observed even in new area, Banten Province. As demonstrated through the PCM Workshop, which was held by inviting various stakeholders such as district officers, community leaders, teachers and NGOs to identify problems in junior secondary education and to consider what steps could be taken to solve the problems in Banten, people from districts are willing to improve school management through the REDIP type approach, which they believe can serve as the framework to address their needs in education improvement.

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Compatibility with the Priority Areas of Japanese Official Development Assistance to Indonesia

As is evident from previous education cooperation, the Japanese government has treated the basic education sector as the most important area of aid. Especially, this Program aims directly at realization of appropriate local education administration through the improvement of local education administration including school management in the decentralization process, therefore, suits to one of the JICA's Development Strategic Goals, "Improvement in Education Management". The validity of this Program is also high with respect to compatibility with Japanese government policies of aid toward the Indonesian government that is shown by the fact of Japanese cooperation to Indonesia in education sector to date.

Experience of Japanese Official Development Assistance

As explained in 3-2, JICA has experience in implementing the similar pilot activities in the REDIP 2, aiming to promote bottom-up local educational development focusing on School-Based Management with community participation in lower secondary education. This approach shows the positive impact on school management that contributes to quality improvement of education. Not only the increase of junior secondary school applicants in number and reduction in drop-out rate, but also improvement of motivation among teachers and school principals as well as awareness among community people<sup>9</sup>. Evaluation of these pilot activities has shown that REDIP type approach functions in pursuing the goal school/community set. And this REDIP type school management is in line with the national policy of School-Based Management with community participation in the framework of decentralization process. Upon high appreciation of such REDIP model, target districts in REDIP 2 decide to build more of its own capacity through human resource development in order to extend the REDIP model. It is expected that this experience of Development Study REDIP 1 and 2, their know-how and lessons learnt, will be of great value in implementing the Program for improving secondary school education. Therefore, the relevance of this Program is high from the perspective of the Japanese ODA experience.

The overall relevance of the Program is assessed to be high from the 4 aspects mentioned above, namely; compatibility with existing national policy frameworks; national and local needs; compatibility with the priority areas of Japanese official development assistance to Indonesia; and Experience of Japanese official development assistance.

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<sup>9</sup> See the Progress Report of REDIP2 for the detail.



## 6-2 Effectiveness

Effectiveness of the Program is measured by looking at to what extent the target group is benefited as originally planned. For this Program, the district education officers in target districts are the target group who are directly benefited by the achievement of the Program Purpose, as explained in chapter 5. If the Program Purpose (REDIP type regional educational administration system is established and extended in the target sub-districts) is achieved, the district education officers would be benefited directly because of more effective and efficient school management community people desire.

Also how the Outputs (1. REDIP type regional educational administration is implemented by Indonesian administrators in Brebes and Pekalongan Districts of Central Java Province, and Bitung Municipality in North Sulawesi Province. 2. A REDIP type regional educational administration model that is adapted to socio-economic conditions of the pilot District/Municipality in Banten Province is developed.) contribute to the achievement of the Program Purpose is the criteria by which to judge the effectiveness of the Program. The logical relationship between the Outputs and the Program Purpose is explained briefly as follows; the Program Purpose is achieved if "REDIP model, continuously giving positive impact on educational indicators, is sustained in practice as well as disseminated to all junior secondary schools by the support of Indonesian administrators in the current pilot districts" and "the REDIP model is modified into the more suitable one to the new target districts in Banten Province" with conditions that "The necessary budget for REDIP model extension is allocated in related districts."

First of all, the functions, currently carried-out by Field Consultants, should be transferred to the Indonesian administrators so that they can independently practice REDIP type local educational development without assistance from Field Consultants. This is how to sustain REDIP model in the current target districts. Due to this point, Output 1 is indispensable to achieve the Program Purpose. Secondly, it is necessary for REDIP model to be developed in new area in the sense that the model needs to be adapted to each locality for wider dissemination. Due to this point of view, Output 2 is indispensable to achieve the Program Purpose.

A possible change in priority placed on the education sector and in the pace of decentralization process, resulting from the outcome of the approaching elections, could be a hampering factor against positive impact of the Program. Therefore, the condition that "The necessary budget for REDIP model extension is allocated in related Districts" was put as

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important assumption. In order to better ensure the fulfillment of this condition, submission of official commitment letters by the relevant districts was agreed upon during the second preliminary study. However, since this strongly depends on political developments, this external condition should be continuously monitored as the Program progresses.

