

付属資料

- 1 事前評価調査報告書
 - 1 - 添付 1 事前評価調査協議議事録 (M/M)
 - 1 - 添付 2 世銀 BERMUTU 概念図
 - 1 - 添付 3 AusAID-AIBEP による学校運営研修
 - 1 - 添付 4 PSBM 支援イメージ図
 - 1 - 添付 5 宗教省管轄の研修機関
- 2 討議議事録 (R/D)
- 3 協議議事録 (M/M)

インドネシア前期中等教育の質の向上計画
事前評価調査報告書

目 次

第1章 事前調査団の派遣	22
1 - 1 調査団派遣の経緯と目的	22
1 - 1 - 1 背景	22
1 - 1 - 2 調査方針	22
1 - 1 - 3 調査内容	22
1 - 2 調査団構成	23
1 - 3 調査日程	24
1 - 4 訪問機関	25
第2章 プロジェクト内容	26
2 - 1 プロジェクト形成の考え方	26
2 - 1 - 1 授業研究	26
2 - 1 - 2 インドネシアの教員改革	26
2 - 1 - 3 プロジェクトの方向性	26
2 - 1 - 4 プロジェクト形成の視点	27
2 - 2 協議結果概要	28
2 - 3 プロジェクト基本計画	29
第3章 要請の背景	30
3 - 1 インドネシアの地方分権化の概要	30
3 - 2 教育セクターにおける地方分権化	30
3 - 3 教育行政	32
3 - 4 教育財政	34
3 - 5 教員改革の現状（教員認証と教員資格付与）	41
3 - 6 教育の質保証機関の現状	43
3 - 7 新規対象サイトの現状	44
3 - 8 他ドナーの参加型学校運営や教員研修の支援の現状把握と今後の連携	46
3 - 9 REDIP の経験（参加型学校運営）の普及に関する国民教育省内の方向性	47
3 - 10 大学講師による現職教員研修支援に係るコスト負担	47
第4章 プロジェクト実施体制	48
4 - 1 協力の方針	48
4 - 2 協力の範囲と内容	48
4 - 3 実施運営体制	49
4 - 4 予算措置	50
4 - 5 協力終了時のプロジェクトの位置づけ	50
参考文献	51

添付資料

1	事前評価調査報告書	19
1 - 添付 1	事前評価調査協議議事録 (M/M)	52
1 - 添付 2	世銀 BERMUTU 概念図	87
1 - 添付 3	AusAID-AIBEP による学校運営研修	88
1 - 添付 4	PSBM 支援イメージ図	89
1 - 添付 5	宗教省管轄の研修機関	90

第1章 事前調査団の派遣

1-1 調査団派遣の経緯と目的

1-1-1 背景

インドネシア共和国における初中等教育の最優先課題は9年制義務教育の達成であり、2009年までに前期中等教育の中学校の総就学率95%を国家目標としているが、現状は85%にとどまっている（国民教育省、2006年）。貧困削減の観点から見ると、経済的に困窮している家庭（下位20%）の子どもは中学校に入学しても経済的理由や学業不振等で中退が多く、中学校を卒業できるのは55%のみであることに留意が必要である（世界銀行、2006年）。高校就学率は32%であるため、全体の3分の2の子どもにとって中学校は社会へ出る前の最終教育段階に相当する（国民教育省、2006年）。以上のことから、すべての子どもが中学校にアクセスするのみならず、進学や社会で必要となる知識・技能等を獲得して卒業できるよう、地域コミュニティ、地方政府、中央政府の各レベルの協働を通じた良質の教育サービスの確実な提供が極めて重要である。

現行の中期5カ年開発計画（RPJM 2005-2009）では、主要教育課題として教育の質の低さ（達成度を含む）、地域・社会グループ間の格差、脆弱な教育運営管理体制等を挙げ、教育開発の目標として教育アクセスの拡大（9年制義務教育の達成など）、質の向上（国家基準の設定、教員の能力認証システムの強化）、レレバンス（適切性）の強化（ライフスキル教育など）、教育の運営管理（学校ベースの運営、地域社会の参加、地方自治に沿った運営）- を掲げている。RPJMに基づき国民教育省（MONE）が策定した国家教育開発戦略（RENSTRA 2005-2009）では、上記テーマを3つに整理し、教育機会の拡大及び公平・均等化（9年制義務教育用の学校運営補助金等）、教育の質、レレバンス、競争力の向上（国家教育基準の導入、同基準に沿った監督と質の保証、教員と教育人材の能力強化等）、教育ガバナンス、説明責任、公的イメージの改善（計画・予算管理システムの改善等）- に関する諸政策に取り組んでいる。

我が国は上述の前期中等教育の重要性に鑑み、同教育段階を対象に地方分権化に即した協力を実施してきた。特に教育マネジメント（地方政府、学校、地域コミュニティの計画・実施能力強化）、教員の指導力向上（理数科教員研修の活性化）に成果を挙げ、中央政府のワーキングモデルとなっている。今後は、教員能力の向上に一層の重点を置きつつ、これまでの成果を結集するとともに、同国の中央・地方政府の主導による普及への技術支援が求められており、2008年度案件としてインドネシア政府より本プロジェクトの要請があった。

今回の事前調査は、同政府からの協力要請の背景や内容を確認し、先方政府実施機関との協議を経て、協力計画を策定するとともに、本プロジェクトの事前評価を行うために必要な情報を収集、分析することを目的とする。具体的には、プロジェクト内容の検討に必要な情報の収集、プロジェクト実施対象候補地域として想定される4州（バンテン、西スマトラ、東カリマンタン、北スラウェシ）の現地視察を通じた現状の確認、県政府その他関係機関との協議を通じたニーズと実施体制の確認等を行うとともに、プロジェクトの基本計画に関する基本的枠組み（目標、成果、活動）、評価指標等を策定する。最終的には、インドネシア政府とプロジェクトの詳細について協議し、プロジェクト・デザイン・マトリックス（PDM）、プラン・オブ・オペレーション（P/O）等について合意することを目的とする。協議結果については、添付資料1の事前評価調査協議議事録（M/M）を参照のこと。

1 - 1 - 2 調査方針

本調査では、先に実施された地方教育行政改善計画（REDIP）や前期中等理科教員研修強化（SISTTEMS）の終了時評価調査の結果を踏まえ、本プロジェクトのフレームワークを明確化するとともに、プロジェクトの詳細部分を決定し、最終的にインドネシア政府と合意文書を署名・交換することを目的とする。

特に、終了時評価で指摘された、類似事業を実施する他の機関との調整、教員の専門性向上のための授業研究を実施するためのリソースとなる人材の育成、ジャワ島外の拠点となる地域への技術支援 - についてより詳細な情報を入手し、国民教育省の関係総局等と協議のうえ、プロジェクト活動に如何に取り込むかを検討する。

