

**インドネシア共和国
南スラウェシ州前期中等教育総合改善計画
事前評価調査報告書
(平成 19 年 6 月作成)**

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添付資料

1. 協議議事録（ミニッツ）（2007年6月7日署名）

1. 調査実施の背景・経緯

インドネシア共和国政府は、中期国家開発計画（2005－2009）において「国民の福祉向上」アジェンダの一つとして掲げる「地域開発格差の是正」のなかで、東部インドネシア地域の開発を重点課題としており、現地 ODA タスクフォースと南スラウェシ州政府関係機関は、東部インドネシア開発の牽引役として「南スラウェシ州地域開発プログラム」（SSPRDP）の基本構想とローリングプランについて合意した。

上記国家計画においては「人的資源開発」の遅れが指摘されており、教育開発課題として、就学状況の低迷、学校設備の不備、低い教員の資質、脆弱な産業界との連携、不十分な教育予算、低い行政運営能力などが挙げられている。とくに、より質の高い9年間の基礎教育の完全普及実現は急務とされ、教育のアクセス、質及びシステム運営の改善が重点とされ、2009年における具体的な到達目標値として、前期中等教育の総就学率を現在の85.22%から95%に、全国統一卒業試験（National End-of-level Examination、UN）のスコアを現在の6.28から7.5以上に引き上げることとしている。

南スラウェシ州においても基礎教育分野で国レベルと同様の目標を設定しており、州開発計画では、基本的ニーズの充足や地域産業を支える人的資源開発という観点から、基礎教育の拡充を重点目標に位置づけている。南スラウェシ州では、南西部の貧困地域を中心に前期中等教育の総就学率が全国平均を大きく下回っており、学校の主体的運営の普及率も低い水準にとどまっている。

JICAは平成18年度（2006年度）に、3次にわたり南スラウェシ州地方教育行政短期専門家を派遣、同専門家によるベースライン調査をはじめとする各種調査、同州内の教育関係者を対象としたワークショップなどによる活動を通じて、南スラウェシ州における中等教育改善のための課題が明確となり、南スラウェシ州政府から中等教育の質や量、運営の改善を目的とする「南スラウェシ州総合改善計画」に関する技術協力プロジェクトの要請が出されるに至った。

本調査団は、この要請を受けて以下の目的をもって派遣された。

2. 調査の目的

南スラウェシ州政府や協力対象県政府の教育局をはじめとする教育関係者との協議、県教育関係者等を招いてのワークショップなどを行うことにより、プロジェクトの概念を共有する。特に、本プロジェクトは、2007年2月から開始している南スラウェシ州地域保健運営向上プロジェクトとの連携を、その活動計画に取り込むことを想定していることから、ワークショップには各県から保健分野の担当者も含めることとした。このほか、プロジェクトの形成に必要な情報やデータを収集し、協力対象県の視察を通じて、プロジェクトの活動内容・期待される成果・モニタリング評価指標についてカウンターパート機関と協議し、PDM（案）、OP（案）、実施体制について合意するとともに、これらを踏まえた事業事前評価表（案）を作成する。

3. 調査団派遣期間／調査日程

| 月 日 | 曜 日 | 時 間 | 団員メンバー | | | | | |
|--------|--------|--------|---|---------|---------------|---------|----------|------------------|
| | | | 団長 | 協力計画 | 教育計画 | 地域開発 | 評価分析 | |
| | | | 花里 | 青木 | 小泉 | Ms. Ida | 田中 | |
| 5/27 | 日 | | | MKS→JKT | | MKS→JKT | 成田→JKT | |
| 5/28 | 月 | 9:00 | 教育省初等教育局長 Dr. Hamid Muhammad 表敬 | | | | | MONE |
| | | 10:30 | JICA 事務所にて団内会議 | | | | | JICA 事務所 |
| | | 14:00 | 国家開発企画庁 (BAPPENAS) SSRDP プログラム担当 PHd. Sumedi Andono Mulyo (Mr)表敬 | | | | | BAPPENAS |
| | | PM | ジャカルタから移動 Jakarta→Makassar GA 612: 20:10 - 23:20 | | | | | |
| 5/29 | 火 | 8:30 | 渡辺昭文南スラウェシ州地域開発政策アドバイザーとの打ち合わせ。南スラウェシ州地域開発プログラムに関する概略説明。 | | | | | 州 BAPPEDA |
| | | 10:00 | 南スラウェシ州地域開発企画局 (BAPPEDA) 局長 Dr. Ruslan (Mr.)表敬 | | | | | |
| | | 11:30 | 州教育事務所表敬 Drs. H.A.Patabai Pabokori (Mr) Mr. Yusufu Nippi | | | | | Dinas Pendidikan |
| | | 午後 | 団内会議 | | | | | |
| 5/30 | 水 | 7:00 | Jenepont 県訪問 (100km, 2 時間) 9:00 到着 県教育事務所にて協議後 学校訪問 1) SNP 1 Binamu Sub-district 2) SMPN 3 Binamu Sub-district | | | | | |
| 5/31 | 木 | 9:00 | PRIMA Kesehatan (JICA 保健プロジェクト)との協議 | | | | | プロジェクト事務所 |
| | | 14:00 | 州 BAPPEDS や州教育事務所との協議 (実施体制、PO,PDM) | | | | | JICA MFO |
| 6/1 | 金 | | PDM, PO と M/M のドラフト準備 | | | | | 祝日 |
| 6/2 | 土 | 7:00 | Barru 県訪問 学校訪問後県教育事務所にて協議 1) SNP 3 Tanete Rilau Sub-district 2) SMP 3 Tanete Riaja Sub-district | | | | | Barru 県教育事務所 |
| | | 13:30 | 県レベル関係者との協議 | | | | | Guapti |
| 6/3 | 日 | | 県レベルによる PCM ワークショップの準備 | | | | | |
| 6/4 | 月 | 8:30 | PCM ワークショップ | | | | | Sahid Jaya Hotel |
| 6/5 | 火 | 8:00 | PCM ワークショップ | | | | | |
| 6/6 | 水 | 8:30 | 団内会議 PDM, PO, MM ドラフト作成 | | | | | JICA MFO |
| | | 2:00 | 州 BAPPEDA 及び州教育事務所との協議 (PCM ワークショップの結果、MM, PDM, PO ドラフトの意見交換) | | | | | BAPPEDA |
| 6/7 | 木 | 8:00 | 州 BAPPEDA や州教育事務所との協議 (MM へのサイン) | | | | | BAPPEDA |
| 6/8 | 金 | | 情報収集と事前調査表作成 | | | | | JICA MFO |
| | | 15:00 | JICA MFO 報告 | | | | | JICA MFO |
| 6/9 | 土 | | 6:00 小泉・Ms.Ida Wajo 県訪問 | | 情報収集と事前評価・報告書 | | JICA MFO | |
| 6/10 | 日 | | ジャカルタへ移動 MKS→JKT GA 651: 11:55-13:05 | | | | | |

| | | | | |
|------|---|-------|---------------------------|----------|
| 6/11 | 月 | 9:00 | JICA インドネシア事務所坂本所長に調査結果報告 | MONE |
| | | 11:00 | 日本大使館に調査結果報告 | 大使館 |
| | | 12:30 | 教育省初中等教育総局に調査結果報告 | JICA 事務所 |
| | | 14:00 | BAPPENAS 地域第一局に調査結果報告 | BAPPENAS |
| | | | 田中 JKT→成田 | |

4. 主要面談者

| 氏名 | 所属機関 | ポスト |
|--------------------------------|----------|---------------------------|
| Dr. Suryanto | 国家教育省 | 初中等教育総局長 |
| Dr. Hamid Muhammad | 国家教育省 | 初中等教育総局中等教育局長 |
| Dr. Arifin Rudiyanto | BAPPENAS | 地域第一局長 |
| Ph.D. Sumedi Andono Mulyo (Mr) | BAPPENAS | 地域第一局二国間協力調整課長 |
| Dr. S. Ruslan | BAPPEDA | 南スラウェシ州開発企画局長官 |
| 渡辺 昭文 | BAPPEDA | 地方開発政策アドバイザー JICA 専門家 |
| Drs. H.A.Patabai Pabokori | 州教育事務所 | 南スラウェシ州教育事務所長 |
| Drs. H.Mukhtar Nonci M.Pd | Jenepont | 県教育事務所所長 |
| Hi. Saharia Lologau, S.Pd | SPM | SMPN1 Binamu 校長 |
| Mr. Ahmad | SPM | SMP3 Binamu |
| Drs. Syamsul Rijal | Barru | 県教育事務所長 |
| Mr. Darman | SMP | SMPN3 Tanete Rilau |
| Abd. Rajab S.Pd | SMP | SMPN3 Tanete Riaja |
| Mr. Irwanto | DBE3 | インストラクター |
| 川原 恵 樹 | 州保健局 | PRIMA Kesehatan JICA 専門家 |
| 外川 正 樹 | 州保健局 | PRIMA Kesehatan JICA 専門家 |
| 尾形 恵 美 | 州保健局 | PRIMA Kesahatann JICA 専門家 |
| 坂本 隆 | JICA | 事務所長 |

5. 調査状況

(1) 国家教育省初中等教育総局表敬と打ち合わせ

初中等教育総局長は、教育分野におけるこれまでの日本の協力に感謝し、日本の技術協力手法（REDIP や IMSTEM/SYSTEMS）によるモデルが、名称を変えて他のドナーにも使用されていると述べ、高く評価した。また、本プロジェクト実施においてはプロジェクトの持続性を確保するために、日本側の予算を年々減少させ、県側の負担を増加させる計画であるとの日本側の説明に対して、賛意を表明した。

局長からは、OP には合同調整委員会（JCC）の予定を組み込んだほうがよいとの提言のほか、現在インドネシア政府は国家政策の重要課題として平等な就学機会、教育の質の向上および運営改善をめざしており、本プロジェクトはこの政策に沿って実施されると理解しているとのコメントがあった。

(2) 国家開発企画庁表敬と打ち合わせ

調査団から国家開発企画庁（National Development Planning Agency、BAPENAS）に対し、調査の目的と本プロジェクトの概要と南スラウェシ州地域開発プログラム（SSPRDP）の関連を説明した。州や県政府の能力強化を強調し、本プロジェクトで実施される各活動での役割と責任分担の明確化を要望した。

(3) 南スラウェシ州地域開発企画局表敬と打ち合わせ

南スラウェシ州地域開発政策アドバイザーとして州地域開発企画局（Regional body for planning and development、BAPPEDA）に勤務している渡辺専門家に面会、調査団側から調査目的、プロジェクトの概要などについて説明した。専門家から、SSPRDPに関する概略説明を受けた。

次いでルスラン BAPPEDA 局長を表敬訪問し、調査団から今回の調査の目的、プロジェクトの概要などについて説明した。局長からは、州の施策としてエクセレント・スクールを各県レベルで実施しているので、本プロジェクトでの支援可能性について検討してほしいとの発言のほか、プロジェクトの協力対象県における郡の選定には、比較対象ができるので都市部と農村部を選定基準を加えてはどうか、との提言があった。

(4) 南スラウェシ州教育局表敬と打ち合わせ

教育局側から地域教育開発支援調査・地方教育行政改善計画（REDIP）や授業研究についての質問があり、調査団から両プロジェクトの手法について説明した。その後教育局から以下の点についてコメントがあった。

- ・他ドナーとの重複をさける。
- ・県レベルでは大学の先生は理論的であるが実践的でないので、大学の先生と連携を少なくし、経験のある地元の先生との連携を強くしてほしい。
- ・このプロジェクトの維持発展性について、県が主体となってプロジェクトの活動を受け継いでいくべきである。

(5) 現場視察

① 5月30日（ジェネポント県）

○ 県教育局事務所

県教育局事務所では所轄の学校が2-5校と少ないことから10郡を2郡のクラスターに分けて管理・監督を行っている（イスラム系の学校を含めると各郡では6-11校）。4年前から教員研修や校長研修もこのクラスターに従い実施されている。

本プロジェクトの内容やメカニズムについて調査団側からの説明後、以下のコメントがあった。

- ブロックグラントの負担は県教育局事務所の責任になる。その予算は BAPPEDA を通して教育局事務所へ配布される。予算申請と承認において BAPPEDA とよい関係にあるが、財務管理事務所にはこのプロジェクトの有効性が十分示される必要がある。具体的な申請の時期では年度の予算が組まれる前の9月までにはプロジェクトや活動の項目をあげ、金額は10月ころまでに決める必要がある。カウタンターパートに対する予算は、経常予算から確保できるので問題はない。また県の半分の郡を対象とする点について、我々が残りの半分を実施していく場合の予算は確保で

きるとのコメントがあった。

- エクセレント・スクールは州からのトップダウンの活動である。選定の基準は生徒教員比が 30-40、教員の責任感などさまざまであるが、学校からの報告書によるもので第三者による選定ではない。選定されたエクセレント・スクールから活動とそれに対する予算の申請がなされ、県教育事務所で承認される。予算は 2005 年度 35millionRs, 2006 年度 75millionRs、2007 年度は 50millionRs であった。使用目的は、実験室や英語ラボ、教科書や副教材、学校レベルでの教科別教員研修会 (MGMP) などである。
- 県教育事務所では「総就学率が 2004 年では 45%、2005 年では 60%、2007 年では 75%となっている。これは BOS という補助金による効果が大きい」と説明した。学校運営補助金 (Bantuan Operasional Sekolah, BOS) は、基本的に全小中学校が対象になっており、中学校 (Sekolah Menengah Pertama, SMP) の場合生徒 1 人当たり年間 354,000Rs 支給され、中央政府から各学校の口座へ直接振り込まれる。その使用は教科書、文房具、通学交通費、構内テスト、教員手当て、臨時教員謝金、修理や補修などである。

○ 学校訪問

ア) SNPN 1 Binamu (ビナウ第一中学校) (エクセレント・スクール)

- ・生徒数 1004 人、26 クラス、教員数 50 人 (80%が女性)。
- ・教科書は価格が高いため、生徒は購入せずにコピーを使用している。ちなみに 7 年生の宗教の教科書は購入すると 35,000Rs であるが、コピーをすると 11,000Rs 程度であるという。
- ・学校の保健室 (School Health Unit, UKS) が設置されており、保健の教員が管理をしている。またドクター・クチル (「子どものお医者さん」保健当番のようなシステム) という教科外活動があり、各学年から 10 人程度が参加している。また年 3 回程度、保健所に依頼して生活習慣についての授業をお願いしている。
- ・学校裁量の時間が週 6 時間あるが、この学校ではコンピューターや英語ラボでの授業を実施している。

イ) SMP NEGERI 3 BINAMU (ビナウ第三中学校)

- ・教員 34 人、生徒 329 人。
- ・中央政府により実施されている国家標準学校 (National Standard School) プログラムにより、2 億ルピアの補助金があり、校舎の改築を行っている。
- ・学校裁量の時間は木工、菜園など、保健室 (UKS) 活動は保健体育担当の教員によってなされている。ドクター・クチル制度は実施されていない。

○ Decentralized Basic Education 3 (DBE3)¹ 教員研修現場訪問

英語と公民 (Civic) の授業計画作成の研修会であった。英語は DBE3 によって提供された様式に従い授業案を作成、公民は国家教育省 (MONE) の作成した授業案の様式に従ってそれぞれの授業案を作成していた。この研修は 4 日間とのことであった。研修活動は来年まで継続されるが、その後は未定であるという (インストラクターからの聞き取り)。

② 6 月 2 日 (バル県)

¹ 米国国際開発庁による援助プロジェクト。

○ 県教育局事務所訪問

県教育局長を表敬訪問し、調査団の来訪目的を説明。局長は、教育の改善は地方分権化を進めるうえで必須であるとし、教育の改善のためにはコミュニティ、教員、施設の3つのコンポーネントが重要であると指摘、これらを統合した教育改善モデルを作りことへの意欲を表明した。

○ 学校訪問

県教育局事務所担当官の同行により、学校訪問を行った。

ア) タネテリラウ第3中学校 (SMP3 Tanete Rilau : エクセレント・スクール)