Due to the reasons explained above, effectiveness of the Program is considered high.

### 6-3 Efficiency

Based on the reasons pointed below, the efficiency of the Program is implied as high at the time of second preliminary study.

It is difficult to foresee how necessary and sufficient inputs are planned to utilize fully in order to maximize the outputs, because the actual inputs were not decided in detail at the time of second preliminary study. The cost effectiveness analysis, however, will be conducted by comparing the planned inputs with expected outputs on the course of further designing of the Program. It is necessary to examine whether the size of Japanese input is satisfactory and not more/less than that to achieve the Program Purpose. Excessive budget allocation by the Program might spoil the sustainability. Specifically, the size of inputs, during the time of the technical transfer from Field Consultants to district officers, should be realistic to the sustainable level by districts themselves.

Donor coordination in education sector is functioning well, thus information on the on-going Programs in the same field has been considered. Consequently, there is no duplication among donors' efforts. Rather, this Program is trying to put additional value on those Programs related to School-Based Management with community participation. Moreover, the effective linkages with other JICA modalities (Dispatch of expert to MONE as well as Technical Cooperation IMSTEP) are under way.

### 6-4 Impact

Impact is defined as both direct/indirect and positive/negative results produced because of the implementation of the Program. It includes something unexpected at the planning stage. The Overall Goal is planned positive impact and it is "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

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target districts.” in the Program.

Overall goal would be estimated to achieve, based on the fact that REDIP 2 pilot districts have already decided to extend REDIP model to all the junior secondary schools. This change implies the same impact even in Banten where REDIP model is newly introduced although it takes time and perseverance for socialization. The important assumptions, however, which are “The national policy on decentralization is not changed and thus REDIP model (School-Based Management with community participation) is backed up by the administration”, “Provincial administrative officer take initiative to extend REDIP model over districts” need to be met. The probability of these two conditions being fulfilled is high because it is believed that any new administration would not oppose the principle of the decentralization and also because provincial governments are trying actively to find the appropriate way to assist REDIP model. These conditions need to be continuously monitored due to changes that might occur as a the result of election, such as a slow down of decentralization process as well as a change in priority to the education sector by respective district.

As for social impact, community’s capacity in participatory development management is estimated to be strengthened by the practice of school management through community participation. This statement is backed up by the successful experience in socialization in the past although quantitative data cannot be shown as its evidence of promoting factor. Such capacity of community might be able to give influence on not only school management but also their decision making process of the community as a whole towards more democratic management. Moreover, impact on policy would be large because the lesson learnt from the Program would contribute to promote decentralized local educational administration through improving the strategy of School-Based Management with community participation nationwide in the next step by reflecting the promoting/inhibiting factors drawn from the Program’s experiences.

No negative impact is expected to appear at the time of second preliminary study. However, it is necessary to give continuous consideration on the possibility of negative impact such as placing too heavy a burden on people’s shoulder in the process of raising matching funds.

#### **6-5 Sustainability**

If certain conditions are met, the sustainability is expected to be high at the time of the second preliminary study for the reasons shown below.



It could be said that the basic strategy to disseminate the fruits of the Program nationwide already exists, because, as explained in 2-5, the Program is designed in line with the School-Based Management with community participation in decentralized educational administration, which is a national strategy. Also MONE is, by its own budget, planning to extend REDIP model to other areas that the Program do not cover. If successful case of the Program could give positive impact on national policy, the Program has impact even nationwide. As a matter of fact, the implication, drawn from REDIP pilot activities, to reflect on educational policy is now under way as a part of REDIP 2 activities. If even in those regions that are not covered by the Program, the mechanism to support the REDIP type educational administration is strengthened, REDIP model dissemination environment will be created nationwide. From this point of view, it is necessary for the Program to reflect the result of evaluation of REDIP 2 pilot activities on the detailed design of this Program, continuing to seek the best measures to contribute to the dissemination of REDIP model nationwide.