1 - 1 - 3 調査内容

- (1) 先に実施した終了時評価調査の結果をふまえ、協力の枠組みやプロジェクト終了時のインタビュー調査などを通じ現地関係者からさらに必要な情報を収集する。特に、これまでの REDIP と SISTTEMS による協力が、最終的にインドネシアの教育セクターの開発において、如何に位置づけられていくのか、インドネシア関係者との協議を踏まえて、方向性を確認する。
- (2) 事前に作成したプロジェクト活動案について、国民教育省初中等教育運営総局や教職員資質改善総局、各県教育局、パートナー大学との協議を行う。
- (3) インドネシア政府負担分を含めたプロジェクト実施にかかる各種必要な経費を積算する。
- (4) プロジェクト実施計画作成に必要な情報を収集・整理する。
- (5) 調査結果に基づき、目標を達成するために必要な具体的なアプローチや活動内容を整理し、インドネシア側関係機関と協議の上、PDM（案）、P/O（案）を作成する。
- (6) 想定される我が国の投入内容とインドネシア側の投入内容を確認した上で、本調査のミニッツを作成する。
- (7) 事前評価表（案）を作成する。

1 - 2 調査団構成

担当分野	氏名	所属
団長/総括	片山 裕之	JICA インドネシア事務所次長
初中等教育	原 智佐	JICA 人間開発部基礎教育グループ基礎教育第一課長
教育行政	水野 敬子	JICA 国際協力専門員・人間開発部課題アドバイザー
協力企画	館山 丈太郎	JICA インドネシア事務所員
協力企画	二瓶 直樹	JICA 人間開発部基礎教育グループ基礎教育第一課員
評価分析	高橋 悟	(有)アイエムジー上席研究員

(注)インドネシア派遣中の初中等教育アドバイザー(国民教育省)小泉高子氏が、インドネシア側との調整役として同行。

1 - 3 調査日程

日付	曜日	時刻	内容	宿泊
2008/7/20	日		官団員ジャカルタ着	ジャカルタ
2008/7/21	月	9:00	国民教育省教職員資質改善総局との協議	同上
		13:00	団内協議	
		15:00	国民教育省3総局との協議(実施体制)	
2008/7/22	火	AM	授業研究ワークショップ準備	同上
		PM	団内協議	
2008/7/23	水	終日	授業研究ワークショップ開催(於 国民教育省)	同上
2008/7/24	木	6:05	移動(ジャカルター→パダン: GA160、パダン→プキティンギ)	パダン
		10:00	プキティンギ市教育局と協議	
		12:00	プキティンギ市内公立中学校視察	
		13:00	プキティンギ市内公立宗教系中学校視察	
2008/7/25	金	8:00	西スマトラ州教育局と協議	ジャカルタ
		11:00	パダン大学理数科学部と協議	
		14:00	西スマトラ州LPMP視察	
		18:30	移動(パダン→ジャカルタ: GA165)	
2008/7/26	土		資料整理 原団員帰国、二瓶団員移動(別案件の調査へ)	同上
2008/7/27	日	11:00	移動(ジャカルター→ゴロンタロ: SJ)	マナド
2008/7/28	月	9:00	北ミナハサ県教育局と協議	同上
		10:30	北ミナハサ県内公立中学校視察	
2008/7/29	火	9:00	北スラウェシ州LPMP視察	同上
		10:30	北スラウェシ州教育局と協議	
		13:30	マナド大学理数科学部と協議	
2008/7/30	水	7:30	祭日: 移動(ゴロンタロ→ジャカルタ: SJ)	ジャカルタ
2008/7/31	木	9:00	国民教育省初中等教育管理総局との協議	同上
		PM	国民教育省教職員局との協議	
2008/8/1	金	AM	団内協議	同上
		13:30	在インドネシア日本大使館との打合せ 水野団員帰国	
2008/8/2	土		資料整理	同上
2008/8/3	日		資料整理、二瓶団員合流	同上
2008/8/4	月	6:10	移動(ジャカルター→バンジャルマシン: GA530)	バンジャルマシン
		10:30	南カリマンタン州教育局と協議	
		11:30	バンジャルマシン市内公立中学校(国際基準校)訪問	
		14:00	バンジャルマシン市教育局と協議	
2008/8/5	火	9:30	ランゲン・マンクラット大学理数科学部との協議	ジャカルタ
		11:00	南カリマンタン州LPMP視察	
		14:00	ランゲン・マンクラット大学教育学部との協議	
2008/8/6	水	9:30	移動(バンジャルマシン→ジャカルタ: GA216)	同上
		11:00	バンテン州教育局と協議	
2008/8/7	木	10:00	セララン市教育局と協議	同上
		13:00	パンデグララン県教育局と協議	
2008/8/8	金	AM	団内協議	同上
		13:30	REDIP-G国民教育省コンサルタントとの協議	
		15:30	宗教省マドラサ教育局との協議	
2008/8/9	土	11:00	宗教省研究・開発・教育・研修センター講師との面談	同上
2008/8/10	日		資料整理	同上
2008/8/11	月	10:00	国民教育省教員開発局との協議	同上
		11:45	国民教育省教員開発局世界銀行BERMUTU担当者との面談	
		14:00	国民教育省初中等教育管理総局との協議	
2008/8/12	火	10:00	国民教育省高等教育総局人材局との協議	同上
		11:00	宗教省研究・開発・教育・研修機関との協議	
2008/8/13	水	16:00	世界銀行BEC-SISWA担当者との面談	同上
		AM	情報収集、ミニッツ最終版作成	
2008/8/14	木	15:00	AusAID BEPプロジェクト担当者との面談	同上
		9:00	ミニッツ署名	
2008/8/15	金	13:30	宗教省研究・開発・教育・研修センター講師との協議	同上
		終日	二瓶団員帰国	
2008/8/16	土	終日	資料整理・追加情報取得	同上
			高橋団員帰国	
2008/8/16	土		本邦着	

1 - 4 訪問機関

(1) 参加型学校運営 (PSBM) コンポーネント

- ・中央政府：国民教育省初中等教育運営総局 (MONE-DGPSEM)
宗教省イスラム教育総局 (MORA-DGIE)
REDIP-G コンサルタント
- ・地方政府：バンテン州教育局、セラン市・県教育局、パンデグララン県教育局
- ・他ドナー：世界銀行 BEC-SISWA 担当者、
オーストラリア国際開発庁 (AusAID) BEP 2 プロジェクト・コンサルタント

(2) 授業研究 (LS) コンポーネント

- ・中央政府：国民教育省教職員資質改善総局 (MONE-DGQITEP) 同総局教職員局、研修開発局、
国民教育省高等教育総局 (MONE-DGHE) 宗教省イスラム教育総局 (MORA-DGIE)
宗教省研究・開発・教育・研修機関 (MORA-RDETI)
- ・教育の質保証機関 (LPMP)：西スマトラ州、南カリマンタン州、北スラウェシ州
- ・地方政府：西スマトラ州教育局、南カリマンタン州教育局、北スラウェシ州教育局、
西スマトラ州プキティンギ市教育局、南カリマンタン州パンジャルマシ市教育局、
北スラウェシ州北ミナハサ県教育局
- ・大学：パダン大学理数科学部、ランゲン・マンクラット大学理数科学部・教育学部、
マナド大学理数科学部
- ・他ドナー：世界銀行 BERMUTU 関係者

第2章 プロジェクト内容

2-1 プロジェクト形成の考え方

2-1-1 授業研究

先行する技術協力プロジェクトである前期中等理科教員研修強化(SISTTEMS、2006年6月から2008年12月の2.5カ年)の大きな成果として、教員の教室での授業実践能力を高めるための手段・機会として授業研究(LS)が、現場にて定着したこと、ならびにカウンターパート機関である国民教育省(MONE)の教職員資質改善総局(DGQITEP)により高く評価されたことである。現場においては、授業研究が授業改善に有効である点、行政からは教員改革の1つの手段となる点で高い関心を持たれている。