- ・教員 22 人、生徒 263 人、9 教室。
- ・この学校の特徴は、各学年で特別クラスを設置していることである。各学年約 30 人からなり、1 年生入学時にテストにより選抜される。今年度は 110 人の受験者があり、30 人が合格した。各学年 30 人で 3 学年 90 人の選抜された生徒は、寄宿舎と時間割りにそって規則正しい生活をする。朝と夜には勉強時間が設けられている。週末には各家庭へ帰ることができる。南スラウェシ州では初めてで、応募者が増え続けている。このクラスの生徒たちは 6 月 20 日に州主催の理科や数学のオリンピックがあり、準備中である。
- ・この学校ではドロップアウトの生徒はおらず、生徒のほとんどが高校へ進学する。進学先としては職業訓練校 (SMK) が多いという。
- ・保健活動としては、小さな部屋ではあるが清潔に保たれている保健室 (UKS) があり、清潔なシーツで覆われたベッドが整備されていた。ドクター・クチル制度は実施されており、約 30 人の 6-7 年生の生徒が交代で UKS 活動をする。十分とは思えなかったが、応急処置のための薬品、機材などが保管されていた。近くの保健所 (プスケスマス) から年 2 回程度看護師が学校を訪問し保健・衛生についての話をしてもらうとのことで、学校と保健所との連携体制が取られていることがうかがわれた。特にデング熱など疫病が発生したときには、保健所からの訪問回数が増える。
 - ・他校との教員同士の交流は、スポーツの競技会や学業面でのコンクール以外はあまりない。教員同士の勉強会である MGMP は、学校の予算である学校運営補助金 (BOS) を使って、学校内で実施する。県レベルでは年 1-2 回程度で、社会、理科、数学、英語などの教科について実施される。

イ) タネテリアヤ第3中学校 (SMP N 3 Tanete Riaja)

- ・郡の中心街から 15 分程度の農村に位置する。6 教室で、教員 19 人。
- ・訪問時にはバルの教育大学から学生が教育実習のため訪問しており、教室内で生徒からの聞き取り調査を行っていた。
- ・衛星放送受信用のパラボラがあり、遠隔地教育としてテレビ番組による教育のためにテレビ 2 台が供与されていたが、配線の不具合により使用されていないという。
- ・実験室が建設中だったが、家具までは政府により供与されるが、実験機材や備品については購入の計画はないという。
- ・教員研修はなされていない。
- ・職員室にて、「学校に就学していない子どもはこの近くにはいないか」という質問に対して「小学校修了後中学校に行けない子どもたちがこの近くにはいる。家庭が貧しく、働いている」との回答があった。

- ・この学校では UKS は設置されていない。

○ 県教育局事務所での協議

教育局職員、学校教員等、30 人程度が参加。

まず調査団から日本によるこれまでの支援について、特に REDIP や授業研究についてその手法やメカニズムを説明し、これに関して質疑応答やコメントがあった。

質問としては、無償資金による支援の有無、施設整備に対する支援の有無、教員の質改善の近道としての待遇（給与）改善への支援の有無、などが出されたが、いずれも本プロジェクトでは基本的に考慮しないことを説明した。

また、コメントとしては次のようなものがあった。

- 学校運営にたいして、住民参加が衰退している。これは BOS によって学校に予算がつくようになり、住民による貢献が必要なくなったと校長も住民も感じている。BOS のネガティブなインパクトが現れている。
- バル県には 2 校しか学校のない郡がある。郡教育開発委員会 (Tim Pengembangan SMP Kecamatan, TPK) の設立や郡レベルでの MGMP は教員も少なく困難である。郡レベルより県レベルの MGMP のほうよいのではないかと思う。
- 自立発展性について、お金よりコミットメントが重要である。

③ 6 月 9 日 (ワジョ県)

○ 学校視察

ア) SMP1

本校の基礎データは以下のとおり。

- ・設立年：1957 年
- ・生徒数：649 人（男子 273 人、女子 376 人）
- ・クラス数：20
- ・教員数：49 人、うち公務員 41 人、契約 (contract) 5 人、謝金ベース (honor) 3 人
- ・生徒の家庭環境：公務員 28.6%、中小商店 18%、農家 8.3%、退職 5.6%、建設 3%など

また本校の特徴は以下のとおり。

- ・英語教育を重視。上級 (accelerated) クラスが設置されており、バイリンガルで授業を行っている。ランゲージラボ (各生徒用にヘッドフォンやカセットが整備) が設置されており、会話に重点を置いたコミュニケーション能力を育成している。
- ・課外活動が活発。毎週金曜にボーイスカウトのほか、ダンス、スポーツなどの活動あり。入賞経験はバドミントン、絵画、マーチングなど。
- ・保健関連では、UKS やドクター・クチル (Doctor Kecil) の活動を行っており、2004 年にはヘルシー・スクール (Healthy School) のコンテストで優勝した (UKS の清潔さ、食堂の設置がポイント)。ただし保健局からのアドバイスはあまりない。その他、クラス対抗の清掃コンテスト、きちんとした服装 (dress neatly) のコンテストなども実施している。

同校はエクセレント・スクール (Excellent School) の指定校ではないものの、整った設備や教育活

動の活発さなど、地域の伝統校としての存在感を持った学校だった。なお、同地域では別途 SMP4 が 2001 年に Excellent School の指定を受けているという。

イ) SMP4

ワジョ県教育局との面談予定が迫っていたため、同校では十分な面談ができなかった。学校の特徴を中心に校長から聞き取りした情報は以下のとおり。

- ・ローカルコンテンツ（地域裁量の時間）

養蚕業の盛んなワジョ県では、県教育局令により 2004 年から全学校の校庭で桑の木を植え、桑の葉を業者に売って学校収入の一助としている。校長の話によると、他の学校（SMP2 など）では、コミュニティで桑栽培に詳しい人材がおり、その知識を活用してもっと栽培が進んでいるが、同校ではそうしたコミュニティ人材の協力が得られておらず、桑の栽培スペースもあまり手がかけられていないようであった。

- ・テルブカ（公開中学校）

テルブカは中退や経済的困窮、遠隔地在住などの生徒を対象にした公開教育機関である。同校にはテルブカも併設されている。SMP の校長がテルブカの校長も兼任している。ワジョ県では、同校を含め 12 の SMP がそれぞれテルブカを併設し、種々の通学問題を持つ生徒を受け入れている。

○ ワジョ県教育局での面談

中等教育担当ハリス氏、および初等教育局長と面談。概要は以下のとおり。

- ・宗教省県事務所との関係

イスラム中学校（Madrasah Tsanawiyah、MTs）は、組織面（institutionally）には宗教省（MORA）の所管だが、実施面（operationally）には県教育局が所管しており、国家教育省（MONE）のカリキュラムを使用し、全国統一卒業試験（UN）も受けている。

- ・初等教育の基礎情報

県内の小学校は全部で 433 校（国立、マドラサえお含む）。生徒は 42,615 人、教員は約 3,000 人。1 校あたりの平均生徒数は 98 人、クラス数は 6 で、クラスあたり平均生徒数は 17 人程度。

ワジョ県の初等教育の課題は大きく二つあり、小学校の再編（3 校→1 校）、質の高い教員の均等な配置、である。

- ・小学校の設備状況

1974 年にスハルト大統領が大統領令（INPRES）で学校建設を大々的に推進したが、その後、十分な維持管理がなされていない。国家標準に基づくと、上記 433 校のすべてが何らかの損傷を受けており、修復が必要とされている。ただし、修復の判断にはガイドラインがなく、指導主事（10 校に 1 人の割合で配置）が判断し、県教育局に報告する仕組み。

433 校のうち 259 校は既に修復されている。2007 年-2009 年に、174 校（1,062 教室）を修復する必要がある。2006 年に国・州・県で合意された MOU に基づき、修復工事の経費負担の割合は国が 50%、州 20%、県 30%である。県での意思決定は、県教育局→県地域開発企画局（BAPPEDA）→条例（PERDA）制定→資金執行、という流れ。

- ・教員配置

教員数は全体としては足りているが、各校における配分がアンバランスなのが問題である。若い教員を 2 年間遠隔地に送る政策をとっている（バル県も同様という）。教員は、採用時にインドネシア

国内のどこでも異動するという誓約書を書くが、実際は異なり、教員の異動は県教育局にとって頭の痛い問題。特に、県人事局（District Personal Agency、BKD）とコネがある教員の場合、県教育局の意向が反映されない場合がある。

教員の採用と配置について、実際のニーズは教育局が把握しているが、これらをBKDが実施する結果、教員のミスマッチ（資格、勤務場所など）が生じやすくなっている。特に物理と数学の教員が不足している（国全体の傾向）が、BKDが数のみ確保する結果、質の低い教員が採用されている。

なお、2007-2008年にかけ、ワジョ県で新しい国立中学校（SMP）が6校建設される予定。教員は、新規採用あるいは他学校からの異動。

・地方分権化の影響

2001年の初中等教育の地方分権から既に6年経過しているが、分権の弊害ともいえるべき新たな課題が出てきている。その顕著な例が前述のBKDのような、各種制度に関する県レベルの過度な行政介入である。分権前は法規や指導など中央から一律に行われていたので、県レベルで細かに介入されることはなかった。

・教員能力の評価

教員能力（teacher competence）については、評価指標はあるものの実用的でなく使えない。教員能力の客観的な評価手法が必要とされている。

（6）南スラウェシ州 BAPPEDA における MM、PDM、PO のドラフトについての協議

6月6日、州 BAPPEDA を訪問。調査団から、4、5両日実施したワークショップ、現地視察などの結果を踏まえて修正した MM（案）、PDM（案）、PO（案）を説明した後、以下の質疑応答や提言がなされた。

- ・ 県教育局事務所とカウンターパートの頻繁な人事異動を避けるべく、県知事（Bupati）との MM で記載するか、教育局事務所へ公式に依頼書を出すようにするなどの措置が必要である。（州 BAPPEDA）
- ・ 実施体制図にある郡教育開発委員会（TPK）のメンバーについても、具体的に明記する必要がある。（実施体制図に TPK のメンバーを記入）
- ・ フィールドコンサルタントの役割を明確にしてほしい。（→県教育行政官や教育指導主事とともに TPK や学校レベルの活動を促進する）
- ・ 調査団から州 BAPPEDA に対し、エクセレント・スクールに対する支援のあり方をどのように考えるか確認したところ、予算は十分にあるので学習プロセスや学校運営・経営など、技術的な支援を行ってほしいとの回答だった。

<留意事項>

今回の調査では学校へ3通りの財源が流れていることが判明した。州からのエクセレント・スクールへの補助金、中央政府からの国家標準基金（National Standard Fund）、また BOS という補助金である。特に BOS は9年間の義務教育達成のために実施されているが、地域住民の学校運営への参加を阻害する方向に作用しているという見方もあり、本案件の住民参加型学校運営に対しての影響が懸念される。県行政のリーダーシップによる本案件のブロックグラントと他補助金の関連性の整理・調整が必要である。

6. マカッサルにおける PCM ワークショップ

6月4-5日の2日間で対象3県(案)のワジョ、バル、ジェネポントから合計28人の参加者がそれぞれの県ごとのグループ分けディスカッションを行った。州教育局事務所から2人がオブザーバーとして参加した。

参加者リスト

4-5 June 2007, Makasaar

| No | Name | Position | Organization |
|----------------------|--------------------------------|---|-----------------------|
| I. Barru District | | | |
| 1 | Nasruddin | Head, Social Cultural and Economic Division | BAPPEDA |
| 2 | Ir. Jon Rantepadang, M. Si | Staff, Social, Cultural and Economic Division | BAPPEDA |
| 3 | Drs. Anshar Tahir | Head, Section of SMP/MTs | Dinas Pendidikan |
| 4 | A. Bass Mustakim, S. Sos | Staff, Program Section | Dinas Pendidikan |
| 5 | Mallewai, S. Pd | Head, Sub-District Education Office of Kecamatan Barru (KCD) | Dinas Pendidikan |
| 6 | H.Abudulla Rahim, BA | District Education Board | Education Board |
| 7 | Abd. Rajab, S.Pd | Principal | School |
| 8 | Badaruddin Amir, S.Pd | Teacher | School |
| 9 | Dra. St. Ramiah | Community Leader | Community |
| 10 | Syukri, SKM | Staff, Program Section (PRIMA Kesehatan Counterpart) | Health Office |
| II Jenepont District | | | |
| 11 | Drs. H. Masri, M.Pd | Head, Program Division | BAPPEDA |
| 12 | Uskar Basa, SH, M.Pd | Head, Section of SLTP/SLTA curriculum | Dinas Pendidikan |
| 13 | Drs. Hasanuddin, M.Pd | Head, Planning and Administration Section | Dinas Pendidikan |
| 14 | Drs. A. Pattarani, SH. MM | Head, Sub-District Education Office of Kecamatan Bangkala (LCD) | Dinas Pendidikan |
| 15 | H.Sangkala Tahir | District Education Board | Education Board |
| 16 | Hj. Saharia Lologau, S.Pd | Principal | School |
| 17 | Haeruddin, S.Pd | Teacher | School |
| 18 | H.Mughasseng Dg. Naga | Community Leader | Community |
| 19 | H.Arifin | Head, Section of UKS | Health Office |
| III Wajo District | | | |
| 20 | Drs. Arsan | Head, Social and Cultural Division | BAPPEDA |
| 21 | Drs. Muhammad Haris, M.Si | Head, Curriculum Program and Primary and JS Education Section | Dinas Pendidikan |
| 22 | Drs. Pannaco | Head, SMT/MTs | Dinas Pendidikan |
| 23 | Drs. Ahmad Haruna, S. Sos. MPd | Kepala Cabang Dinas Kec. Tempe | Dinas Pendidikan |
| 24 | Drs. Muh. Nari, Msi | District Education Board | Education Board |
| 25 | Drs. Muhammad Nur, MPd | Principal | SMPN6 Sengkang |
| 26 | Muh, Asparain, S.Pd | Teacher | SMP Negeri 1 Sengkang |
| 27 | Amra Mahamud, S.SOs. Msi | Community Leader | Community |

| | | | |
|----|----------------|--|---------------|
| 28 | Yuliana B, SKM | Staff, Program Section (PRIMA Kesehatan Conterpart) | Health Office |
|----|----------------|--|---------------|

(1) プログラム

6月4日

- ① ワークショップの目的の紹介
- ② JICA 教育分野でのこれまでの経験 (REDIP と授業研究)
質疑応答
- ③ PCM の紹介
- ④ 関係者分析 [発表]
- ⑤ 問題分析

6月5日

- ① 問題分析の発表
- ② 活動の決定 (発表)
- ③ 実施体制の検討
- ④ 郡 (ケチャマタン) 選定

(2) JICA の活動経験の紹介

本プロジェクトで採用される REDIP 活動の例と結びつけながら本プロジェクトが紹介された。調査団からの具体的な事例紹介として、ブロックグラントでミシンを購入し生徒に洋裁を教え、さらに学校の制服を縫い販売している例、授業研究で実際に木の高さを測るために三角形の相似を利用する授業例が、それぞれ紹介された。前者の例に対して参加者は、生活能力の向上の例として関心を示していた。

質疑応答、コメントは以下のとおり。

- ・ 教育の質改善では教員の給料が深く関係している。ブロックグラントで給料の補てんは可能か (→補習授業のための手当に使った例はある)。
- ・ 保健と教育の連携は、このプロジェクトでどうしたら可能か、よく考える必要がある。
- ・ このプロジェクトが終了後も普及していくためには、地方の教育条例が改定され、それがしっかり守られることが必要であるが、それ以上に全員のコミットメントが重要である。
- ・ コミュニティの参加が少ない原因には、BOS と呼ばれる政府による補助金があり、コミュニティの参加が減少している。しかしこの減少は、BOS 資金の使用が不透明になっており、学校に対する父兄の信頼が低下していることが原因である。
- ・ 地域で養蚕を行っているが、養蚕により学校への寄付が増えることが期待される。ブロックグラントを養蚕の振興に使用可能か (→地域の判断による)。

<観察事項>

授業が生徒の活動を通して学習するように構成されており、授業終了後、教員間で授業に対する反省会があることなどにより、教員の授業力が改善されて行く過程に納得した様子だった。

(3) PCM ワークショップ

・ ワークショップ参加者全体の観察

ジェネポイント県から参加した年配者 1 人を除き、全参加者が積極的かつ熱心に参加していた。グループ内の全員で問題を議論し、助け合いながらカードに自分たちの考えを記入していた。ジェネポイントは県教育事務所の職員が中心になり、議論を進めていたが、これまで PCM ワークショップの経験がないため、問題、分析の結果を記入したカードの数も少なかった。また、各県へ事前に女性の参加者の依頼を行っていたが、参加者 28 人のうち女性は 3 人だけだった。