The risk that participatory activities shrink upon completion of the program, when external inputs are terminated, as many cases have demonstrated, can be controlled as long as the program sticks to the aim of establishing and disseminating the REDIP model (TPK, School Principal training, Study Group Promotion on Subject and Teaching Method, Textbook distribution, PTA promotion, Block Grant). As the monitoring of REDIP 2 revealed, most of school principals and TPK members are optimistic on sustainability of REDIP related activities after the REDIP 2. The reason for this is that the REDIP is understood by the stakeholders as the mechanism for educational improvement rather than the fund inputs from the outside<sup>10</sup>. In addition to the sustainability at school and community level, however, it is necessary to consider the sustainability at district administration level that have been very much dependent on Field Consultants who have been employed by the external budget. In the Program, the functions of Field Consultants will be transferred to the district officers. The remuneration of district officers is considerably lower than that of the Field Consultants. Although the competence of district officers is expected to improve by the training, the reality of district officers' constraints in terms of incentives and time should be considered to secure the sustainability. Procedures of some activities of REDIP model need to be simplified enough to be sustainable without external technical assistance, such as the process of Data Management and Monitoring&Evaluation.

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<sup>10</sup> Based on the monitoring report by Mr.Kiyofumi Tanaka, REDIP2.

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## ANNEXES

ANNEX 1: PDM

ANNEX 2: PO

ANNEX 3: Junior Secondary Education statistics in 16 districts by local consultant

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**PROGRAM Design Matrix for Regional Education Development and Improvement Program (REDIP) (PDMO)**

PROGRAM Title: Regional Education Development and Improvement Program (REDIP) Target Group: District education officers, schools and communities in the Program sites PROGRAM period: 2004.9~2008.8

Target Area: Brebes District and Pekalongan District in Central Java Province, Bitung Municipality in North Sulawesi Province, 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.

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><b>OVERALL GOAL</b></p> <p>Junior secondary education in the target districts/municipalities is improved both quantitatively and qualitatively.</p>	<p>1. Gross enrollment rate and dropout Rate            2. Stakeholders' level of satisfaction and motivation (students, parents, teachers, principals etc.)</p>	<p>* District record on education            * REDIP survey results (baseline, mid-term, and post-pilot)</p>	<p>* Access to junior secondary education is not worsen.            * The quality of education is kept at least to the present level.</p>
<p><b>PROGRAM PURPOSE</b></p> <p>REDIP model (school-based management with community participation) is established and extended in the educational administration system at junior secondary level in the target districts/municipalities.</p>	<p>(Component 1:REDIP2 Target districts with official commitments)            1-1 Number/proportion of REDIP related functions of which district education officers become capable without external technical support.            1-2 Percentage of block grant funding disbursed by District/Municipality Government.            1-3 Percentage of TPKs and schools that provide matching fund.</p> <p>(Component 2: New target districts/province)            2-1 Number of TPKs established in pilot districts.            2-2 Number of schools that apply REDIP model.            2-3 Progress of proposal-based school improvement (eg.teachers' participation in training, condition of school facilities)</p>	<p>* District monitoring record            * District budget record on education            * TPK/school budget record</p>	<p>* The national policy on decentralization remain unchanged and thus REDIP model (school-based management with community participation ) is backed up by the administration.</p>
<p><b>OUTPUTS</b></p> <p>(Component 1 : REDIP2 Target districts 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.</p>	<p>1-1 Number of trainings for educational administrators to plan and implement REDIP type regional educational administration            1-2 Participants' achievement of trainings stated in 1-1.(participants' self evaluation)            1-3 Participants' achievement of trainings stated in 1-1.(facilitators' objective evaluation)            2-1 Number of socialization and REDIP trainings (TPK/school proposal preparation, appraisal, monitoring and evaluation etc.) and its participants            2-2 Frequency of parents' school visits            2-3 The percentage of accepted, in terms of quality, school proposals is more than X%(To be determined after baseline survey)</p>	<p>* District monitoring record            * District monitoring record            * District monitoring record and TPK/school proposals</p>	<p>* Provincial administrative officer take initiative to expand REDIP model over districts.</p>
<p>(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.</p>	<p>1-1 Number of trainings for educational administrators to plan and implement REDIP type regional educational administration            1-2 Participants' achievement of trainings stated in 1-1.(participants' self evaluation)            1-3 Participants' achievement of trainings stated in 1-1.(facilitators' objective evaluation)            2-1 Number of socialization and REDIP trainings (TPK/school proposal preparation, appraisal, monitoring and evaluation etc.) and its participants            2-2 Frequency of parents' school visits            2-3 The percentage of accepted, in terms of quality, school proposals is more than X%(To be determined after baseline survey)</p>	<p>* District monitoring record            * Questionnaire survey for education officers            * Achievement check list for each training            * District monitoring record</p>	<p>* The necessary budget for REDIP model expansion is allocated in Brebes and Pekalongan Districts in Central Java as well as in Bitung Municipality in North Sulawesi.</p>