課題としては、授業研究の質の向上(ファシリテーター等の人材育成による授業観察の能力向上など)やDGQITEP、教育の質保証機関(LPMP)、州、他の県・市への授業研究普及のための支援が求められている。

2-1-2 インドネシアの教員改革

現在、インドネシアでは、国民教育省により包括的な教員改革が実施されている。この改革の中で教員能力の向上、教員免許制度、資格付与、専門性向上と資格、報酬、地位といった多岐にわたる事項において改革が執り行われている。この改革により、低給与で質の低い教員を妥当な給与報酬で質の高い教員に育成することを目指している。また、この教員改革に対しては世界銀行が大規模な融資で「運営改革・教員能力向上を通じた教育改善プロジェクト(BERMUTU)による支援を行っており、大学ベースの教員教育改革、研修のための教員研修会、校長会、指導主事会などへのブロックグラントの強化、教員インセンティブ、報酬、教員、生徒のデータベース、教員の教授能力と生徒の学力向上に関する研究、評価データベースの構築」が主要なコンポーネントである。

2-1-3 プロジェクトの方向性

SISTTEMSによる協力は授業研究をインドネシアに普及する契機となる先行事例である。授業研究の質(教員等の授業研究への関心を高めた点)と普及の方法(郡またはウィラヤ・レベルのMGMP及び全校型授業研究)の両面が、今後プロジェクトを実施するにあたり、教訓となる事項である。

上記の教員改革の中に位置づけられている授業研究(同様にクラスルーム・アクション・リサーチも)において、JICAはこれまでの経験を活用して支援することが可能である。今後、継続的に支援するのは、授業研究の質と質の確保を支える普及の方法の2点を中心とする。

その際に「授業研究の質」と「普及の方法」の相互の関係には留意する必要がある。質の高い授業研究は普及が難しく、反対に普及が容易な授業研究のモデルは質が低くなる傾向があるためである。たとえば、郡またはウィラヤ・レベルの教科別現職教員研修(MGMP)は、質は高いが実施には非常に大きな労力が伴う。本プロジェクトにおいては「普及モデル」の形態を各地域の状況に応じて検討する。特に、地方分権化との関係で、教育行政の在り方が各県・市単位で異なるため、それぞれの状況に応じたモデルの模索が必要となる。

2 - 1 - 4 プロジェクト形成の視点

(1) 授業研究普及の全体像の明確化と共有

DGQITEP と大学は目下、授業研究の全国的な普及を目指している。ドナーによる支援を活用しつつも、インドネシア側でも独自に普及を進めている状況にある。JICA はこれまでの協力の実績を踏まえて、普及が展開しつつある中で、「普及体制の確立」や「授業研究の質」に焦点を当てて協力をを行う。

普及体制の確立に向けては、インドネシア側関係者（中央・地方、行政・大学）の能力向上や実施のためのツールとしての授業研究実施ガイドラインや全国のマスタートレーナーの育成が必要である。特に、国民教育省の傘下にある全国 30 拠点を有する LPMP と 12 拠点を有する教科別教員研修センターのマスタートレーナーに対して授業研究（LS）をファシリテートできるように育成することが、全国的な普及体制の整備に向けて必要な協力とされている。

また、現場レベルでこれまで協力機関であった旧教員養成大学（SISTTEMS における、インドネシア教育大学、ジョグジャカルタ国立大学、マラン国立大学の 3 大学）の果たしている役割は非常に大きいものである。今後はこの 3 大学をリソース大学としてインドネシアに 32 ある教員養成課程を有する国立大学の人材を育成することが普及体制の整備に必要とされている。

(2) 教員改革の中での授業研究の位置づけ

授業研究は、教員改革の中に位置づけられる方向で整理がなされている。低給与で質の低い教員セクターを、妥当な給与で質の高い教員セクターにしていくということが急務とされている。一方、資格付与と報酬・手当の増加というインセンティブ面での制度強化も大きな方向性として示されている。そのような中で、授業研究が形だけ普及するのではなく、一定の質を確保する形で普及することが課題となる。教員改革の中で授業研究の質を担保するような支援が必要である。そのために、SISTTEMS で協力した 3 県がレファレンスとして模範になるように位置づけられることが重要である。また、BERMUTU の中で授業研究の中身が確保されるような協力が求められる。

(3) 地方分権化との関係

1999 年以降の分権化政策の中で、JICA による技術協力プロジェクトではこれまで地方の行政サービスの向上に対応してきた。分権化の実施後、中央政府の役割は、教員改革の推進、授業研究の普及（政策決定、全体的な枠組みの提示、導入のための予算確保など）となっている。地方政府の役割は授業研究の導入の決定・実施、具体的な内容の決定や予算の確保となっている。ただし、「教員の質の向上」を含む、政策的な位置づけ、政治的な位置づけのある事項については引き続き、中央政府の影響が大きい事項となっている。

今後、授業研究の普及にあたっては、中央と地方政府の役割分担、関係性に着目することが必要となる。SISTTEMS のような特定の地域への支援については、他地域への普及との関係も整理しつつ、既に自立的な授業研究の実施が可能な 3 県をレファレンスサイトとしてモデル的な位置づけにすることが必要な施策となる。普及に際しては SISTTEMS の対象 3 県のように郡・ウィラヤ・レベルでの MGMP にこだわらず地域の特性（地理的条件、規模）に応じた多様な対応も念頭におくことになる。

(4) 参加型学校運営 (PSBM)

JICA は開発調査「地域教育開発支援調査」(REDIP 1 と REDIP 2)、技術協力プロジェクト「地方教育行政改善計画」(REDIP)により、住民参加、地方教育行政強化、透明性を伴った地方教育行政・学校運営モデルの開発を行い、モデル地域での定着・自立を実現してきた。REDIP の手法は質的インプット (quality input) としてインドネシア側に認識されている。

能力が強化された関係者 (行政、郡・学校運営委員会)、フィールドコンサルタント等の人材が存在する 2 州 3 県 (北スラウェシ州ビトゥン市、中部ジャワ州ブレベス県、プカロンガン県) はレファレンスサイトとして模範モデルとなりうる。

(5) 教育行財政の分権化と学校運営の強化

国により開始された学校補助金プログラム (BOS)¹ 並びに分権化の導入に伴う、州・県による独自の学校補助金の増加により、学校運営の強化の必要性が高まっている。これらの補助金は、教育の質への貢献、住民参加、透明性の確保に課題を有している。分権化の実施の中で、今後も県・市への権限・予算の移譲は進む傾向にあり、学校への予算配賦は増加する傾向にある。

(6) プロジェクトの方向性

分権化により、現在展開しつつある学校補助金の使途について、一定の質を確保するようにすることへの支援が必要である。これまで JICA が過去 10 年にわたり支援してきた REDIP の経験を普及することが求められる。

これまでは現場での支援が中心であったが、今後はスケールアップを念頭に置き、支援の軸足を中央に置き、REDIP による参加型学校運営 (PSBM) モデルを全国に展開する必要がある。学校補助金 (グラント) については、原則として今後はインドネシア側の負担事項とする。