各グループの観察による特徴を以下の表に示す。

| 県 | 人数 | 観察事項 |
|---------|----|---|
| バル | 9 | 女性の参加者が 1 人のグループ。実施中の地域保健プロジェクトの PCM ワークショップに参加した経験者が、カード記入やその分類に際してグループの牽引役となっていた。県 BAPPEDA の 2 人の職員は PC を持ち込み、PC にワークショップの結果を入力して表にまとめ、作業を素早く完了させていた。保健局事務所から 1 人参加（地域保健プロジェクトの C/P）。 |
| ワジョ | 10 | 女性 1 人を含むグループで、チームワークがよかった。休憩時にも全員がまとまって席に座り、会話をしていた。カードの記入、分類などは、バル県と同様に、やはり地域保健プロジェクトの経験者が牽引役となっていた。作業も素早く完了させていた。保健局事務所から 1 人参加。 |
| ジェネポイント | 9 | 女性を 1 人含む。グループ全員に PCM の経験が全くなかった。コミュニティリーダーを含む年配者が数人参加しており、PCM の分析に対する感覚に乏しかったため、このグループのペースに合わせることにしグループの作業活動を注視した。保健局事務所から 1 人参加（学校保健室 UKS 担当） |

- ① 関係者分析では、新聞等のメディアが潜在的反対者であるとしたグループがあった。これについては政府が学校に出している補助金の使用の不透明性について指摘した新聞があり、本プロジェクトでも反対者になる可能性があるとして説明した。また父兄も本プロジェクトで支援されるブロックグラントについて透明性が欠けると潜在的反対者となる可能性も議論された。関係者分析で各グループが決定したターゲットグループは以下の表のようにになっている。

関係者として最も重要であると考えられるグループ

| | | |
|----|---------|---------|
| バル | ワジョ | ジェネポイント |
| 生徒 | 教員 | 教員 |
| 政府 | 学校運営委員会 | 学校 |

バルは生徒の就学促進と質の向上が必要であり、これは政府の行政によってなされると説明。ワジョは生徒の学業向上のためには教員の質向上が必要であり、それを支援するのは学校運営委員会であるとした。ジェネポイントは教員の向上が生徒の学業の向上とつながっており、学校がそれを支援するとした。3 県ともに成績の向上が教育の質の向上であると考えている。

- ② 次にリストアップされた関係者から重要と思われる 2 グループを選び、問題点（弱点）、強み（ポ

テンシャル)そして問題点に対する対応策を検討することにした。結果は以下の表のようになっている。

ワジョは生徒と政府、バルは教員と学校委員会、ジェネポントは教員と学校を選んだ。ワジョの発想は政府が量的・質的によい教育を提供できていないので、生徒に問題ができていていると考えている。バルの発想は、生徒の成績を向上させるためには教員の質が改善されること、そして学校の運営が学校委員会の参加によって改善されること考えた。ジェネポントは教員の力と学校の施設の改善に問題を見出している。

- ③ 次に問題分析を行うこととし、前期中等教育での問題をカードに記入し、それを各自で分類することにした。そして問題系統図を作成した。ワジョとバルは「前期中等教育の質が低い」、ジェネポントは「教育の量的・質的・マネジメント能力が低い」をそれぞれ中心問題とした。その直接原因としては、3県とも共通して校長の学校運営能力の低さと教員の教科訓練の不足を挙げている。ワジョとジェネポントは総就学率の改善が必要であると自分の県の問題を明確化しており、特にジェネポントはマネジメントの強化で学校運営におけるマネジメントと県教育局事務所の行政マネジメントとマネジメントを2重に考えている。
- ④ プロジェクト目標と成果を設定し、その成果達成のための活動について検討した。教員の強化ではMGMPの活性化、また校長の学校運営能力の改善には校長会の強化が挙げられている。ジェネポントでは就学率向上のためには学校の新設が必要であると考えている。また図書館や実験室に関する問題提起は校長や教員から出されており、就学率に関する問題点は県の教育局事務所から提起され、立場によって問題のとらえ方が異なっている。

⑤ 関係者詳細分析の結果

ワジョ県

| 生徒 | | | |
|--|---|--|---|
| 基本情報 | 問題/弱点 | 強み/ポテンシャル | 対応策 |
| <ul style="list-style-type: none"> 生徒 (373,126) 年齢 13-15 必要予算 Rs615,657,900 SMP/MTs | <ul style="list-style-type: none"> 学校数の不足 英語の成績が悪い 貧困層が多い | <ul style="list-style-type: none"> 住民参加が盛ん 絹の生産 商工業への関心が高い GER (2006) 58.67 GER(2007) 62.23 | <ul style="list-style-type: none"> 学校建設 英語ラボの設置 奨学金の提供 |
| 政府 | | | |
| <ul style="list-style-type: none"> 14 郡 176 村 610 教員 367,000 人口 | <ul style="list-style-type: none"> 教員不足 インフラ不足 教員配置の格差 不適當な財源 | <ul style="list-style-type: none"> 政府による政治的支援 条例による支援 人道的 相互尊敬 | <ul style="list-style-type: none"> 地域での議論 年間開発予算 教員の雇用 |

バル県

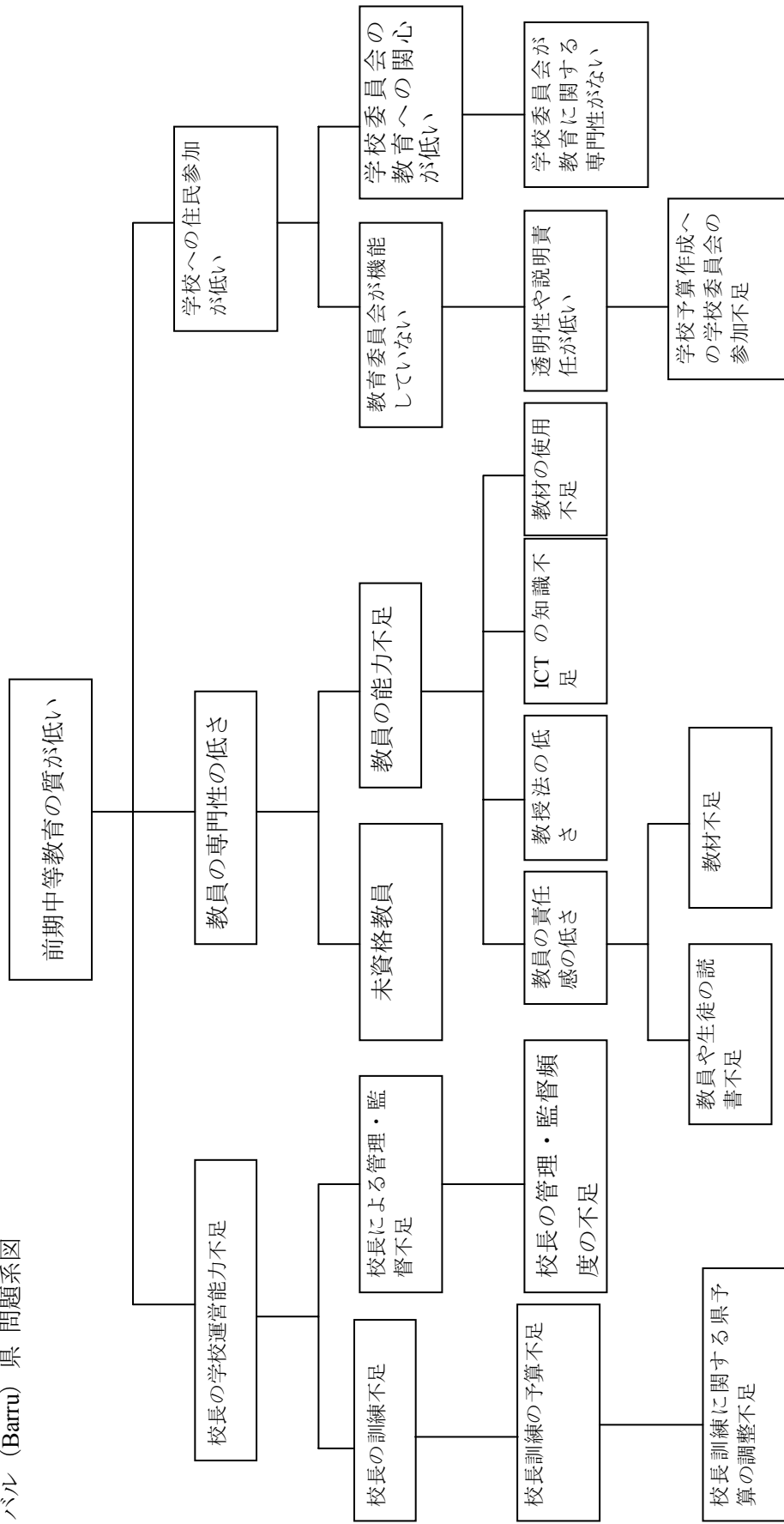
| 教員 | | | |
|--|---|---|--|
| 基本情報 | 問題/弱点 | 強み/ポテンシャル | 対応策 |
| <ul style="list-style-type: none"> SLTP 442 | <ul style="list-style-type: none"> 教員の能力不足 | <ul style="list-style-type: none"> MGMP [12 教科で年 2 | <ul style="list-style-type: none"> 訓練 |

| <ul style="list-style-type: none"> MTs 127 能力テスト合格教員 110人 24.8% | <ul style="list-style-type: none"> 教員のやる気不足 責任感がない 教員配置の格差 教員への福祉不足 科学強化に対して能力不足 未資格教員が多い | 回] <ul style="list-style-type: none"> S1・S2資格を持っている 教科教員協会 教員組織 教員や大学講師に対する条例がある 教育実施者 | <ul style="list-style-type: none"> 監督 奨学金提供 ワークショップ ニーズに従い教員配置を行う |
|--|---|---|---|
| 学校委員会 | | | |
| 基本情報 | 問題/弱点 | 強み/ポテンシャル | 対応策 |
| 前期中等学校ではすでに学校委員会が組織されている | <ul style="list-style-type: none"> 学校委員会は適切に機能していない 学校間のネットワークが適切でない 透明性に欠ける | <ul style="list-style-type: none"> 教育条例044での規定 | <ul style="list-style-type: none"> 学校委員会の Mapping 訓練のためのファシリテーターの養成 学校委員会の強化 |

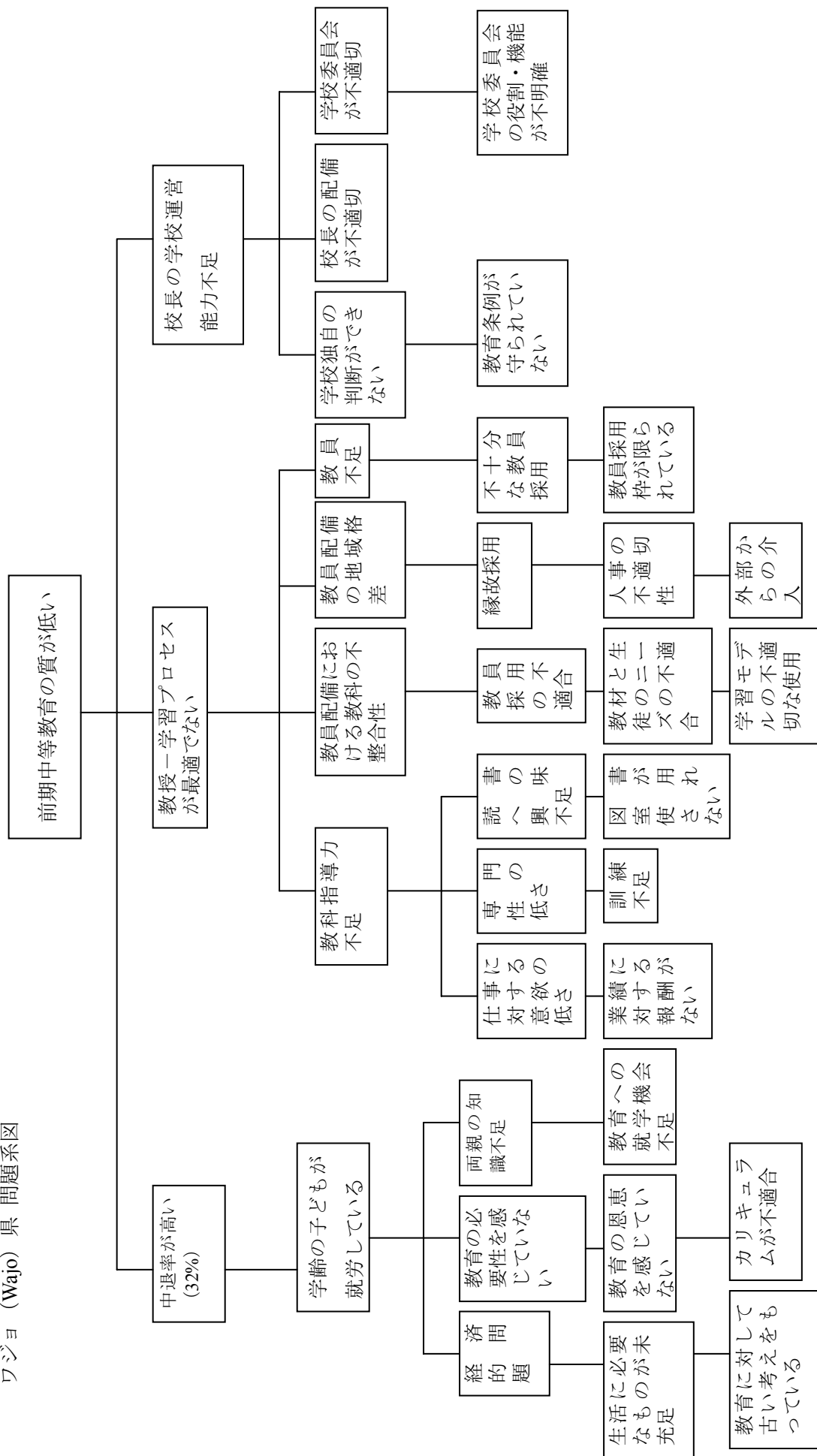
ジェネポイント県

| 教員 | | | |
|---|--|--|--|
| 基礎情報 | 問題/弱点 | 強み/ポテンシャル | 対応策 |
| <ul style="list-style-type: none"> 教員数 478 男性 210 女性 268 能力テスト合格教員 110人 24.8% | <ul style="list-style-type: none"> 学習プロセスの質 20%の教員が専門外の教科を担当 教員不足 | <ul style="list-style-type: none"> 教科別教員研修会(MGMP)と校長研修会(MKKS)が設置されている | <ul style="list-style-type: none"> MGMP システム強化 訓練内容の強化 専門教科を担当 契約教員の利用 |
| 学校 | | | |
| 基礎情報 | 問題/弱点 | 強み/ポテンシャル | 対応策 |
| <ul style="list-style-type: none"> 学校数 64 | <ul style="list-style-type: none"> 学校施設が貧弱 図書室がない 実験室がない 改築が必要 | <ul style="list-style-type: none"> 学校間が近い | <ul style="list-style-type: none"> 施設改善に興味のある団体を巻き込む |