ACTIVITIES	INPUTS		PRE-CONDITIONS
	JAPAN	INDONESIA	
<p>(Component 1: REDIP2 Target districts 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 Field Consultants (TPK and school proposal preparation, appraisal, monitoring, and evaluation, etc.).</p> <p>1-3. To plan, implement, monitor and evaluate the REDIP activities by district education officers.</p> <p>1-4. To promote the linkage among sub-district, district and province by holding workshop and regular meeting, etc.</p> <p>(1) To prepare the manual for REDIP model expansion by the province and target districts.</p> <p>(2) To organize activities to disseminate REDIP into other districts in the Target provinces.</p> <p>(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.</p> <p>(Component 2: New target districts/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 trainings for education officers at district/provincial level and school related personnel on planning/implementation and evaluation of REDIP type program (TPK/school proposal preparation, appraisal, monitoring, and evaluation, etc.).</p> <p>2-4. To plan, implement, monitor and evaluate the REDIP programs 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 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.</p>	<p>1. 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>2. Indonesian Field Consultants</p> <p>3. Training in Japan Counterpart personnel, whom experts and field consultants work with, are received in related training in Japan during PROGRAM period.</p> <p>4. Block grant for TPKs and schools (to be gradually reduced)</p>	<p>1. Central &amp; Provincial * Appointment of counterpart personnel</p> <p>* Counterpart Fund (Workshops, Socialization etc)</p> <p>* Provision of office and facilities</p> <p>3. District Government</p> <p>* Appointment of counterpart personnel</p> <p>* Counterpart Fund(Block Grant TPKs and schools(to be fully covered or gradually increased), Workshops, Socialization, etc)</p> <p>* Provision of office and facilities</p> <p>N.B.: The above inputs are an elaboration of "III Measures to be taken by the Government of Indonesia,"<sup>6</sup> in the Record of Discussions. Therefore, note that (4), (5) under this article, referring to shouldering of expenses for accommodation and official transport and travel of Japanese experts, is not relevant to this particular Program.</p>	<p>* X district and Y district in Banten Province disburse for REDIP PROGRAM as planned.</p> <p>* Community in the target/pilot districts does not oppose to the Program.</p>

## 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 Field Consultants (school and community planning proposal preparation, appraisal, monitoring and evaluation etc.).	District education officers carry out the functions which have been performed by REDIP Field Consultants (school and community planning proposal preparation, appraisal, monitoring and evaluation etc.).	—	—	—	—			
1.3	To plan, implement, monitor and evaluate the REDIP activities by district education officers.	District education officers take initiative to plan, implement, monitor and evaluate the REDIP activities.	—						
1.4	To organize regular meetings and/or workshop to strengthen the linkage among sub-district, district, and province.	The linkage among sub-district, district and province is 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 other districts in the Target provinces.	The activities to disseminate REDIP into other districts in the Target provinces are conducted.		—	—	—			
1.7	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.	The impact of the Program is assessed as well as the further issues to be addressed after the completion of the Program are identified.					—		

2	Component 2: New Target districts/province								
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 at district/provincial level and school related personnel prepare for planning/implementation and evaluation on REDIP type program (school and community planning proposal preparation and appraisal, monitoring and evaluation, etc.).	The education officers at district/provincial level and school related personnel prepare for planning/implementation and evaluation on REDIP type program (school and community planning proposal preparation and appraisal, monitoring and evaluation, etc.).							
2.4	To plan, implement, monitor and evaluate the REDIP programs in pilot districts..	To plan, implement, monitor and evaluate the REDIP programs 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 Program as well as to identify further issues to be addressed after the completion of the Program.	The impact of the Program is assessed as well as the further issues to be addressed after the completion of the Program are identified.							