学校補助金の使用方法については金額規模や使用方法は地域により様々であることが想定されるが、REDIP による「課題分析→計画立案→予算配賦→実施→モニタリング・評価」という手法を導入することが重要である。

2 - 2 協議結果概要

事前評価においては、インドネシア国民教育省の関係総局と今後のプロジェクトの方向性について協議が行われた。教職員資質改善総局との協議を中心に進めつつ、初中等教育運営総局、高等教育総局との個別協議並びに 3 総局との合同ワークショップを通して本プロジェクトの方向性について協議を行った。

インドネシア側の要請項目の中での優先事項は SISTTEMS により 3 県で定着し始めた授業研究 (LS) を普及することにあつた。特にこれまでの JICA 協力はジャワ島内の 3 県 (西ジャワ州スメダン県、ジョグジャカルタ特別州バントウル県、東ジャワ州パスルアン県) であったため、ジャワ外島への支援を要請されていた。

一方、JICA は過去 10 年にわたり REDIP (開発調査 1・2、技術協力プロジェクト) による PSBM モデル、IMSTEP と SISTTEMS による授業研究モデルの構築と定着を支援してきており、今後これら 2 つのモデルを普及することを念頭において協議を進めた。

¹ 詳細は P19 BOX 3-1 を参照。

教職員資質改善総局の中の教職員局では、全国に 30 ある LPMP を活用して、LS と PSBM の普及を検討しており、協議の結果、JICA は中央政府並びに地方のマスタートレーナーの人材育成を通して PSBM と LS の全国普及のための体制整備を支援する方向で合意に至っている。

本プロジェクトでは、従来同様宗教校（マドラサ）を普通校と同等の協力対象とするだけでなく、マドラサを所管する宗教省（MORA）も国民教育省とともにカウンターパートとしている。マドラサと普通校、宗教省の教育行政ラインと国民教育省ラインの「横の連携」の強化を図る必要がある。

2 - 3 プロジェクト基本計画

本調査では、中央省庁（国民教育省、宗教省）、州・県教育局、大学関係者等とともにプロジェクトの基本計画として以下の内容を協議し合意した。

案件名	前期中等教育の質の向上プログラム Program for Enhancing Quality of Junior Secondary Education	
協力期間	2009 年 3 月～2013 年 2 月（4 年間）	
協力総額	約 6.6 億円	
上位目標	インドネシア国内において参加型学校運営（PSBM）と授業研究（LS）により、前期中等教育の質が強化される。	
プロジェクト目標	参加型学校運営（PSBM）と授業研究（LS）により教育の質を向上するための教育関係者間の垂直的・水平的な連携が強化される。	
成果	1．PSBM と LS を普及するための計画・立案能力が中央レベルで強化される。 2．PSBM と LS を普及する能力が地方レベルで強化される。 3．PSBM と LS を実施する能力が、レファレンスサイトで強化され、対象地域で開発される。	
対象地域	【PSBM】 バンテン州セラン市、セラン県、パングラン県 【LS】 （レファレンスサイト）西ジャワ州スメダン県、ジョグジャカルタ州バントゥル県、東ジャワ州パスルアン県 （新規サイト）西スマトラ州、南カリマンタン州、北スラウェシ州 *対象県・市については M/M 上の選定基準・プロセスに則って選定。	
投入	【日本側】 専門家派遣 研修員受入 学校配賦金（ブロックグラント） TOT 研修開催経費 リソース大学とパートナー大学の技術交流 その他必要経費	【インドネシア側】 カウンターパート配置 協力機関（3 大学他） 事務所提供 学校配賦金（ブロックグラント） MGMP、MKKS、MKPS へのブロックグラント リソース大学及びパートナー大学の活動費（日当、交通費）

第3章 要請の背景

3 - 1 インドネシアの地方分権化の概要

インドネシアの地方分権化は、1998年に32年間続いたスハルト体制が崩壊するなかで、「改革」という名の下に、急激に推し進められてきた。スハルト退陣後、わずか9カ月後の1999年2月には、極めて限られた参加者により地方分権法案が作成されるが、国会での十分な審議もなく承認され、1999年5月には、法律第22号（地方自治法）と25号（中央地方財政均衡法）が公布されることとなる。これらの法律により制定された行政と財政枠組みに基づいて2001年1月よりインドネシアの地方分権化が開始され、国内歳入の25%が自治体財源（10%を州、90%を県・市に配分）に割り当てられ、その使途も自治体の裁量に委ねられることになる。教育を含む11セクターに関する行政権限は、国から県・市に移譲され、州は、中央政府の代理機関であると同時に、自治体として複数の県・市の境界事項を扱うことになった。

インドネシアの地方分権は、高度に中央集権化した行政体制から、事務権限、人事権、予算編成・執行に関する知識も経験もない地方政府に対して包括的かつ大幅な権限移譲を一挙に行ったことに加えて、中央、州、県・市政府の行政権限の枠組みを規定する実施細則を制定しないまま、それぞれの地方政府が独自の解釈により進めたことから、そのプロセスには大きな混乱が伴った。

その後、地方分権法は、2004年の法律第32号（地方自治法）と第33号（中央地方財政均衡法）にて改正され、さらに、2007年の政令第38号が制定されることにより、分権化プロセスにおける国と州の監督・調整機能の強化を含め、国、州、県・市の具体的な権限や役割分担を示す全体的な枠組みが規定された。分権化のための法整備とあわせて、地方行政のキャパシティ・デベロップメントに取り組むことにより、急激な地方分権化プロセスのなかで生じた諸々の課題に対応している。

インドネシアのように多民族で構成される人口大国においては、安定した地域の発展に加えて、「国家としての統一性を考える上で、中央地方の関係は極めて重要なテーマ」であり（岡本 2004）、国と地方の役割分担や、権限と責任の効果的な仕分けのあり方は、分権化の実施プロセスを通して、引き続き検討されるべき重要な課題と考えられる。

3 - 2 教育セクターにおける地方分権化

インドネシア全体が地方分権化へと改革を進めるなか、教育セクターにおいても、2000年の政令第25号（2007年政令第38号で改正）によって、中央と地方レベルの教育行政権限の大枠が定められ、民主性、公平性、透明性を重点テーマとした包括的な教育改革に取り組んできた。

地方分権化以前は、県・市レベルには、地方政府の教育局に加えて、国民教育省の出先事務所として、Kandepがあり、Kandepが中等教育を、教育局が初等教育を所掌していたが、法律第22号（地方自治法）により11セクターの事務権限が自治体に移譲されたことから、Kandepと教育局は市・県政府の教育局として統合され、就学前から中等レベルの教育サービスの提供は、教職員の人事権とあわせて、県・市政府が教育局を通じて実施することとなった²。これに伴い、教育セクターにおける地方政府の財政責任についても様々な法律や規則が制定されてきた。その代表

² 地方自治体によっては、郡事務所が初等教育を所掌しているケースもある。

的なものとして、2003年の法律第20号(国家教育システムについて)、2005年の法律第14号(教員法)、2007年の政令第38号(地方政府の役割と機能)が挙げられる(World Bank 2009)。