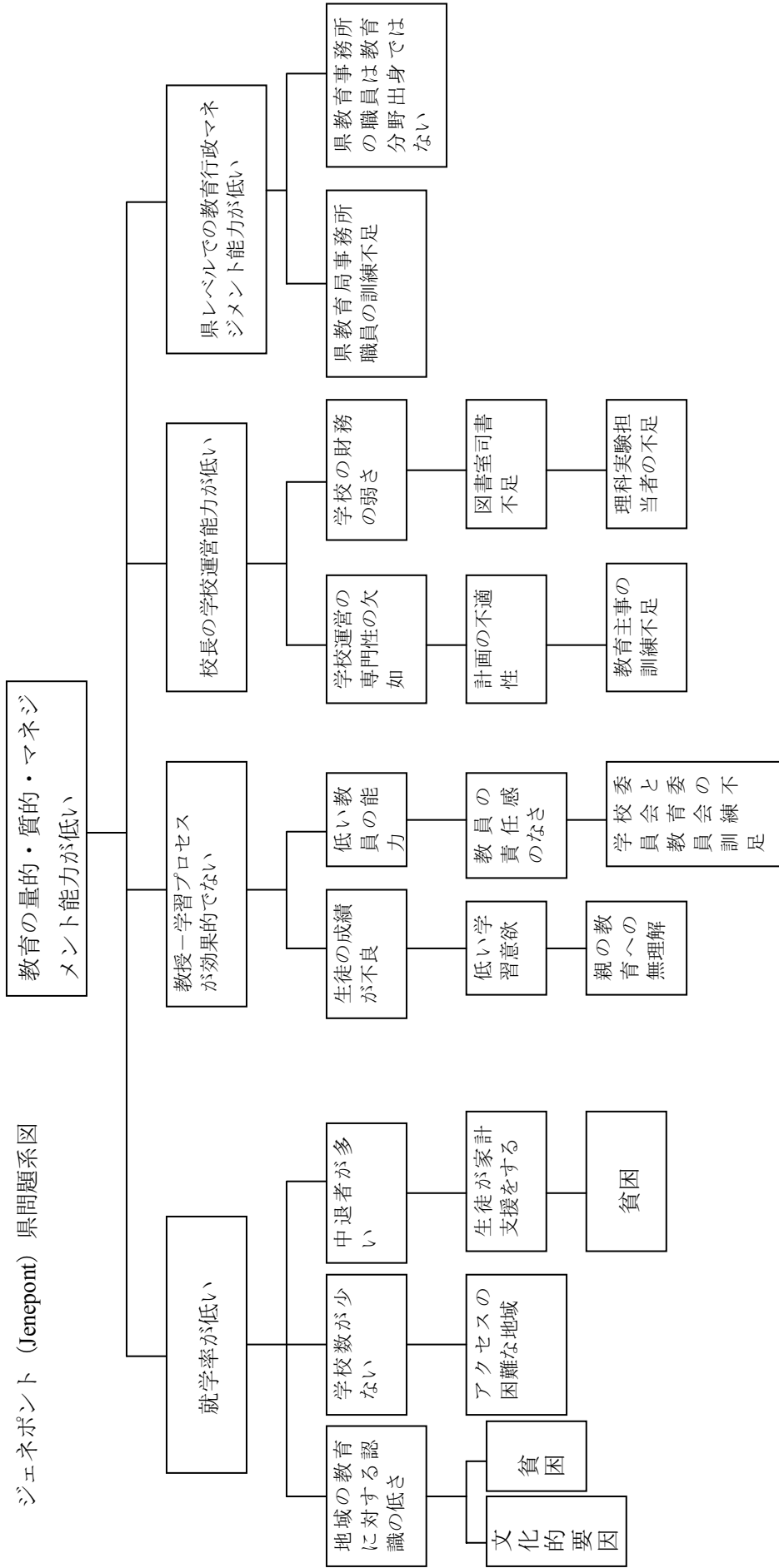
バル (Barru) 県 問題系図



ワジョ (Wajo) 県 問題系図



ジェネポイント (Jenepont) 県問題系図



ワジョ県の成果と活動

| 成果 1 | 成果 2 | 成果 3 |
|---|---|--|
| 中退率を 0%とする | 学習プロセスの改善 | 校長の運営能力強化 |
| 活動 | 活動 | 活動 |
| <ul style="list-style-type: none"> ・ 貧困家庭の生徒への奨学金支給 ・ 学習施設の提供 ・ 補習 ・ 教育の重要性への啓蒙 ・ 生活能力改善活動 | <ul style="list-style-type: none"> ・ 優秀な教員への奨学金支給 ・ MGMP の活性化 ・ ICT 研修 ・ 図書館司書の雇用 ・ 図書館司書の研修 ・ 教員採用方法の検討 ・ 教員配備の条例適用 ・ ニーズに従い教員採用 | <ul style="list-style-type: none"> ・ 校長への学校運営研修 ・ 条例の適用 ・ 学校委員会の研修 ・ 学校主体型運営の研修 ・ 校長研修の活性化 (MKKS) |

バル県の成果と活動

| 成果 1 | 成果 2 | 成果 3 |
|---|--|---|
| 校長の学校運営能力改善 | 教員の専門性強化 | 住民参加の促進 |
| 活動 | 活動 | 活動 |
| <ul style="list-style-type: none"> ・ 校長の知識や技能の強化 ・ 校長の運営強化の研修 ・ MKKS の役割強化 ・ MKKS の活性化 ・ 学校の管理・監督強化 ・ スーパーバイザーの雇用 | <ul style="list-style-type: none"> ・ 教員能力の改善 ・ 研修旅行 ・ 教授法の開発 ・ ICT 訓練 ・ 教育メディアの活用 ・ 教科書の提供 ・ 読書の強制化 (教員・生徒) ・ 生徒の新聞・雑誌コンテスト ・ 理科コンテスト ・ 教員のやる気の喚起 ・ 責任感の育成 ・ 教員資格の徹底 ・ 教材コンテスト ・ 優秀教員への奨励 ・ 教員への奨学金 | <ul style="list-style-type: none"> ・ 学校委員会の役割と機能の適正化 ・ 学校委員会の研修 ・ 透明性と責任性 ・ 学校計画策定の研修 ・ 学校収入・支出の作成に学校委員会を参加させる ・ 学校委員会の教育に関する研修 ・ 教員に関するセミナーの開催 ・ 技術支援を行う |

ジェネポント県の活動

| 成果 1 | 成果 2 | 成果 3 |
|------------------|------------|-------|
| 総就学率を 75% から 85% | 各学年の合格率の改善 | 行政の強化 |
| 活動 | 活動 | 活動 |

| | | |
|---|--|---|
| <ul style="list-style-type: none"> ● 義務教育の強化 ● 奨学金 ● 義務教育の協力チームの設置 ● オープンスクール ● 学校の新設・教室の増設 ● パッケージ B の適用 ● 生活改善訓練 | <ul style="list-style-type: none"> ● 教員への教科研修 ● MGMP の活性化 ● 教員への報奨 ● 教員の責任感強化と生徒の規律強化 ● 学校予算作成への学校委員会の参加 ● 教育主事の強化 | <ul style="list-style-type: none"> ● 教育改善計画の策定 ● 校長研修会の強化 ● 校長の学校運営強化 ● 図書館司書と実験室係の訓練 |
|---|--|---|

7. 調査団所感

南スラウェシ州前期中等教育総合改善計画に関する本事前調査は、昨年度地方教育行政アドバイザーとして南スラウェシ州教育局に派遣された高澤直美短期専門家の活動を踏まえて実施したものである。

高澤専門家は、同州における基礎教育行政の政策アドバイスや前期中等教育改善支援案件などを形成するためのベースライン調査実施や先方政府との協議・調整等に関する助言・指導を行うことを目的として派遣され、同専門家が在任中に実施したベースライン調査、ワークショップなどを通じて、中等教育改善のためのプロジェクト形成を目的とした南スラウェシ州の基礎教育に関する基本的な情報などが収集されていた。従って、州の教育局や開発計画局、プロジェクト実施対象県（バル、ジェネポント、ワジョ）の教育局や開発計画局とも、南スラウェシ州の前期中等教育における教育の質と量（アクセス）の改善、学校運営の改善という本プロジェクトの目的についてよく理解しており、協議における意見交換においても、本プロジェクトの基本理念、目的などに対して積極的かつ肯定的な意見が大勢を占めた。

本プロジェクトの目的を達成するための活動の中心として、JICA がインドネシア国内の他州で実施し、その成果が高く評価されている地方教育行政改善計画（REDIP）の手法を応用した教育行政マネジメント改善支援、初中等理数科教育拡充計画（IMSTEP）で確立され、前期中等理数科現職教員研修強化計画（SISTTEMS）にて普及が進められているレッスン・スタディを通じた教育の質的改善支援を組み合わせることを考えているが、各県の教育局長ほか教育関係者はすでにこれらの手法に関する知識があり、教員の中にはこれら手法の研修に参加した経験を有する者もいた。このため、調査団側からの説明についての理解が早く、その反応は極めて肯定的であった。

今回の調査の一環として、プロジェクト実施対象 3 県から行政官、教育関係者、コミュニティ代表など合計 28 人を集めて 2 日間にわたる PCM ワークショップを開催、そのなかで REDIP とレッスン・スタディの手法につき理解を深めてもらうとともに、PCM による問題分析を行ったが、各セッションでの質疑応答では積極的な発言が相次ぎ、参加者の意識が総じて高いことが確認された。

以上の点を総合すると、本件プロジェクト実施についての各関係者の意欲は高く、今後具体的なプロジェクト活動内容の協議においては、十分に先方関係者の協力が得られるものと考えられる。

なお、本件プロジェクトは、2007 年 2 月から実施されている南スラウェシ州地域保健運営能力向上プロジェクトとの連携を図ることを想定しており、実施対象県 3 県のうち 2 県（バル、ワジョ）は

上記保健プロジェクトの実施対象県を選定している。具体的な連携のあり方については、今後プロジェクト活動内容を検討する過程で議論をしていくことになるが、これら2県においてコミュニティを巻き込んだ教育と保健のプロジェクト活動を連携させることにより、学校保健と地域医療の連携、効果的な保健教育、地域住民に対する保健知識の啓蒙などが図られることが期待される。

MINUTES OF MEETING
BETWEEN THE JAPANESE PRELIMINARY STUDY TEAM
AND THE AUTHORITIES CONCERNED OF
THE GOVERNMENT OF THE REPUBLIC OF INDONESIA
ON
THE JAPANESE TECHNICAL COOPERATION PROJECT
FOR
THE INTEGRATED PLAN FOR JUNIOR SECONDARY EDUCATION IMPROVEMENT
IN SOUTH SULAWESI

Japan International Cooperation Agency (hereinafter referred to as "JICA"), in response to the official request of the Government of the Republic of Indonesia (hereinafter referred to as "GoI") dispatched the Preliminary Study Team (hereinafter referred to as "The Team") headed by Mr. Nobuhiko HANAZATO to visit the Republic of Indonesia from May 27 to June 11 for the purpose of preliminary study of activities concerning the Technical Cooperation Project for the Integrated Plan for Junior Secondary Education Improvement in South Sulawesi (hereinafter referred to as "The Project").

During its stay, the Team had a series of discussion and exchanged views with authorities of GoI including Ministry of National Education, South Sulawesi Provincial Government and other relevant personnel of the GoI.

As a result of the discussions, The Team and the undersigned Indonesian authorities concerned agreed the matters referred to in the document attached hereto.

Makassar, June 7, 2007

花里信彦

Nobuhiko HANAZATO, MSc. (Eng.)
Leader of Preliminary Study Team
Deputy Resident Representative,
Indonesia Office,
Japan International Cooperation Agency
Japan



Drs. H.A. Patabai Pabokori
Head of Provincial Education Office
South Sulawesi Province
Republic of Indonesia

And with witness hereof



Dr. H. S. Ruslan, SE
Head of Development Planning Board
(BAPPEDA),
South Sulawesi Province
Republic of Indonesia

NOTA KESEPAHAMAN
ANTARA TIM STUDI PERSIAPAN PEMERINTAH JEPANG
DENGAN PIHAK YANG BERWENANG DARI PEMERINTAH REPUBLIK INDONESIA
MENGENAI
PROYEK KERJASAMA TEKNIS PEMERINTAH JEPANG TENTANG
PERENCANAAN TERPADU PENINGKATAN PENDIDIKAN MENENGAH PERTAMA
DI PROPINSI SULAWESI SELATAN

Japan International Cooperation Agency (selanjutnya disebut "JICA"), dalam merespon permintaan resmi Pemerintah Republik Indonesia (selanjutnya disebut "GoI") telah mengirim Tim Studi Persiapan (selanjutnya disebut "Tim") yang dipimpin oleh Mr. Nobuhiko HANAZATO untuk mengunjungi Republik Indonesia mulai tanggal 27 Mei 2007 hingga 11 Juni 2007 dalam rangka melaksanakan kegiatan studi persiapan mengenai Proyek Kerjasama Teknis Perencanaan Terpadu Peningkatan Pendidikan Menengah Pertama di Propinsi Sulawesi Selatan (selanjutnya disebut "Proyek").

Selama di Indonesia, Tim telah mengadakan serangkaian diskusi dan tukar pikiran dengan pihak berwenang di Indonesia termasuk Departemen Pendidikan Nasional, Pemerintah Propinsi Sulawesi Selatan dan pihak terkait lainnya dari Pemerintah Indonesia.

Sebagai hasil diskusi tersebut, Tim dan pihak yang berwenang dari Pemerintah Indonesia seperti yang tercantum di bawah ini menyetujui hal-hal yang tercantum dalam dokumen terlampir.

Makassar, 7 Juni 2007

Nobuhiko HANAZATO, MSc. (Eng.)
Pimpinan Tim Studi Persiapan
Deputy Resident Representative,
Indonesia Office,
Japan International Cooperation Agency
Japan

Drs. H.A. Patabai Pabokori
Kepala
Dinas Pendidikan
Propinsi Sulawesi Selatan
Republik Indonesia

Disaksikan oleh :

Dr. H. S. Ruslan, SE
Kepala
BAPPEDA
Propinsi Sulawesi Selatan
Republik Indonesia

THE ATTACHED DOCUMENT

I. Background of the Project

Achieving the 100% gross enrollment rate for primary education during the 1980s, Indonesia has successively shifted its target to junior secondary education. The current national goal is to accomplish the nine-year compulsory basic education by 2008. The Government of Indonesia has tried to strengthen its education activities to achieve "education for all", and remarkably improved its education indicators: gross enrollment rate achieved 114.64%, literacy rate above age 15 has risen to 87.79%, and total schooling year on average has improved from 6.7 years in 2000 to 7.0 years in 2003. (Ministry of National Education, 2004. "Medium Term Development Plan for Education, Youth and Sports: 2005-2009."). However, economic crisis in 1997 resulted in a decline of the enrollment rates of junior secondary education. More worrisome is education quality. It is widely acknowledged that in Indonesia quality of education remains low, falling behind the progress in enrollment expansion.

GOI has set the following targets to be achieved by 2009: JSE-GER95%, UN Score 7.5, School-based Management Implementation Rate 70%. The current national rates are: JSE-GER 85.22% (2005), National examination Score 6.28 (2005).

In the decentralization era, Local Government needs to redress these issues as the primary institution responsible for provision of basic compulsory education, as well as for educational finance. Recently local governments in Indonesia including those in South Sulawesi are struggling to find an appropriate approach to be applied under the current decentralized system. It is inevitable that bottom up approach at community and school level is in urgent needs. Since people (community and school) know their needs best and actually they already have capacity and resource of their own, they just need opportunity to utilize it. And by supporting and coordinating bottom up approach, Local Government can better grasp and respond diverse needs. District ducation office should learn how to facilitate and support community in the sub-district and school in educational improvement activities. At the same time provincial government has responsibility not only for coordinating, monitoring and evaluating educational activities but also for sharing and disseminating the experiences of the education improvement activities to replicate them to the wider areas of the province. Up to now this role can not be performed well due to limited capacity.

Provincial Government of South Sulawesi has set the annual target to achieve the national goal of nine-year compulsory basic education by 2009. The current provincial JSE-GER is 76.32%, which is almost 10% lower than the national average. Concrete measures to achieve the national goal are education mapping, school building construction, attached primary - junior high school, expansion of open junior high schools and correspondence courses, procurement of teaching aids and materials, empowerment of community and school committees, coordination, monitoring, and evaluation, etc. The current provincial average of National Examination Score (UAN) is slightly higher than the national average. To achieve the national goal of education quality, the major measure is teacher qualification upgrading training. The number of the target teachers is quite significant: 5,617 PS teachers and 3,604 JHS teachers in total for the coming three years.

In the Baseline Survey on Basic Education and Primary Health covering 23 Districts/Municipalities in South Sulawesi conducted by JICA MFO in September to October, 2006 it was found that:

- Significant number of school age population is not enrolled in Junior Secondary Education (JSE).
- Gross Enrollment Ratio and Net Enrollment Ratio of JSE is gradually increasing, while those of Primary Education (PE) is showing slight increase.
- Transition rate from PE to JSE stays same level.
- National Examination scores are significantly increasing in many District/City

Various education programs and activities have been introduced by South Sulawesi government supported by multiple sources of external assistance to the Province and Districts over time. However, the results are often one-size-fits-all fixes to what are diverse problems and this is likely leave real educational issues unaddressed. It has been exacerbated by the fact that education remains a low priority to some districts and to other districts, appropriate improvement mechanism have not yet been found.

South Sulawesi, the hub of Eastern Indonesia, plays strategically a critical role in social and economic development of the least developed region of the country. Thus by providing assistance in South Sulawesi province it is believed it would have great impact not only on South Sulawesi development but also on East Indonesia as a whole. The South Sulawesi Provincial Government, in collaboration with Japanese ODA Task Force, has developed the South Sulawesi Province Regional Development Program (SSPRDP). SSRDP is an overall framework under which integrated regional development efforts will be synergized to alleviate poverty with special attention on vulnerable population. It has three strategic pillars; urban development as a driving force for provincial regional development, well balanced economic development throughout the region, and social empowerment. Basic Education is an important component, along with basic education, of the third pillar,

In response to the request of JICA assistance by the South Sulawesi Provincial Government, the proposed education project will be implemented as an integral part of the assistance program by Japanese ODA in accordance with the SSPRDP framework.

II. Outline of the Project

1. Concept and Strategy of the Project

The distinctive feature of the Project is to develop a model of integrated educational improvement activities for Junior Secondary Education in terms of quality, quantity and management through activities featured community participation in school management and practical teaching learning process. Activities are also designed to strengthen management and administrative capacity of district and provincial governments.

Strategy 1: Community Participation

The project will support national education goal of accomplishment of the nine-year compulsory basic education by 2008. Therefore project will set a mechanism to encourage community participation in JSE schooling. Available evidence of JICA support to Indonesia's better education in JSE suggests that sub-district is an appropriate level to encourage community to take part in education development. Therefore the focus of mechanism is first to establish sub-district-based organization called TPK: Tim Pengembangan Pendidikan Kecamatan (Kecamatan Education Development

Team) through which educational stakeholders (principals of schools, community members, sub-district educational officers, etc) in sub-district will meet, discuss and act which in turn will foster and strengthen community-school linkage. Involving TPK and schools, a cycle of educational improvement will be used as a technique to extract community needs which will be implemented in the school-based activities and TPK-based activities. Feedback from schools and TPK to the district and provincial governments will be eventually reflected in the education management cycle of the local government. Facilitation and learning process of educational improvement activities will be emphasized to allow community and local government to be creative and flexible to meet the real educational needs of the stakeholders. By practicing this, it is expected that democratic and transparent school management can be created and principals, teachers and students and sub-district people are more concern with JSE schooling and motivated and happy to work together for educational development

Strategy 2: Teaching Learning Process

The project will provide opportunity to discuss with educational stakeholders on the strategy to improve teaching learning by analyzing present situation of the Subject Teacher's Forum (MGMP) and existing teaching learning guidelines. In improving quality of teaching learning process the project will utilize the existing MGMP and for effectiveness of its work it will be reorganized as sub-district –based organization. At the end of the project a summary of the knowledge and experiences gained during the project course will be made.

Strategy 3: Administrative and Management Capacity

In this transition period from the centralization to decentralization, it is crucial to clearly define the role and function of each educational stakeholders, particularly from provincial, district, sub-district governments levels to community level. The Project will provide series of cycle of JSE improvement activities through which district and provincial government can practice and improve its administrative and management skills. District level is the ultimate target of the project activities. The provincial government will be responsible not only for coordinating, monitoring and evaluating activities but also for sharing and disseminating the experiences of the pilot sites to replicate them to the wider areas of the province. School-level improvement accompanied with government (districts and province) change in educational administration is necessary.

2. Proposed Title of the Project
Technical Cooperation Project on Integrated Plan for Junior Secondary Education Improvement in South Sulawesi
3. Overall Goal
Management capacity and service delivery in the education sector in South Sulawesi is improved.
4. The Project Purpose
A model for integrated Junior Secondary Education improvement in terms of quality, quantity and management is developed in the target districts

5. Outputs of the Project

- (1) Community participation for JES schooling is improved
- (2) Teaching-learning process in schools is improved
- (3) Management capacity of district and provincial governments is improved with clear role and responsibility

6. Activities

Output 1: Community participation for JES schooling is improved

- 1-1. Organize socialization workshop on JSE schooling
- 1-2. Establish TPK and school committee
- 1-3. Conduct trainings on cycle of education improvement for TPK and schools.
- 1-4. Formulate action plan for education improvement activities by each TPK and schools including primary health care activities
- 1-5. Make proposal by each TKP and schools
- 1-6. Implement action plan at both TPK and school level
- 1-7. Conduct monitoring and evaluation by TPK and schools

Output 2: Teaching-learning process in schools is improved

- 2-1. Analyze the present situation of MGMP and existing guidelines
- 2-2. Conduct socialization workshop on improving teaching-learning process
- 2-3. Conduct workshop on strategy to improve teaching-learning process
- 2-4. Conduct practice the strategy
- 2-5. Conduct monitoring and evaluation
- 2-6. Summarize knowledge and experiences through above activities

Output 3: Management capacity of district and provincial is improved with clear role and responsibility

- 3-1. Conduct socialization meeting for the integrated model activities for the district-level stakeholders
- 3-2. Design, conduct and analyze base-line survey
- 3-3. Discuss a detailed implementation design and strategy of the project as project inception
- 3-4. Adapt existing training manuals necessary for project activities
- 3-5. Appraise action plan and proposal on education improvement activities submitted by both TPK and school
- 3-6. Provide trainings of monitoring on education improvement activities for the district education office
- 3-7. Implement monitoring and provide technical assistance to TPK and schools
- 3-8. Develop guidelines/policy on basic model for integrated JSE improvement
- 3-9. Design, conduct and analysis end-line survey to measure impact of the Project.
- 3-10. Hold the Steering Committee meetings
- 3-11. Hold Joint Coordination Committee meetings
- 3-12. Conduct sharing experience workshop within province and with MONE

III. Selection of Sites, Target Group and Duration for the Project

1. Target Districts of the Project

Target district selection was decided through three official meetings. The results of the first screening by Provincial Education Office, Provincial Health Office and Provincial BAPPEDA were reported at the first meeting held at BAPPEDA in early

November, 2006. Education Office selected 12 districts based on quality weighted indicators, while Health Office selected 6 districts according to indicators concerning infant mortality rate (IMR), maternal mortality rate (MMR) and under-five mortality rate, prevalence rates of major infectious diseases, nutritional status. Provincial spatial plans, Level of external assistance, and geographic access were also considered in the screening. Top priorities in both fields were selected as the first candidates for the health project.

The provincial policy-makers reviewed the candidate districts from the first screening above. Representatives from counterpart agencies (Health Office and BAPPEDA) and the JICA Preliminary Study Team Members of the Technical Cooperation Project on Improvement of Health Management Capacity in Local Governments in South Sulawesi agreed upon the final candidate districts for the health project: Wajo, Bulukumba, Barru.

The final target district selection for the education project was held at the third discussion between JICA and representatives of Provincial Education Office in mid January, 2007. Two districts were selected among the three target districts of the health project. All districts were analyzed again with education indicators (access, dropout, transition, repetition, UN scores, finance, etc.), socio-economic indicators and geographical access. As a result of the district ranking, the following three districts were selected as final candidates for the education project: Barru, Wajo, and Jeneponto. M/M concerning tentative district selection was signed by JICA and Head of Provincial Education Office in 17 January 2007.

2. Target Sub-Districts of the Project

The demographic situation varies in each target districts due to low population density in comparison with Jawa Island. There are some sub-districts with quite a small number of SMP/MTs in the candidate districts. It is difficult to create interaction among a limited number of schools in a sub-district. Therefore, if this is a case, two sub-districts need to be combined to form one TPK according to the number of schools. Yet, geographical access to each other should be carefully assessed taking into consideration of periodical monitoring.

For the consideration to see the scale and impact of the Project, half of the total number of sub-districts will be the target of the project and it is expected that the remaining half will be covered by the district government based on the achievement of the Project. Target sub-districts will be further discussed between JICA Makassar Field Office and each of the target districts and it will be finalized during the inception work of the Project among each District Government, JICA Project Team and JICA MFO through joint setting criteria and selection. Basic criteria selection of sub-districts among others should be 1) one of the target sub-districts should be the same with that of target district of PRIMA Kesehatan Project (this is for target district of PRIMA Kesehatan Project, namely Barru and Wajo) 2) since the Project is under SSPRDP (South Sulawesi Province Regional Development Program) and sub-program social empowerment, so the different socio economic condition of target sub-districts should be taken into consideration for the purpose of enhancement of social development and also to make comparison.

Note, however, that the selection of sub-districts could be reviewed based on the results of inception works and base-line survey, and that the location of sub-districts would be changed after further discussion between the Japanese and the Indonesian sides.

3. Target Group of the Project

- Provincial level: Provincial Education Office (Coordination, monitoring and evaluation (M&E), and facilitation of the project)
- District level: District Education Office and District Office of Ministry of Religious Affairs (Counterpart) and District Education Board
- Sub-district level: TPK will be formed, Sub-District Education Office (Cabang Dinas) (Planning and implementation of integrated JSE improvement activities)
- Community level: Community (Planning and implementation of integrated JSE improvement activities), consisting of schools, students parents, etc.

4. Duration for the Project

The duration of the Project will be three years, tentatively from September 2007 to September 2010.

IV. Measures to be Taken by Japanese Side

1. Japanese Experts

- (1) Leader (Social Development / Educational Planning)
- (2) Regional Educational Administration/Micro-Planning
- (3) Educational Statistics/Impact Analysis
- (4) Community Empowerment
- (5) School Management
- (6) Teacher Training
- (7) Health Education

2. Local Consultants

JICA will select and employ field consultants in coordination with Provincial Education Office. Local experts are primarily responsible for coordinating among JICA, the central and provincial governments, while field consultants are mainly in charge of facilitating integrated JSE improvement activities and workshops.

3. Equipment and Local Cost

Block Grant for integrated JSE improvement activities by TPK and school will be provided and the Japanese contribution to the grant will be gradually reduced.

V. Measures to be Taken by Indonesian Side

1. Assignment of Personnel

Provincial education officials will be assigned to the Project for the overall coordination, monitoring and evaluation (M&E), and facilitation of the Project. Also, district education officials will be assigned to the Project and the details of their responsibilities will be discussed and finalized in the discussion on Minutes of Meeting between JICA Makassar Office and each of target district education office.

2. Budget Allocation

Both the South Sulawesi Provincial government and each government of target districts are requested to allocate sufficient budgets for the Project including expenses for travel and transportation costs, stipends and allowances, and meeting costs for provincial and district officials. Note, however, that the Indonesian government have completed the budget formulation process for the fiscal year 2007 at the start of the Project, and therefore that the Indonesian side is requested to

allocate a possible maximum amount of budgets within its limit in the starting year of the Project. Both sides note that the Indonesian side is responsible for allocating sufficient budgets for the Project from 2008.

3. Provision of Office Spaces and Facilities

Both South Sulawesi Province Education Office and each of the target district health offices will provide sufficient office spaces and facilities.

4. Block Grant

JICA's budgetary contribution to Block Grant will be gradually reduced while the budgetary inputs to the grant from the Indonesian side are expected to increase. A detailed plan for cost sharing between JICA and each of the three target district will be clarified and finalized as much as possible through the discussion between JICA and each target district.

VI. Management of the Project

1. Joint Coordination Committee (JCC)

A Joint Coordinating Committee will be organized at the national level and meet every year to supervise and review overall progress of the Project. The members of the committee will be as follows:

Head: Director General, Directorate General of Primary and Secondary Education (DGPSE), MONE

Members:

Indonesian side

Secretary General, MONE;

Director, Directorate of Junior Secondary Education, DGPSE, MONE;

Director, Directorate of Madrasah dan Islamic Education on General School, Ministry of Religious Affairs (MORA);

Director, Directorate of Religion and Education, BAPPENAS;

Director, Directorate of Region 1, BAPPENAS;

Head, Provincial Education Office;

Heads, District Education Office; and

JICA Policy Advisor to DG of Primary and Secondary Education Management, MONE.

Japanese side

Representative, JICA Indonesia Office;

Representative, JICA Makassar Field Office; and

JICA Project Team Leader.

2. Steering Committee at the Provincial Level

A Steering Committee will be organized at the provincial level. The committee will monitor and coordinate entire activities of the project. The members of the committee will be as follows:

Head: Head, Provincial Education Office of South Sulawesi

Member:

Indonesian side

Head, Provincial BAPPEDA of South Sulawesi;

Head, District Education Office of target districts; and

Head, District BAPPEDA of target districts.

Japanese side

Representative, JICA Indonesia Office;

Representative, JICA Makassar Field Office; and

JICA Project Team Leader.

3. Counterpart Team at the District Level

A Counterpart Team will be established in each Education Office of three target districts and it will manage and coordinate daily project activities.

VII. Others


1. Schedule for Preparation of the Project

JICA Makassar Office will discuss and conclude Minutes of Meeting at the district level in coordination with South Sulawesi Provincial Government. Record of Discussion (R/D) on the project will be concluded after the approval of JICA Head Quarter period.

ANNEX

1. Project Design Matrix (PDM)
2. Concept of the Project (Image of Proposal Activities)
3. Plan of Operation (PO)
4. Organization Chart of the Project
5. List of Attendance