2003年の法律第20号では、中央政府予算(APBN)と地方政府予算(APBD)における最低20%を教職員の給与を除く教育予算に割り当てること、中央政府は、政府が任命する教員の給与について、一般財源(DAU)から県政府に予算配分することが定められた。しかし、「20%ルール」については、地方政府による教育支出の大部分は教員給与であることに加え、中央政府が教員給与を除く教育予算を20%にするためには、支出を少なくとも倍増しなければならず、地方分権化の論理に反する(World Bank 2007a)などが指摘されてきた。2006年度の県・市の予算全体に占める教育の割合は、教員給与を含めると平均28.3%であるが、教員給与を含まない場合は、全国平均6.3%と20%を大幅に下回っている(World Bank 2009)。このような議論に基づき、2007年に20%ルールの中味が再定義され、教員給与が含まれることとなった。

2007年の政令第38号により、各政府(中央、州、県・市)レベルの具体的な役割分担と財政責任の枠組みが示された。この教育分野についてまとめたものが表3-1となる。

表 3-1 教育分野に関する行政レベル別の役割と責任

	国民教育省	州政府	県・市政府
主たる役割と責任	<ul style="list-style-type: none"> ・ 教職員全体需給計画 ・ 州をまたがる教員の異動 ・ 基準の設定 <ul style="list-style-type: none"> ➢ 教職員給与 ➢ 教員の資格付与 ➢ ミニマム・サービース・スタンダード 	<ul style="list-style-type: none"> ・ 国際基準校に関する教職員配置計画 ・ これに基づいた教員の採用・配置 ・ 市・県をまたがる教職員の異動 	<ul style="list-style-type: none"> ・ 就学前、初・中等、ノンフォーマル教育に関する教職員配置計画 ・ これに基づいた教員の採用・配置 ・ 市・県内の教職員の異動(宗教校については、県・市ではなく、宗教省の教育ユニットが行う)
予算の対象レベル	高等教育の提供 就学前～高校、ノンフォーマル教育、特別教育に関する補助金・助成プログラム	高校、職業教育、特別支援教育の提供 就学前～高等教育、ノンフォーマル教育への追加的補助金・助成プログラム	就学前、初・中等、ノンフォーマル教育の提供

(出典) World Bank (2009), MONE (2007)

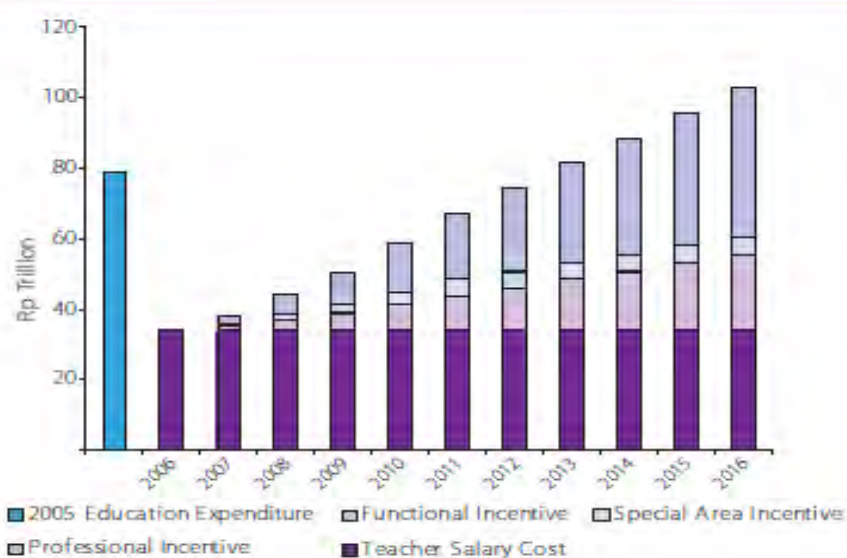
2005年の法律第14号では、教育の質の向上の基盤となる教員の専門性の向上を目指して、教員の資格認定とこれに対応する教員報酬の改善について定めている³。同法律では、すべての教員は10年以内に教員資格を取得することとし、資格を有する教員に対しては、その報酬として、基本給と同額の専門職手当と、基本給の50%分に相当する職能手当てを付与すること、また、赴任地の状況に応じて特別手当を付与することを定めている。同法律の施行により、今後10年間にわ

³ 「3-5 教員改革の現状」も参照のこと。

たり、教員報酬に関する経常経費の大幅な増加が必要となる。世銀の試算によると、教員報酬に関連する経常経費は、2013年には2005年の政府教育予算総額を超え、2016年にはその1.3倍にあたる102.7兆ルピアが必要となる（World Bank 2007c）。

専門職手当や職能手当て等を含む新たな教員報酬システムは、2007年より既に実施されているが、必要なコストは、教員に支払われる報酬も含めて、中央と地方政府が分担して支出している⁴。将来的に確保すべき実施コストに加えて、中央と地方政府による適切なコスト分担方法や、これに充てる財源については、後述するBERMUTUプロジェクト等による詳細な分析を行い、引き続き検討していく必要がある。グラフ3-1は、新教員法に基づいた2016年までに見込まれる教員報酬にかかる経常費の推移について、世銀が試算したものである。

グラフ 3-1. 2005 年法律第 14 号に基づいた教員報酬にかかるコスト（推測値）



（出典）World Bank (2007c) P46 より抜粋

3 - 3 教育行政

（1）行政組織

インドネシアの教育行政の中心は国民教育省となる。同省は、初等教育から高等教育レベルの普通校に加えて、ノンフォーマル教育と、教育政策や方針の策定を目的とする教育統計の整備や調査研究を所轄する。初等・中等教育、高等教育、ノンフォーマル教育を所管する3つの総局に加えて、2005年、教職員の質向上を中心とした教育の質的改善を所管する総局として、本プロジェクトのカウンターパート組織でもある「教職員資質改善総局」を設置した。

国民教育省所轄の普通校と並行して、宗教省が管轄する初等から高等教育レベルにおけるイスラム系の学校（マドラサと総称される）がある。既に述べたとおり、地方分権化に伴い、国民教育省が所轄する小・中学校の教職員の人事を含む事務権限は、市・県政府（教育局）に、高校は州政府（教育局）に既に移管されている。他方、マドラサについては、引き続き宗教省が所轄している。

⁴ 専門職手当は、国民教育省教職員資質改善総局の予算により対応している。

(2) 教育システム

インドネシアの教育システムの規模は、世界で4番目といわれており、公教育全体で5060万人の学生、280万人の教員、27万校が存在する。公教育制度は、2003年の第20号法律により、就学前(2年)、初等教育(6年)、中等教育(前期・後期各3年)と定められ、合わせて7から15歳の児童の就学が義務付けられており、国家は9年間の基礎的な教育を無償で提供することが定められている。学校数全体の82%を国民教育省が、18%を宗教省が管轄する。2004-2005年の統計によれば、前期中等教育の生徒数は、全体の17%となっている(World Bank 2007)。

9年間の基礎教育の完全普及は、教育政策における最優先課題と位置づけられており、2009年までに、初等教育では100%、前期中等教育では96%の総就学率の達成を目標として掲げている。国全体の初等教育レベルの総就学率は既に100%に到達している一方で、前期中等教育の総就学率は、85.22%(2005-2006年時点)にとどまっております、地域⁵や収入レベルによる格差がいまだに大きいことから、前期中等教育は、とりわけ優先的に取り組むべきサブセクターとされている。