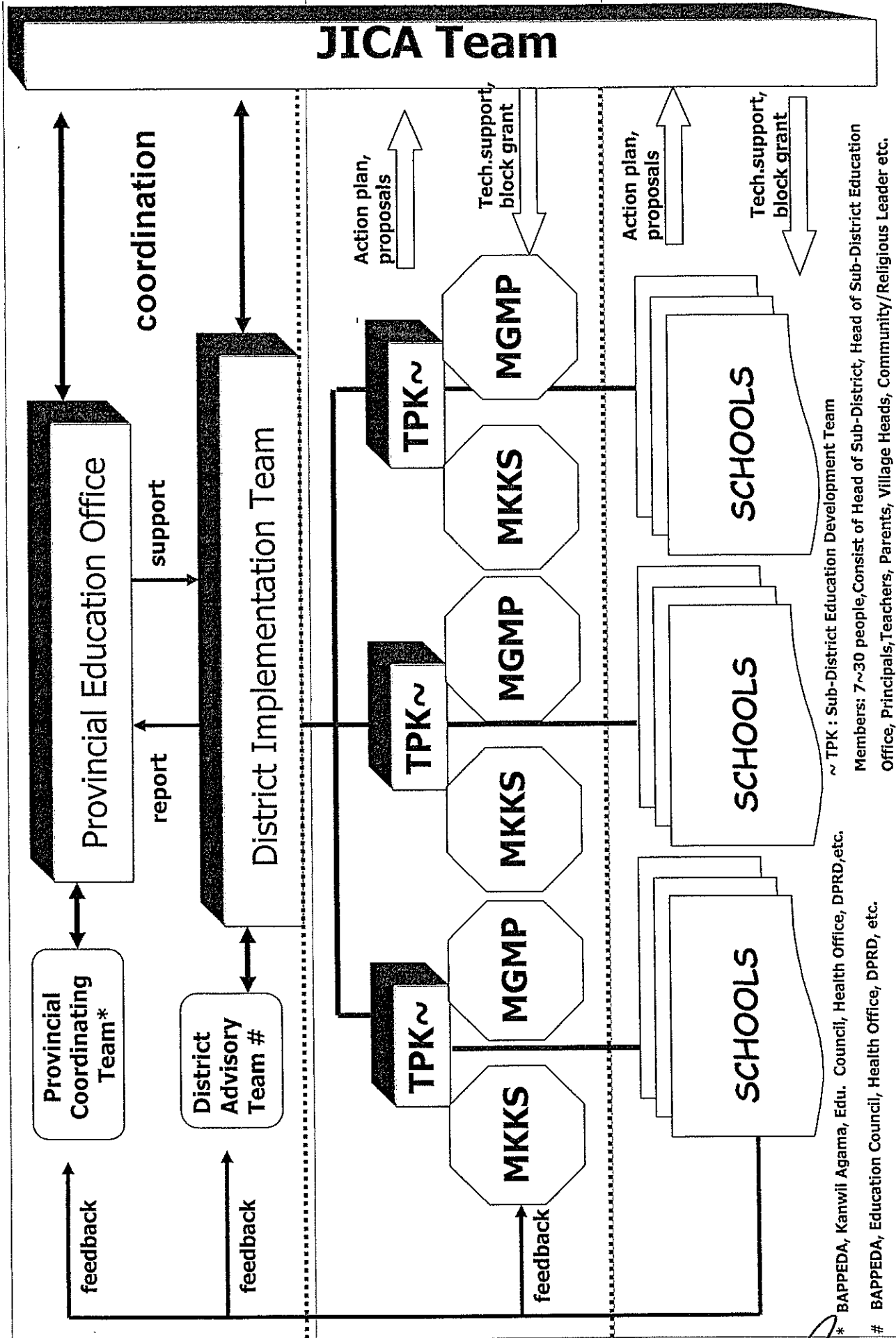
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| Project Design Matrix for Project on the Integrated Plan for Junior Secondary Education Improvement in South Sulawesi (PDM 0) draft Project Title: Project on the Integrated Plan for Junior Secondary Education Improvement in South Sulawesi (PRIMA Pendidikan) Target Group: Provincial and district education officers, schools, communities and other stakeholders in the Project sites. Provincial level: Provincial Education Office (Coordination, monitoring and evaluation (M&E), and facilitation of the project) Project period: September 2007 - September 2010 Target Area: 3 tentatively selected districts in South Sulawesi: Barru District, Jeneponto District and Wajo District | | | |
|--|--|--|--|
| NARRATIVE SUMMARY | | OBJECTIVELY VERIFIABLE INDICATORS | |
| OVERALL GOAL | | MEANS OF VERIFICATION | |
| PROJECT PURPOSE | | IMPORTANT ASSUMPTIONS | |
| 1. Management capacity and service delivery in the education sector in South Sulawesi is improved. | 1. Gross enrollment rate and Drop-out rate 2. Key indicators to assess the improvement of quality of education (ex. academic performance of students, school management etc.) are improved 3. District government regulation (PERDA) on the model for integrated JSE improvement | * District record on education * PERDA | * The national policy on decentralization remains unchanged * There will be no major natural calamity, economic turmoil and/or outbreak of disease |
| PROJECT PURPOSE Model for Integrated Junior Secondary Education improvement in terms of quantity, quality and management is developed in the target districts. | 1. Level of reflection of TPK & school activities in the District Educational Plan 2. Percentage of block grant funding disbursed by district government year by year toward the end of the project. 3. The percentage of district implementation members who are capable of supervising school and sub-district activities by themselves reaches at least 30% by the end of project. | * District education plan of target districts * Project monitoring reports * District budget record on education * District monitoring record * Questionnaire to field consultants * Project monitoring reports | * Target districts (particularly Bupati, the head of target districts) show and maintain the high level of commitment to the project. * The national policy on decentralization remains unchanged |
| OUTPUTS 1. Community participation for JSE schooling is improved | 1-1 Inter-school activities at the sub-district level are increased year by year toward the end of the project. 1-2 Number of activities to promote communication between school and parents (home visits, socialization for parents etc.) 1-3 The percentage of proposals for block grant activities, which was approved at the first review. 1-4 Number of proposal reflected cross field activities between education and health | * Proposals submitted by TPK and School * District document * District record on MGMP * District document * District monitoring Record * Provincial monitoring records * Project project records | * Target districts disburse Counterpart fund for Project activities as planned |
| 2. Teaching learning process for JSE is Improved | 2-1 Strategy for improving teaching learning process 2-2 Scale of the MGMP activities (frequency of meetings, number of participants, cost, etc) 2-3 Guideline for Improving teaching learning process | * District monitoring Record * Provincial monitoring records * Project project records | |
| 3. Management capacity of district and provincial government is improved with clear role and responsibility. | 3-1 Number and/or frequency of monitoring by district education office for the project activities 3-2 Number and/or frequency of monitoring by provincial education office for the project activities 3-3 Number of workshop and/or training for sharing and disseminating project activities 3-4 Initiative by provincial education office to mobilize provincial and national government budget to promote or expand project activities (request of APBD/DEKON). 3-5 Degree of openness, cleanness of providing information regarding education improvement activities | * Provincial budget plan on education * Records of district and provincial education offices | |

| ACTIVITIES | INPUTS | INDONESIA |
|---|--|--|
| <p>OUTPUT 1: Community participation for JSE schooling is improved</p> <p>1-1 Organize socialization workshop for JSE schooling at sub-district and school level</p> <p>1-2 Establish TPK and school committee</p> <p>1-3 Conduct training on education improvement plan for TPK and schools</p> <p>1-4 Formulate action plan for education improvement activities at each TPK and schools</p> <p>1-5 Implement education improvement plan activities at sub-district and schools</p> <p>1-6 Conduct monitoring and evaluation at TPK and schools</p> <p>OUTPUT 2 : Teaching learning process for JSE is improved</p> <p>2-1 Analyze the present situation of MGMP and existing guidelines & approaches</p> <p>2-2 Conduct socialization workshop on improving teaching-learning process</p> <p>2-3 Conduct workshop on strategy to improve teaching-learning process</p> <p>2-4 Implement teacher training activity</p> <p>2-5 Conduct monitoring and evaluation</p> <p>2-6 Summarize knowledge and experiences through above activities</p> <p>OUTPUT 3 :Management capacity of district and provincial government is improved with clear role and responsibility</p> <p>3-1 Conduct socialization meeting for the integrated model activities for the district-level stakeholders (school based management with community participation and teaching-learning process)</p> <p>3-2 Design, conduct and analyze base-line survey</p> <p>3-3 Discuss a detailed implementation design and strategy of the project as project inception</p> <p>3-4 Adopt existing training manuals necessary for project activities</p> <p>3-5 Appraise action plan and proposal on education improvement activities submitted by both TPK and schools</p> <p>3-6 Provide training of monitoring on education improvement activities for the district education office</p> <p>3-7 Implement monitoring and provide technical assistance to TPK and schools</p> <p>3-8 Develop guidelines/policy on basic model for integrated JSE improvement</p> <p>3-9 Design, conduct and analyze end-line surveys to measure impact of the Project.</p> <p>3-10 Hold Steering Committee meetings</p> <p>3-11 Hold Joint Coordination Committee meetings</p> <p>3-12 Conduct sharing experience workshop within province and with MONE</p> | <p>JAPAN</p> <p>1. Dispatch of Japanese Experts (1) Leader/Social Development/Educational Planning, (2) Regional Educational Administration/Micro-Planning, (3) Educational Statistics/Impact Analysis (4) Community Empowerment (5) School Management (6) Teacher Training (7) Health Education</p> <p>2. Indonesian Field Consultants</p> <p>3. Block grant for TPKs and schools (to be gradually reduced)</p> | <p>1. Provincial Government</p> <p>* Appointment of counterpart personnel</p> <p>* Counterpart Fund (CP's expenses concerning activities to be carried out as set in the R/D)</p> <p>* Provision of office and facilities</p> <p>2. District Government</p> <p>* Appointment of counterpart personnel</p> <p>* Counterpart Fund : a) Block Grant for TPK and School (to be gradually increased) and b) CP's expenses concerning activities carried out as set in the R/D</p> <p>* Provision of office and facilities</p> <p>PRE-CONDITIONS</p> <p>* The national policy on decentralization remains unchanged</p> <p>* Community in the target districts does not oppose to the Project</p> |

Annex 2: Concept of the Project (Image of Integrated JSE Improvement Activities)



~ TPK : Sub-District Education Development Team

Members: 7 ~30 people, Consist of Head of Sub-District, Head of Sub-District Education Office, Principals, Teachers, Parents, Village Heads, Community/Religious Leader etc.

* BAPPEDA, Kanwil Agama, Edu. Council, Health Office, DPRD, etc.

BAPPEDA, Education Council, Health Office, DPRD, etc.

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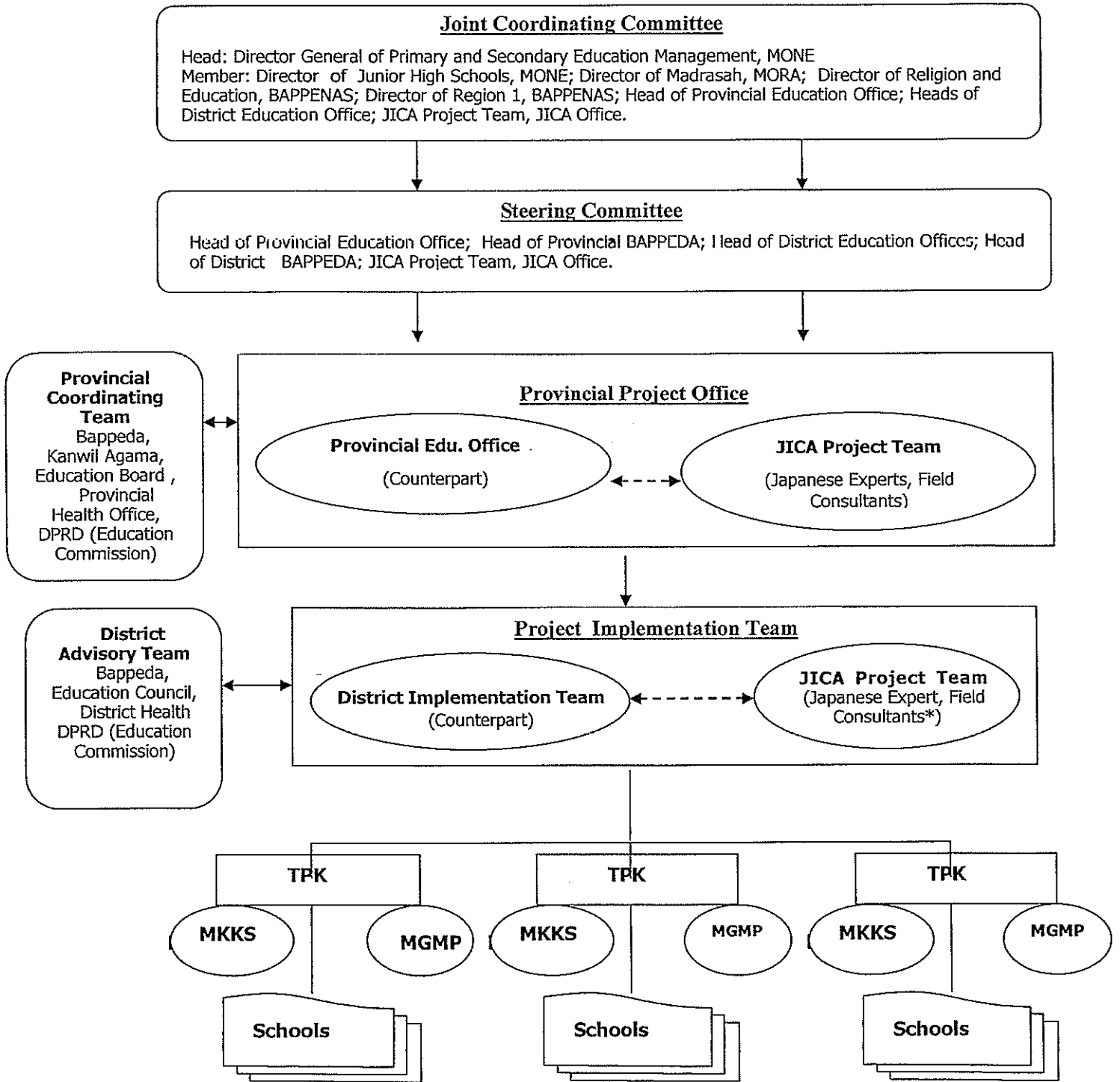
**Project on the Integrated Plan for Junior Secondary Education Improvement in South Sulawesi (Technical Cooperation Project)
Plan of Operation (P/O)**

| OUTPUT 3: Management capacity of district and provincial government is improved with clear role and responsibility | | | | | | | | | | | |
|--|---|--|--|--|--|--|--|--|--|--|--|
| 3-1 | Conduct socialization meeting for the integrated model activities for the district-level stakeholders | | | | | | | | | | |
| 3-2 | Design, conduct and analyze base-line survey | | | | | | | | | | |
| 3-3 | Discuss a detailed implementation design and strategy of the project as project inception | | | | | | | | | | |
| 3-4 | Adapt existing training manuals necessary for project activities | | | | | | | | | | |
| 3-5 | Appraise action plan and proposal on education improvement activities submitted by both TPK and schools | | | | | | | | | | |
| 3-6 | Provide training of monitoring on education improvement activities for the district education office | | | | | | | | | | |
| 3-7 | Implement monitoring and provide technical assistance to TPK and schools | | | | | | | | | | |
| 3-8 | Develop guidelines/policy on model for integrated JSE improvement | | | | | | | | | | |
| 3-9 | Design, conduct and analyze end-line surveys to measure impact of the Project. | | | | | | | | | | |
| 3-10 | Hold Steering Committee meetings | | | | | | | | | | |
| 3-11 | Hold Joint Coordination Committee meetings | | | | | | | | | | |
| 3-12 | Conduct sharing experience workshop within province and with MONE | | | | | | | | | | |

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Annex 4: Organization Chart of the Project



*: The Field Consultants are managed by the JICA Project Team, while their main counterpart is the District Implementation Team (KIT). They may also support the Provincial Counterpart Team to learn from the Project.

Annex 5: List of Attendance

I. Provincial Government

A. Provincial Development Planning Board of South Sulawesi (BAPPEDA)

1. DR. H. S. Ruslan, SE, Head
2. Drs. A. Irawan Bintang, MT, Head, Division of Institutional and Human Resources Development
3. Ir. Suciati Sapta Margani, MSi., Head, Sub-Division of Social Welfare, Division of Institutional and HRD
4. Drs. H. Muhlis, MM, Head, Sub-Division of Human Quality Development, Division of Institutional and HRD
5. Drs. Diagusta B. RAnda, M.Si., staff, Functional Planning

B. Provincial Education Office of South Sulawesi (Dinas Pendidikan)

1. Drs. H.A.Patabai Pabokori, Head
2. M. Yusuf Nippi, SE, M.Ed., Head, Sub-Office on Junior and Higher Education,
3. H. Dahyar Djabbar, SE, M.Si, Head, Section of Management Development, Sub-Office on Junior and Higher Education,
4. Drs. Djamal Abdi, M.Ed., Head, Section of Curriculum, Sub-Office on Junior and Higher Education,
5. Drs. H. Paweroi B., Staff, Sub-Office on Junior and Higher Education,
6. Ir. Gcswar, M.Pd., Head, section of Maintnancce, Sub-Office of Infrastructure

II. District Government

A. District Development Planning Board of Barru (BAPPEDA)

1. Nasruddin. Head, Socio, Cultural and Economic Division
2. Ir. Jon Rantepadang, M.Si, Staff, Socio, Cultural and Economic Division

B. District Education Office of Barru (Dinas Pendidikan)

1. Drs. Anshar Tahir, Head, Section of SMP/MTs
2. A. Baso Mustakim, S.Sos., Staff, Program Section
3. Mallewai, S.Pd., Head of Education Sub-District Office of Barru

C. District Health Office of Barru (Dinas Kesehatan)

1. M. Syukri, SKM, Staff, Program Section

D. District Development Planning Board of Jeneponto (BAPPEDA)

1. Drs. H. Masri, M.Pd, Head of Administration Section, BAPPEDA

E. District Education Office of Jeneponto (Dinas Pendidikan)

1. Ds. H. Muhtar Nonci, M.Pd., Head
2. Oskar Baso, SH, M.Pd, Head, Section of SMP/SMA Curriculum
3. Drs. Hasanuddin, MP.d, , Head, Section of Planning and Administration
4. Drs. A.Pattarani, SH, MM., Head of Education Sub-District Office of Bangkala Barat

F. District Development Planning Board of Wajo (BAPPEDA)

1. Drs. Arsan, Head, Division of Social Cultural

G. District Education Office of Wajo (Dinas Pendidikan)

1. Drs. Muhammad Haris, M.Si., Head, Section of Curriculum Development and Examination of Junior Education
2. Drs. Pannaco, Head, Section of SMP/MTs
3. Drs. Ahmad Haruna, S.Sos.,M. Pd, Head of Education Sub-District Office of Tempe

H. District Health Office of Wajo (Dinas Kesehatan)

1. Yuliana B, SKM, Staff, Section of Program

III. JICA

1. Mr. HANAZATO Nobuhiko, Deputy Resident Representative, JICA Indonesia Office
2. Mr. AOKI Toshimichi, Senior Program Advisor, JICA Makassar Field Office
3. Ms. KOIZUMI Takako , JICA Policy Advisor to DG of PSEM, MONE
4. Mr. TANAKA Kenichi, Consultant
5. Ms. Ida Gosal, Program Officer, JICA Makassar Field Office
7. Mr. WATANABE Akifumi, JICA Expert to Provincial BAPPEDA of South Sulawesi

RECORD OF DISCUSSIONS
BETWEEN
JAPAN INTERNATIONAL COOPERATION AGENCY
AND
AUTHORITIES CONCERNED OF THE GOVERNMENT OF THE REPUBLIC OF INDONESIA
ON
JAPANESE TECHNICAL COOPERATION
FOR THE INTEGRATED PLAN FOR JUNIOR SECONDARY EDUCATION IMPROVEMENT IN
SOUTH SULAWESI

Based on the Minutes of Meetings of the Preliminary Study conducted by Japan International Cooperation Agency (hereinafter referred to as "JICA"), Resident Representative of JICA Indonesia Office had a series of discussions with the Indonesian authorities concerned on desirable measures to be taken by JICA and Indonesian Government for the successful implementation of the Technical Cooperation Project for the Integrated Plan for Junior Secondary Education Improvement in South Sulawesi .