表3-2は、2001から2006年における初等・前期中等教育レベルの就学率の推移を示したものである。

表3-2. 2001-2006年における初等・前期中等教育レベルのGERとNERの推移

		2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
初等	GER	112.13%	113.32%	114.24%	113.85%	114.06%
	NER	94.70%	93.78%	94.56%	94.99%	94.20%
	就学人数	28,926,377	29,050,834	29,100,438	29,149,746	28,982,708
前期中等	GER	76.14%	77.06%	74.09%	74.25%	85.22%
	NER	58.55%	59.21%	56.14%	60.15%	62.06%
	就学人数	9,751,811	9,930,749	9,604,894	9,681,802	10,286,521

(出典) Directorate General for Quality Improvement of Teachers and Educational Personnel, MONE, 2007に基づき作成。

(注) 世銀が発表している Education Sector Review 2005 と数値の乖離がみられる。

(3) 国家教育政策

インドネシアでは、国家教育政策のもとに、国家教育長期計画(2005-2025年)を策定し、期間を5年ごとに区切り、重点的に取り組むべき事項を挙げている。例えば2005年から2009年までは、教育の供給に関するキャパシティーの向上と近代化をテーマとして掲げ、人口分布に対応した教育インフラの整備とICTを基盤とした近代化による「万人のための教育」(EFA)の達成を重視している。2010年から2015年については、教育サービスの強化として、供給の充足を達成した次なる目標として、安全で公平で豊かな国づくりのための教育サービスの質の向上に重点的に取り組むとしている。2015年から2020年においては、教育の質に関するアセアン諸国内における競争力の強化、2020年から2025年は、国際的な競争力の強化をそれぞれ目標として掲げている。

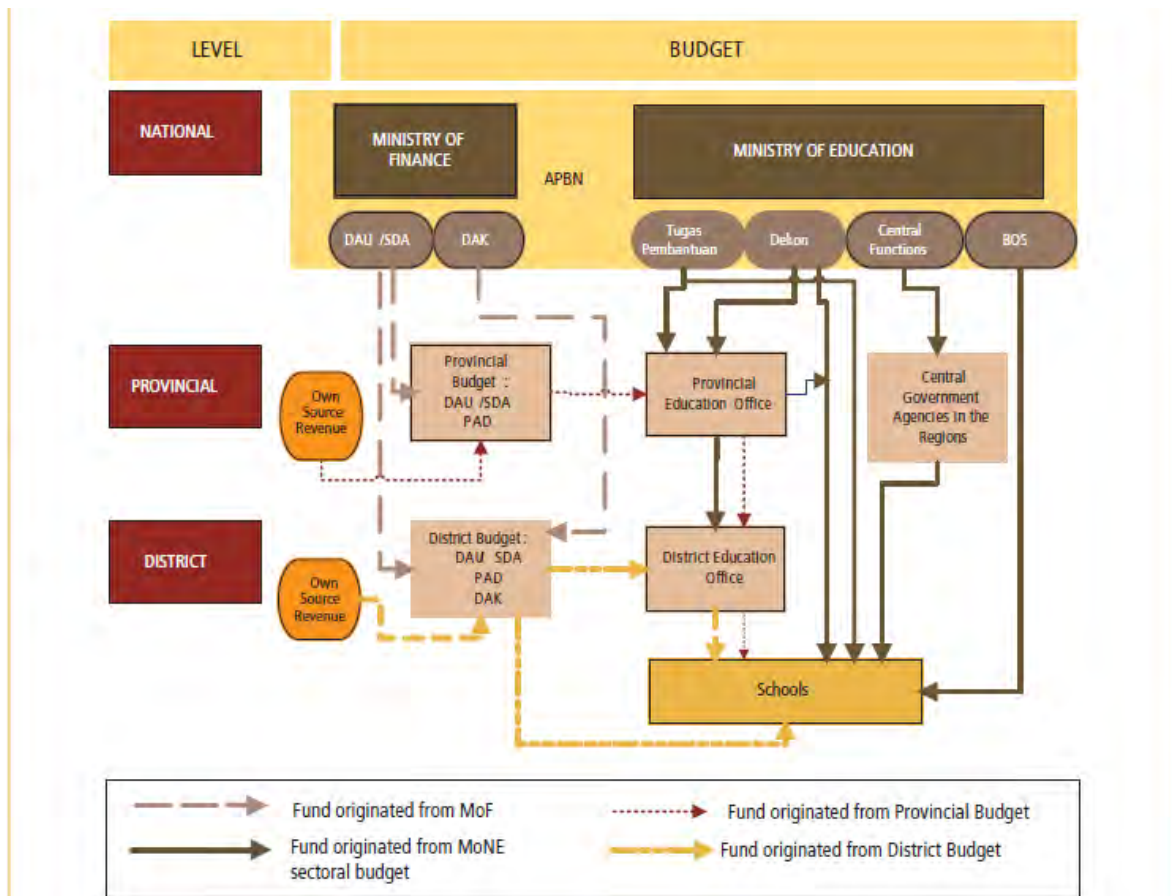
⁵ World Bank (2007b)によると、前期中等教育純就学率は、低い地域で41%(パプア州)、高い地域で77%(ジョグジャカルタ)と格差が大きい。

3 - 4 教育財政

(1) 教育予算の流れ

2005-2009 年中期政策における教育財政枠組みは、 貧困対策、 教育の地方分権・自治の強化、 教育アクセス、 質とガバナンス向上、 の 3 項目により構成されている。2004 年に制定された法令 33 号(中央と地方政府の会計バランス)では、地方分権化の実施枠組みが示されているが、地方政府予算 (APBD) は、PAD (地方独自収入)、DAU (一般割当基金)⁶、DAK (地方特別基金)⁷、DBH (共有歳入財源) から構成される。

図 3-1 教育予算の流れ



(出典) World Bank (2009) p. 19 より抜粋。

図 3-1 は、教育セクターの予算の流れについて最近世銀が取りまとめた報告書 (World Bank 2009) から抜粋したものである。

中央政府の教育予算は、学校の銀行口座に直接振り込まれる学校補助金、分散資金 (deconcentrated funds) により州の監督と管理のもとに県、学校で実施されるプログラムやプロ

⁶ DAU は、各地域の財政格差を埋めるべく、各地域のニーズと能力レベルに基づいて配分される。総人口数、面積、建築コスト指標、1 人当たり地方生産 (Gross Regional Domestic Product)、HDI の 5 項目に基づいて算出される。教職員の報酬は DAU により支払われる。

⁷ DAK は、近年倍増され、2006 年の 11 兆ルピアからさらに 2007 年 14.4 兆ルピアに増加した (World Bank 2006)。

ジェクト、中央政府が主導で実施するプログラムやプロジェクトに大別される。LPMP⁸などの国民教育省の出先機関には、同省から直接予算が割り当てられるが、交付金プログラム等を通じて学校レベルにも資金が流れる。分散資金により実施されるプログラムには、学校施設修復や教員研修、貧困家庭助成プログラム⁹、中退児童再統合プログラム、教員インセンティブなどが挙げられ、予算については、州を通じて県・市教育局で執行されるものと、学校に直接資金が振り込まれる場合がある。中央政府による教育予算に加えて、州政府の予算においても、契約教員の給与、遠隔地の教員手当、学校施設修復プログラムなどを通じて、市・県や学校レベルに対する予算の割り当てが行われている。近年、国民教育省では、州や市・県政府と MOU を結び、学校施設修復などの教育支援プログラムについて共同で実施するケースもみられる（World Bank 2009）。

市・県政府による学校運営に関する予算の流れや規模については各自治体により異なる。中央、州の財源によるプログラムを県・市が実施する場合は、進捗報告や終了報告を州に提出することが義務付けられている。基本的には、県・市レベルの教育局が、管轄地域の教育サービスに関する活動や予算計画の策定や執行を行っているが、学校運営に関する予算措置については、各自治体により異なり、生徒数に応じた運営補助金を予算化しているところもあれば、生徒規模にかかわらず一律の補助金を給付する市・県もある。私立校や宗教校への対応ぶりについても地域により異なる。

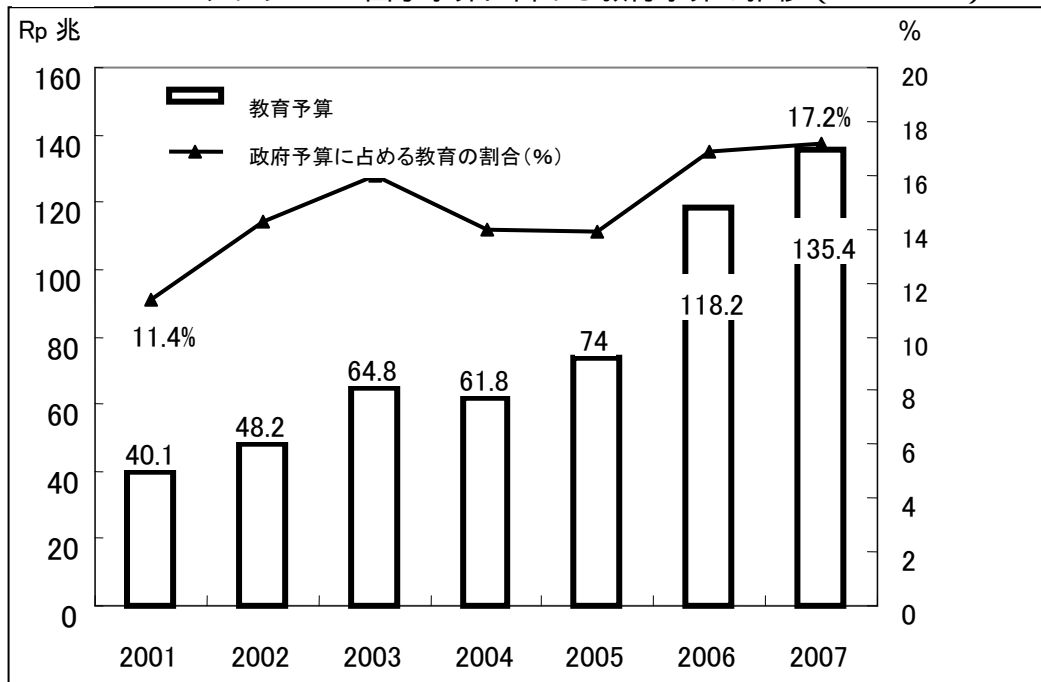
（２）教育予算の傾向

政府による教育支出は、1990年代半ばより一貫して増加している。2001年の地方分権化以降、地方政府による教育支出の規模も増加している。グラフ 3-2 は、2001年から2007年における教育予算と国家予算に占めるその割合を示したものである。グラフからも示されるように、教育予算は、2004年を除いて金額的にも比率的にも拡大しており、2007年の国家予算における教育分野の割合は17.2%となっている。

⁸ Lembaga Penjamin Mutu Pendidikan=Educational Quality Assurance Institution. 教育の質保証機関。現職教員や校長に対する各種研修、教育プログラムの普及活動等を実施しており、全33州のうち30州に設置されている。国民教育省教職員資質改善総局（MONE-DGQITEP）の直轄機関。

⁹ 貧困家庭支援には、BKMM（Bantuan Kepegawaian Daerah. 貧困児童スカラシップ・プログラム）、BKM（Bantuan Khusus Murid. 生徒特別支援プログラム）がある。

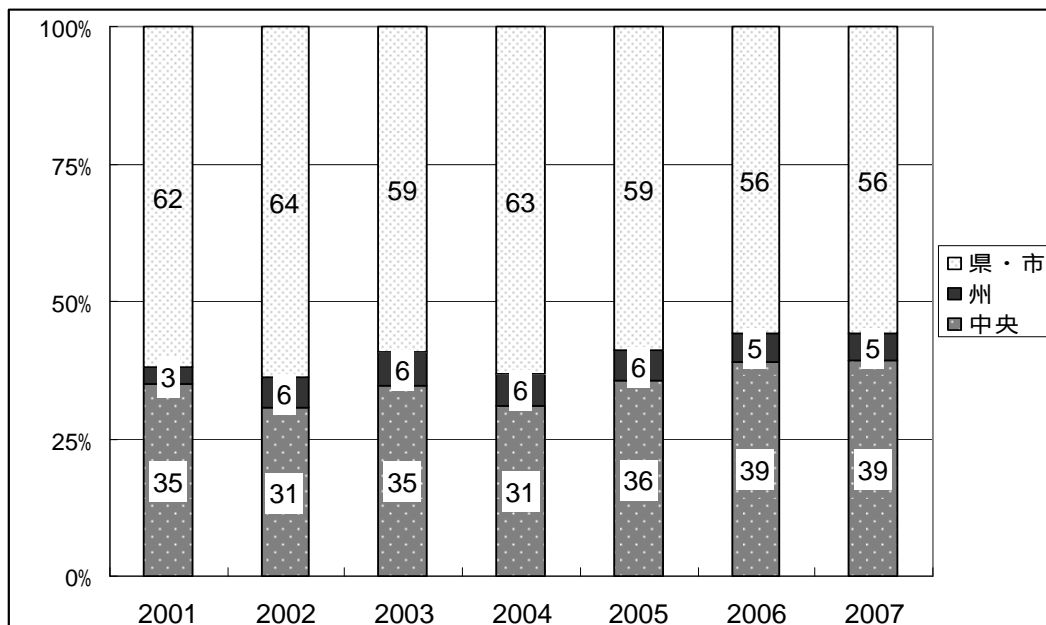
グラフ 3-2 . 国家予算に占める教育予算の推移 (2001-2007)



(注) 2006,2007 年については推測値。

(出典) World Bank (2007) のデータに基づき作成。

グラフ 3-3 . 行政レベル別にみる国家教育予算 (2001 年から 2007 年)