As a result of the discussions, JICA and the undersigned Indonesian authorities concerned agreed the matters referred to in the document attached hereto.

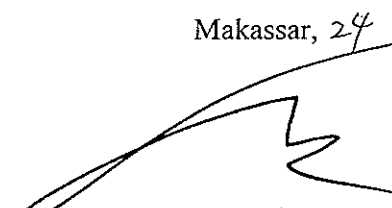
Makassar, 24 August 2007



Mr. SAKAMOTO Takashi
Resident Representative
Japan International Cooperation Agency
Indonesia Office,
Japan

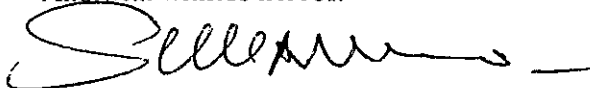


Drs. H.A. Patabai Pabokori
Head
Provincial Education Office
South Sulawesi Province
Republic of Indonesia



DR. H. S. Ruslan, SE
Head
Development Planning Board
(BAPPEDA)
South Sulawesi Province
Republic of Indonesia

And with witness hereof:



Prof. Suyanto, Ph.D.
Director General
Directorate General for the Management
of Primary and Secondary Education
Ministry of National Education
Republic of Indonesia



Mr. Bahrul Hayat, Ph.D.
Director General In Charge
Directorate General of Islamic
Education,
Ministry of Religious Affairs
Republic of Indonesia

THE ATTACHED DOCUMENT

I. COOPERATION BETWEEN JICA AND INDONESIAN GOVERNMENT

1. The Government of Indonesia will implement the Integrated Plan for Junior Secondary Education Improvement in South Sulawesi (hereinafter referred to as "the Project") in cooperation with JICA.
2. The Project is under the Sub-Program Social Empowerment of the South Sulawesi Province Regional Development Program which Minutes of Meeting was signed between Provincial Government of South Sulawesi and the Japanese ODA Task Force on May 11, 2006 in Makassar.
3. The Project will be implemented in accordance with the Master Plan which is given in Annex I.

II. MEASURES TO BE TAKEN BY JICA

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

1. DISPATCH OF JAPANESE EXPERTS

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

2. PROVISION OF EQUIPMENT

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

3. TRAINING OF INDONESIAN PERSONNEL IN JAPAN

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

III. MEASURES TO BE TAKEN BY THE GOVERNMENT OF INDONESIA

1. The Government of Indonesia will take necessary measures to ensure that the self-reliant operation of the Project will be sustained during and after the period of Japanese technical cooperation, through full and active involvement in the Project by all related authorities, beneficiary groups and institutions.
2. The Government of Indonesia will ensure that the technologies and knowledge acquired by the Indonesian nationals as a result of Japanese technical cooperation will contribute to the economic and social development of Indonesia.
3. The Government of Indonesia will grant in Indonesia privileges, exemptions and benefits to the Japanese experts referred to in II-1 above and their families, which are no less favorable than those accorded to experts of third countries working in Indonesia under the Colombo Plan Technical Cooperation Scheme.
4. The Government of Indonesia will ensure that the Equipment referred to in II-2 above will be utilized effectively for the implementation of the Project in consultation with the Japanese experts referred to in Annex II.
5. The Government of Indonesia will take necessary measures to ensure that the knowledge and experience acquired by the Indonesian personnel from technical training in Japan will be utilized effectively in the implementation of the Project.
6. In accordance with the laws and regulations in force in Indonesia, the Government of Indonesia will take necessary measures to provide at its own expense:
 - (1) Services of the Indonesian counterpart personnel and administrative personnel as listed in Annex IV; and
 - (2) Equipment, facilities, work space and any other materials necessary for the implementation of the Project as listed in Annex V;



IV. ADMINISTRATION OF THE PROJECT

1. Directorate General for the Management of Primary and Secondary Education of Ministry of National Education (MONE) as head of Joint Coordinating Committee will be consulted on major issues arising from implementation of the Project or in connection with national education policies like primary and secondary education.
2. Head of Provincial Education Office of South Sulawesi and Head of Provincial Development Planning Board (BAPPEDA) of South Sulawesi will jointly bear overall responsibility for the administration and implementation of the Project.
3. Head of Provincial Education Office of South Sulawesi, as the Project Manager, will be responsible for the managerial and technical matters of the Project.
4. The Japanese Team Leader will provide necessary recommendations and advice to Head of Joint Coordinating Committee and the Project Manager on any matters pertaining to the implementation of the Project.
5. The Japanese experts will give necessary technical guidance and advice to the Indonesian counterpart personnel on technical matters pertaining to the implementation of the Project.
6. For the effective and successful implementation of technical cooperation for the Project, Joint Coordinating Committee and Steering Committee will be established whose functions and composition are described in Annex VI and VII.

V. JOINT EVALUATION

Evaluation of the Project will be conducted jointly by JICA and the Indonesian authorities concerned, at the middle and during the last six months of the cooperation term in order to examine the level of achievement.



VI. CLAIMS AGAINST JAPANESE EXPERTS

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

VII. MUTUAL CONSULTATION

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

VIII. MEASURES TO PROMOTE UNDERSTANDING OF AND SUPPORT FOR THE PROJECT

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

IX. TERM OF COOPERATION

The duration of the technical cooperation for the Project under this Attached Document will be 3 (three) years from October 2007 to October 2010.

| | |
|-----------|---|
| ANNEX I | MASTER PLAN |
| ANNEX II | LIST OF JAPANESE EXPERTS |
| ANNEX III | LIST OF EQUIPMENT |
| ANNEX IV | LIST OF INDONESIAN COUNTERPART AND ADMINISTRATIVE PERSONNEL |
| ANNEX V | LIST OF WORK SPACE AND FACILITIES |
| ANNEX VI | JOINT COORDINATING COMMITTEE |
| ANNEX VII | STEERING COMMITTEE |



ANNEX I: MASTER PLAN

1) Name of the Project :

Integrated Plan for Junior Secondary Education Improvement in South Sulawesi (PRIMA Pendidikan).

2) Overall Goal of the Project:

Management capacity and service delivery in the education sector in South Sulawesi Province is improved.

3) Purpose of the Project

A model for Integrated Junior Secondary Education improvement in terms of quantity, quality and management is developed in the target districts.

4) Component and Output:

- i) Community participation for JSE schooling is promoted.
- ii) Lessons with needs based teaching-learning process are implemented in the target Junior Secondary schools.
- iii) Educational officers in district and provincial government will develop capacity to manage and administrate education improvement activities with clear role and responsibility.

5) Project Activities:

Output-1 and Activities

Output-1

Community participation for JSE schooling is promoted.

Activities:

- 1.1. District Implementation Teams (DITs) organize socialization workshop for JSE schooling at sub-district and school level.
- 1.2. Establish/Activate TPK and school committee.
- 1.3. DITs conduct training on action plan for TPK and schools.
- 1.4. DITs formulate action plan for education improvement activities (including cross field activities between education and health) at each TPK and schools.
- 1.5. DITs implement action plan activities at sub-district and schools.
- 1.6. TPK & schools conduct monitoring and evaluation.



Output-2 and Activities

Output-2

Lessons with needs based teaching-learning process are implemented in the target Junior Secondary schools.

Activities

- 2.1. DITs analyze the present situation of MGMP and existing guidelines & approaches.
- 2.2. DITs conduct socialization workshop on improving teaching-learning process at sub-district level.
- 2.3. DITs, in collaboration with school principals and teachers, conduct workshop on strategy to improve teaching-learning process.
- 2.4. DITs, in collaboration with school principals and teachers, implement teacher training activity.
- 2.5. DITs conduct monitoring and evaluation.
- 2.6. DITs summarize knowledge and experiences through above activities (guideline).

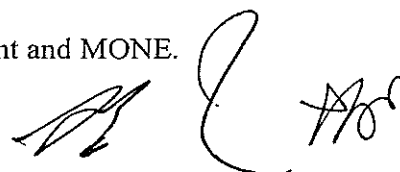
Output-3 and Activities

Output-3

Educational officers in the district and provincial government will develop capacity to manage and administrate education improvement activities with clear role and responsibility.

Activities

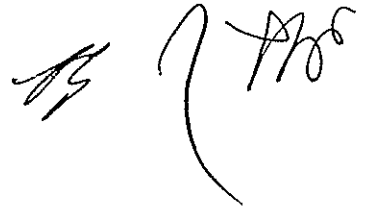
- 3.1. DITs conduct socialization meeting for the integrated model activities for the district-level stakeholders (school based management with community participation and teaching-learning process).
- 3.2. Design, conduct and analyze base-line survey at the target districts.
- 3.3. DITs discuss a detailed implementation design and strategy of the project as project inception.
- 3.4. DITs adopt and revise existing training manuals necessary for project activities.
- 3.5. DITs appraise action plan submitted by both TPK and schools.
- 3.6. DITs participate in training for monitoring action plan activities.
- 3.7. DITs implement monitoring and provide technical assistance to TPK and schools.
- 3.8. DITs develop guidelines/policy on basic model for integrated JSE improvement.
- 3.9. Design, conduct and analyze end-line surveys to measure impact of the Project.
- 3.10. Hold Steering Committee meetings.
- 3.11. Hold Joint Coordinating Committee meetings.
- 3.12. Conduct sharing experience workshop with province government and MONE.



ANNEX II: LIST OF JAPANESE EXPERTS

1. Leader (Social Development / Educational Planning)
2. Regional Educational Administration/Micro-Planning
3. Educational Statistics/Impact Analysis
4. Community Empowerment
5. School Management
6. Teacher Training
7. Health Education
8. Other expert will be assigned when necessary for smooth and effective implementation of the Project

N.B.: Indonesian expert/consultant may be hired by the Japanese Expert Team under the Project to serve as advisor to the Project at the provincial level (among his/her other assigned responsibilities).

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ANNEX III: LIST OF EQUIPMENT

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

Notes:

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

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ANNEX IV: LIST OF INDONESIAN COUNTERPART AND ADMINISTRATIVE PERSONNEL

National level

Director General, Directorate General for the Management of Primary and Secondary Education (DG for MPSE), Ministry of National Education (MONE)

Director General, Directorate General of Islamic Education, Ministry of Religious Affairs (MORA)

Director, Directorate of Junior Secondary Education, DG for MPSE, MONE

Director, Directorate of Madrasah and Islamic Education on General School, Ministry of Religious Affairs (MORA).

Provincial level

Head, Secondary and Higher Education Sub-Office of Provincial Education Office

Staffs, Secondary and Higher Education Sub-Office of Provincial Education Office

Staffs, Program Section of Provincial Education Office

Head, Human Resources and Institutional Development Section of Provincial BAPPEDA

Staffs, Human Resources and Institutional Development Section of Provincial BAPPEDA

Head of Madrasah and Islamic Education on General School Division, Provincial Office of Ministry of Religious Affairs

District Level

Heads, District Education Office of target districts

Heads, District Development Planning Board (BAPPDA) of target districts

Heads, Madrasah and Islamic Education on General School Division, District Office of Ministry of Religious Affairs of target districts

Staffs, Junior Secondary Education Section of Education Office of target districts

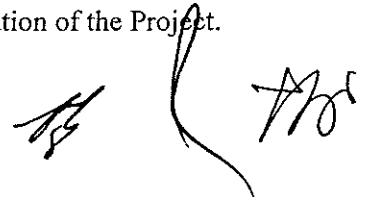
Staffs, Social/Human Development Division of BAPPEDA of target districts

Staffs, Program Section of District Health Office of target districts

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ANNEX V: LIST OF WORK SPACE AND FACILITIES

1. Project office (work space) and office facilities in the Provincial Education Office and Education Office in the target districts.
2. Other facilities mutually agreed upon as necessary for the implementation of the Project.

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ANNEX VI: JOINT COORDINATING COMMITTEE

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

1. Functions

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

- To discuss and advise the Annual Plan of Operation of the Project;
- To review the overall progress and achievement of the Project; and
- To exchange views on major issues arising from or in connection with implementation of the Project.

2. Composition of the committee will be as follows:

- Head: Director General, Directorate General for the Management of Primary and Secondary Education (DG for MPSE), MONE
- Deputy: Director General, Directorate General of Islamic Education, Ministry of Religious Affairs (MORA)
- Members:

Indonesian side

Director, Directorate of Junior Secondary Education, DG for MPSE, MONE;

Director, Directorate of Madrasah and Islamic Education on General School, Ministry of Religious Affairs (MORA);

Director, Directorate of Religion and Education, BAPPENAS;

Director, Directorate of Region 1, BAPPENAS;

Head, Provincial Education Office;

Heads, District Education Office; and

JICA Policy Advisor to DG for MPSE, MONE.

Japanese side

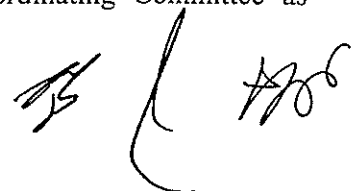
Representative, JICA Indonesia Office;

Representative, JICA Makassar Field Office; and

JICA Project Team Leader.

Note:

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



ANNEX VII: STEERING COMMITTEE

The Steering Committee, which consists of both the Japanese and the Indonesian sides, will be established for the smooth and effective implementation of the managerial and technical matters of the Project.

1. Function

The committee will be organized at the provincial level and will monitor and coordinate entire activities of the project in order to fulfill the following functions:

- To formulate the Annual Plan of Operation of the Project;
- To review the overall progress and achievement of the Project;
- To exchange views on major issues arising from or in connection with implementation of the Project;
- To liaise between target districts and the central government;
- To facilitate application of the good practices to other districts/municipalities; and
- To report and consult with Joint Coordinating Committee on issues arising from or in connection with national education policies on basic education.

2. Composition of the committee will be as follows:

- Head: Head, Provincial Education Office of South Sulawesi
- Member:

Indonesian side

Head, Provincial BAPPEDA of South Sulawesi;

Head, District Education Office of target districts; and

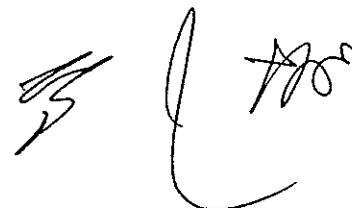
Head, BAPPEDA of target districts.

Japanese side

Representative, JICA Indonesia Office;

Representative, JICA Makassar Field Office; and

JICA Project Team Leader.



**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 INTEGRATED PLAN FOR JUNIOR SECONDARY EDUCATION
IMPROVEMENT IN SOUTH SULAWESI**

Japan International Cooperation Agency (hereinafter referred to as "JICA") and Indonesian authorities concerned signed the Record of Discussions (hereinafter referred to as "the R/D") on technical cooperation project concerning Integrated Plan for Junior Secondary Education Improvement in South Sulawesi (hereinafter referred to as "the Project"), after mutual consultations.

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

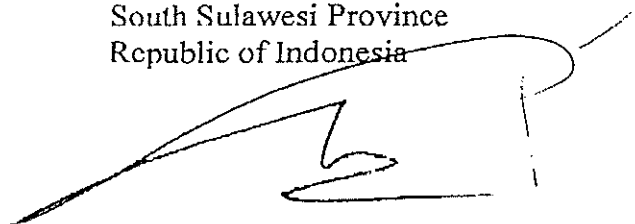
Makassar, 24 August 2007



Mr. SAKAMOTO Takashi
Resident Representative
Japan International Cooperation Agency
Indonesia Office, Japan



Drs. H.A. Patabai Pabokori
Head
Provincial Education Office
South Sulawesi Province
Republic of Indonesia



DR. H. S. Ruslan, SE
Head
Development Planning Board
(BAPPEDA)
South Sulawesi Province
Republic of Indonesia

THE ATTACHED DOCUMENT

The discussions between JICA and the Indonesian authorities have been held in Makassar with the participants listed below:

Indonesian Authorities

| | |
|----------------------------|--|
| Drs. H.A. Patabai Pabokori | Head, Provincial Education Office of South Sulawesi |
| DR. H. S. Ruslan, SE | Head, Provincial Development Planning Board (BAPPEDA) of South Sulawesi |
| M. Yusuf Nippi, SE, M.Ed. | Head, Sub-Office on Junior and Higher Education, Provincial Education Office of South Sulawesi |

JICA

| | |
|------------------|---|
| SAKAMOTO Takashi | Resident Representative, JICA Indonesia Office |
| AOKI Toshimichi | Senior Program Advisor, JICA Makassar Field Office |
| Ida Gosal | Program Officer, JICA Makassar Field Office |
| WATANABE Akifumi | JICA Expert in Provincial Bappeda of South Sulawesi |

1. Position of the Project within South Sulawesi Province Regional Development Program (SSPRDP)

South Sulawesi Province Regional Development Program (SSPRDP) is a development program established together by Provincial Government of South Sulawesi and Japanese ODA Task Force in May 11, 2006 with a goal to achieve enhancement of poverty alleviation in South Sulawesi province through regional development.

The Program consists of 3 pillars (sub-programs):

1. urban development as driving force for provincial regional development;
2. well balanced economic development in the whole region; and
3. social empowerment enhancement

As a development program addressing poverty alleviation specific to South Sulawesi province, SSPRDP is implemented based on the following approaches:

- 1) Integrated and organized collaboration among urban and rural developments by promoting development of the province as a whole through collaboration of urban and rural areas and ensuring its synergetic effects.
- 2) Multi-layered approach to the local government and community means ensuring direct impact on local community as well as empowerment of local government capacity.

- 3) Promote Program in a manner compatible with the development program of the provincial government that enables multi sector collaboration among each project/activities.

Short term objective of SSPRDP is to strengthen basic condition necessary for regional development covering capacity development of local government and community, institutional strengthening, system or model development, and public service improvement. The mid-, long-term objective of SSPRDP is to accelerate regional development and to spread it to the whole province by strengthening regional linkage based on the system (model) and capacity which have been developed through assistance, and it is expected it will lead to poverty alleviation in the province.

The project is not a stand-alone Project, together with the ongoing Technical Cooperation Project for Improvement of District Health Management Capacity in South Sulawesi Province titled PRIMA Kesehatan (2007-2010), which is under the sub-program of social empowerment of the SSPRDP. Both projects attempt to adopt cross-sectoral approach between health and education not only in activity level but also in administration level of the project. In the latter stage, both projects are planned to be put together in one management level of a new project featuring health and education collaboration which will contribute to the enhancement of social development.

The objective of social empowerment sub-program in the SSPRDP is to improve basic living condition in South Sulawesi Province through improvement of social service system and social service facility focusing on primary health care and basic education. The improvement of social service system is conducted by strengthening management and administration capacity of provincial and district governments, promoting sound management and enhancement of quality service provision, and supporting community empowerment through technical cooperation projects on primary health care and junior secondary education. Social service facility improvement is implemented through grant aid by provision of facilities and equipment which can facilitate community to acquire minimum standard of living in primary health care and basic education fields and it is expected to improve access to social service facility. The mid-, long-term objective of the sub-program is to promote dissemination of experiences in the pilot area to the other areas of the province, strengthen monitoring and evaluation system, and secure sustainability. Together with the sub-programs of urban development and well-balanced economic, the sub-program of social empowerment is expected to contribute to the objective of SSPRDP.



2. PDM and PO

For the purpose of clarification of the contents of the PDM and PO, a minor revision has been made. Revised PDM and PO is shown in ANNEX 1 and 2 respectively.

3. Target Districts

In the Memorandum for Preliminary Discussion on the Project signed by JICA and Head of Provincial Education Office on January 17, 2007, three districts have been selected tentatively as target districts of the Project namely Barru, Jenepono and Wajo. These districts were set as final target Districts in the Minutes of Meeting on the Project between the Japanese Preliminary Study Team and the Authorities Concerned of the Government of the Republic of Indonesia signed on June 7, 2007.

4. Target Sub-Districts

For the consideration to examine the scale and impact of the Project, half of the total number of sub-districts in each target district will be the target of the Project. It is expected that the remaining half will be covered by the district government based on the achievement of the Project.

Target sub-districts will be selected jointly by each target District Government, JICA Project Team and JICA MFO during the inception work of the Project. Basic selection criteria of sub-districts among others should be 1) one of the target sub-districts should be the same with that of target district of PRIMA Kesehatan Project (this is for target district of PRIMA Kesehatan Project, namely Barru and Wajo) 2) representation of different socio economic condition of target sub-districts should be taken into consideration for the purpose of enhancement of social development which is the also the objective of sub-program social empowerment. The selection of sub-districts could be reviewed based on the results of inception works and base-line survey of the Project, and the location of sub-districts would be changed after further discussion between the Japanese and the Indonesian sides.

ANNEX:

1. Project Design Matrix (PDM)
2. Plan of Operation (PO)

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| Annex I. Project Design Matrix for Project on the Integrated Plan for Junior Secondary Education Improvement in South Sulawesi (PDM 0) draft | | | |
|---|---|--|--|
| Project Title: Project on the Integrated Plan for Junior Secondary Education Improvement in South Sulawesi (PRIMA Pendidikan) | | | |
| Target Group: Provincial and district education officers, schools, communities and other stakeholders in the Project sites. | | | |
| Provincial level: Provincial Education Office (Coordination, monitoring and evaluation (M&E), and facilitation of the project) | | | |
| Project Period: October 2007 - October 2010 | | | |
| Target Area: 3 districts in South Sulawesi: Barru District, Jeneponto District and Wajo District | | | |
| NARRATIVE SUMMARY | | | |
| OVERALL GOAL | OBJECTIVELY VERIFIABLE INDICATORS | MEANS OF VERIFICATION | IMPORTANT ASSUMPTIONS |
| 1. Management capacity and service delivery in the education sector in South Sulawesi Province is improved. | <ol style="list-style-type: none"> Promotion rate, gross enrollment rate, and drop-out rate in South Sulawesi Province Key Indicators to assess the improvement of quality of education (ex. academic performance of students, change on principals and teachers' attitude for school management etc.) are improved District government regulation (PERDA) on the model for integrated JSE improvement | <ul style="list-style-type: none"> * District record on education * Questionnaire by field consultants * PERDA | <ul style="list-style-type: none"> * The national policy on decentralization remains unchanged |
| PROJECT PURPOSE | | | |
| A model for Integrated Junior Secondary Education improvement in terms of quantity, quality and management is developed in the target districts. | <ol style="list-style-type: none"> Level of reflection of TPK & school action plan activities in the District Educational Plan Percentage of the action plan funding disbursed by target district governments year by year toward the end of the project The percentage of district implementation members who are capable of supervising school and sub-district activities by themselves reaches at least 30% by the end of project. | <ul style="list-style-type: none"> * District education plan of target districts * Project monitoring * District budget record on education * District monitoring record * Questionnaire to field consultants | <ul style="list-style-type: none"> * The national policy on decentralization remains unchanged * C/P personnel will not be changed frequently. |
| OUTPUTS | | | |
| 1. Community participation for JSE schooling is promoted. | <ol style="list-style-type: none"> 1-1 Inter-school activities implemented by TPKs and schools at the targets sub-districts are increased year by year toward the end of the project. 1-2 Number of activities to promote communication between school and parents (home visits, socialization workshops for parents etc.) 1-3 The percentage of proposals for the action plan activities by TPKs and the schools, which was approved at the first review. 1-4 Number of proposal reflected cross field activities between education and health | <ul style="list-style-type: none"> * Project monitoring reports * Proposals submitted by TPK and School * District document * District record on MGMP * District document | <ul style="list-style-type: none"> * Educational stakeholders (TPK and school committee members, district and provincial educational officers) who participated in trainings provided by the Project will continue to be engaged in project activities. |
| 2. Lessons with needs based teaching-learning process are implemented in the target Junior Secondary schools. | <ol style="list-style-type: none"> 2-1 Strategy for improving teaching-learning process 2-2 Scale of the MGMP activities (frequency of meetings, number of participants, cost, etc) 2-3 Guideline for improving teaching-learning process taken in the lessons of the JS schools | | |
| 3. Educational officers in district and provincial government will develop capacity to manage and administrate education improvement activities with clear role and responsibility. | <ol style="list-style-type: none"> 3-1 Number and/or frequency of monitoring TPK and schools' action plan activities by district education office 3-2 Number and/or frequency of monitoring progress of the project by provincial education office 3-3 Number of workshop and/or training for sharing and disseminating project activities and experiences 3-4 Initiative by provincial education office to mobilize provincial and national government budget to promote or expand project activities (request of APBD/DEKON). | <ul style="list-style-type: none"> * District monitoring Record * Provincial monitoring records * Project records * Provincial budget plan on education | |

3-5 Degree of openness (frequency and number of newsletters), accuracy and transparency of information provided on action plan activities (importance of community participation to education, accounting report etc.) * Records of district and provincial education offices

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ACTIVITIES

OUTPUT 1: Community participation for JSE schooling is promoted

- 1-1 District Implementation Teams (DITs) organize socialization workshop for JSE schooling at sub-district and school level
- 1-2 Establish/Activate TPK and school committee
- 1-3 DITs conduct training on action plan for TPK and schools
- 1-4 DITs formulate action plan for education improvement activities (including cross field activities between education and health) at each TPK and schools
- 1-5 DITs implement action plan activities at sub-district and schools
- 1-6 TPK & schools conduct monitoring and evaluation

OUTPUT 2 : Lessons with needs based teaching-learning process are implemented in the target JS schools

- 2-1 DITs analyze the present situation of MGMP and existing guidelines & approaches
- 2-2 DITs conduct socialization workshop on improving teaching-learning process at sub-district level
- 2-3 DITs, in collaboration with school principals and teachers, conduct workshop on strategy to improve teaching-learning process
- 2-4 DITs, in collaboration with school principals and teachers, implement teacher training activity
- 2-5 DITs conduct monitoring and evaluation
- 2-6 DITs summarize knowledge and experiences through above activities (guideline)

OUTPUT 3 :Educational officers in district and provincial government will develop capacity to manage and administrate education improvement activities with clear role and responsibility.

- 3-1 DITs conduct socialization meeting for the integrated model activities for the district-level stakeholders (school based management with community participation and teaching-learning process)
- 3-2 Design, conduct and analyze base-line survey at the target districts
- 3-3 DITs discuss a detailed implementation design and strategy of the project as project inception
- 3-4 DITs adopt and revise existing training manuals necessary for project activities
- 3-5 DITs appraise action plan submitted by both TPK and schools
- 3-6 DITs participate in training for monitoring action plan activities
- 3-7 DITs implement monitoring and provide technical assistance to TPK and schools
- 3-8 DITs develop guidelines/policy on basic model for integrated TSE improvement

INPUTS

Japan

- 1. Dispatch of Japanese Experts (Short term Experts)
 - (1) Leader/Social Development/Educational Planning,
 - (2) Regional Educational Administration/Micro-Planning,
 - (3) Educational Statistics/Impact Analysis
 - (4) Community Empowerment
 - (5) School Management
 - (6) Teacher Training
 - (7) Health Education

2. Indonesian Field Consultants

- 3. Necessary expenses for the Action Plan Activities by TPKs and schools (to be gradually reduced)
- 4. Other Running cost

Indonesia

- 1. Provincial Government
 - * Appointment of counterpart personnel
 - * CP's expenses for training and monitoring activities (as set in R/D or M/M)

* Provision of office and facilities

2. District Government

- * Appointment of counterpart personnel
- * Necessary expenses for the Action Plan Activities by TPKs and schools (to be gradually increased, as set in R/D or M/M)
- * CP's expenses for training and monitoring activities (as set in R/D or M/M)
- * Provision of office and facilities

PRE-CONDITIONS

- * The national policy on decentralization remains unchanged

K

- 3-10 Hold Steering Committee meetings
- 3-11 Hold Joint Coordinating Committee meetings
- 3-12 Conduct sharing experience workshop with province government and MONE

the Project

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Annex II. Plan of Operation (PO) Project on the Integrated Plan for Junior Secondary Education Improvement in South Sulawesi (Technical Cooperation Project)

| Activity | 2007 | | | | | | | | | | | | 2008 | | | | | | | | | | | | 2009 | | | | | | | | | | | | 2010 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|--|----|--|--|----|--|--|---|--|--|------|--|--|---|--|--|---|--|--|---|--|--|------|--|--|---|--|--|---|--|--|---|--|--|------|--|--|----|--|--|----|--|--|---|--|--|---|--|--|---|--|--|---|--|--|---|--|--|---|--|--|---|--|--|---|--|--|---|--|--|----|--|--|
| | 10 | | | 11 | | | 12 | | | 1 | | | 2 | | | 3 | | | 4 | | | 5 | | | 6 | | | 7 | | | 8 | | | 9 | | | 10 | | | 11 | | | 12 | | | 1 | | | 2 | | | 3 | | | 4 | | | 5 | | | 6 | | | 7 | | | 8 | | | 9 | | | 10 | | |
| | OUTPUT 1: Community participation for JSE schooling is promoted | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1-1 The District Implementation Teams (DITs) organize socialization workshop for JSE schooling at sub-district and school level | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1-2 Establish/Activate TPK and school committee | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1-3 DITs conduct training on action plan for TPK and schools | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1-4 DITs formulate action plan for education improvement activities (including cross field activities between education and health) at each TPK and schools | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1-5 DITs implement action plan activities at sub-district and schools | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1-6 TPK & schools conduct monitoring and evaluation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OUTPUT 2: Lessons with needs based teaching-learning process are implemented in the targeted schools | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2-1 DITs analyze the present situation of MGMP and existing guidelines & approaches | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2-2 DITs conduct socialization workshop on improving teaching-learning process at sub-district level | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2-3 DITs, in collaboration with school principals and teachers, conduct workshop on strategy to improve teaching-learning process | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2-4 DITs, in collaboration with school principals and teachers, implement teacher training activity | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2-5 DITs conduct monitoring and evaluation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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Annex II. Plan of Operation (PO) Project on the Integrated Plan for Junior Secondary Education Improvement in South Sulawesi (Technical Cooperation Project)

| Activity | 2007 | | | 2008 | | | | | | | | | | | | 2009 | | | | | | | | | | | | 2010 | | | | | | | | | | | |
|----------|---|----|----|------|---|---|---|---|---|---|---|---|----|----|----|------|---|---|---|---|---|---|---|---|----|----|----|------|---|---|---|---|---|---|---|---|----|--|--|
| | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| | DITs conduct socialization meeting for the integrated model activities for the district-level stakeholders (school based management with community participation and teaching-learning process) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3-1 | DITs conduct socialization meeting for the integrated model activities for the district-level stakeholders (school based management with community participation and teaching-learning process) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3-2 | Design, conduct and analyze base-line survey at the target districts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3-3 | DITs discuss a detailed implementation design and strategy of the project as project inception | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3-4 | DITs adopt and revise existing training manuals necessary for project activities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3-5 | DITs appraise action plan submitted by both TPK and schools | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3-6 | DITs participate in training for monitoring action plan activities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3-7 | DITs implement monitoring and provide technical assistance to TPK and schools | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3-8 | DITs develop guidelines/policy on basic model for integrated JSE improvement | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3-9 | Design, conduct and analyze end-line surveys to measure impact of the Project. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3-10 | Hold Steering Committee meetings | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3-11 | Hold Joint Coordinating Committee meetings | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3-12 | Conduct sharing experience workshop with province government and MONE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