(出典) World Bank Indonesia ウェブサイト

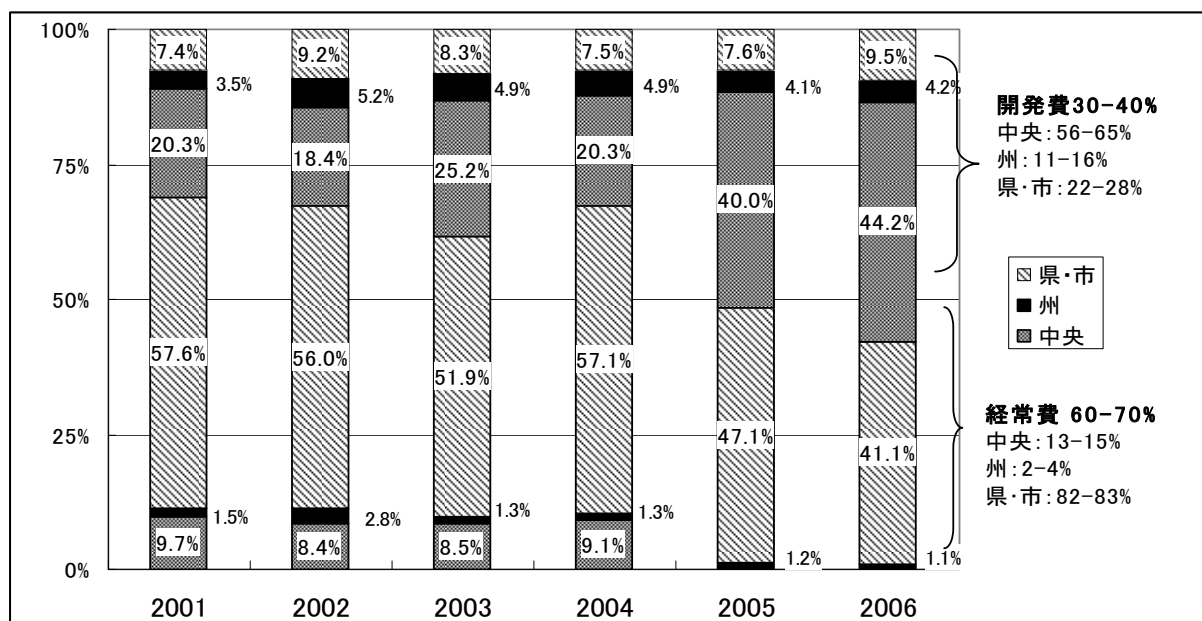
(<http://www.decentralizationindonesia.org/data/>) から作成。

グラフ 3-3 は、教育予算の内訳を行政レベル別に示したものである。このグラフから、2001 年以降、教育予算全体のおよそ 6 割が地方政府により支出されており、うち、県・市政府の支出の割合が 5 割を超えていることが把握できる。さらに、各行政レベルではどのような教育支出がなされているのかをみたものがグラフ 3-4 となる。このグラフより、教育予算の約 6 から 7 割が経常経費、4 割弱が開発予算であること、県・市政府の教育予算の 8 割以上は、教職員の人件費を中心とする経常経費にあてられており、開発予算の比率は極めて小さいこと、開発予算については、中央政府予算が 6 割を超えることが示されている。これらから、教育の地方分権化により、県・市による教育支出は増大したものの、その多くは教職員の報酬を中心とした経常支出であり、教育開発のための重要な政策の策定や実施に関する裁量権はいまだ中央政府が掌握している構図が把握できる。県・市レベルでは実質的な教育支出は増加しているものの、地方政府予算全体における教育支出の比率は減少傾向にあることも指摘されている。世界銀行が実施したサンプル調査では (World Bank 2009) 県・市政府予算における教育シェアの落ち込みが 2005 年から 2006 年にかけて著しいことが指摘されており、2005 年 7 月の中央政府の BOS プログラム導入による影響を示唆している。

グラフ 3-6 は、初等と前期中等教育のサブセクターについて、2005 年の教育予算における中央と地方政府の支出状況を示したものである。両サブセクターともに、経常経費に占める市・県レベルの支出割合は 9 割以上と大きい。その一方で、開発費については、初等レベルでは、市・県政府による支出が 4 割以上を占めるが、前期中等レベルでは、わずか 4%程度であり、9 割以上が中央政府 (教育省と宗教省) による支出となっている。

グラフ 3-7 は、中央と地方政府による教育支出を教育サブセクター別にみたものである。県・市レベルの教育支出は、就学前と初等教育レベルが圧倒的に多く、中央レベルについては、前期中等レベルが多いことが示されている。

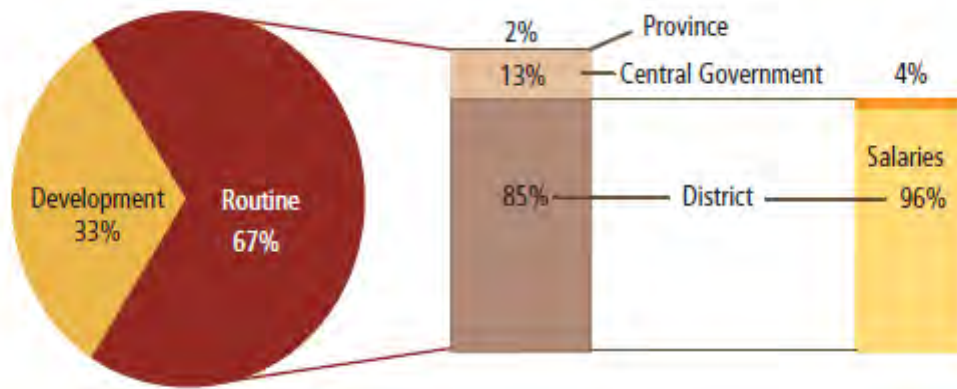
グラフ 3-4 . 行政レベルと種類別にみる国家教育予算 (2001 年から 2007 年)



(注) 2005,2006 年中央政府予算については、開発費、経常費の区分なし。

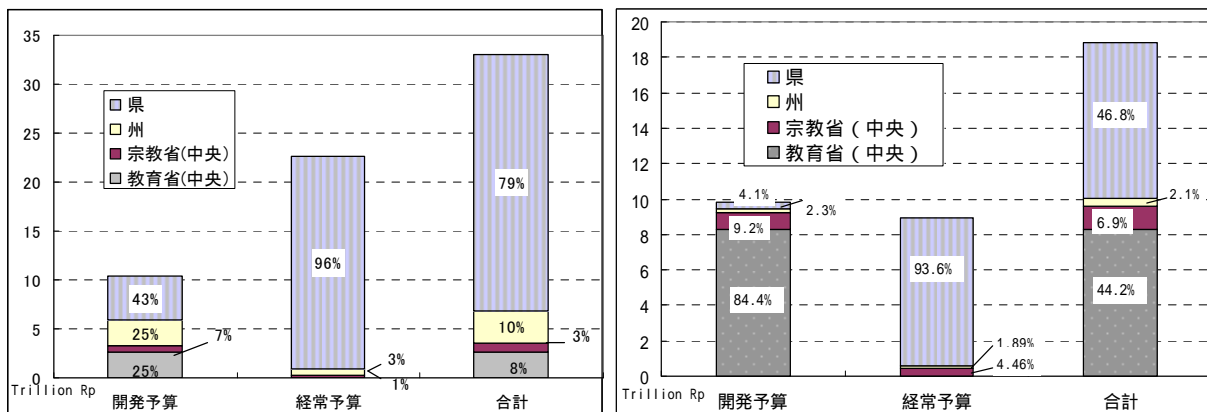
(出典) World Bank (2009) のデータに基づき作成。

グラフ 3-5 . 種類別教育支出、行政レベル別内訳、県・市政府教育予算（経常経費）の内訳



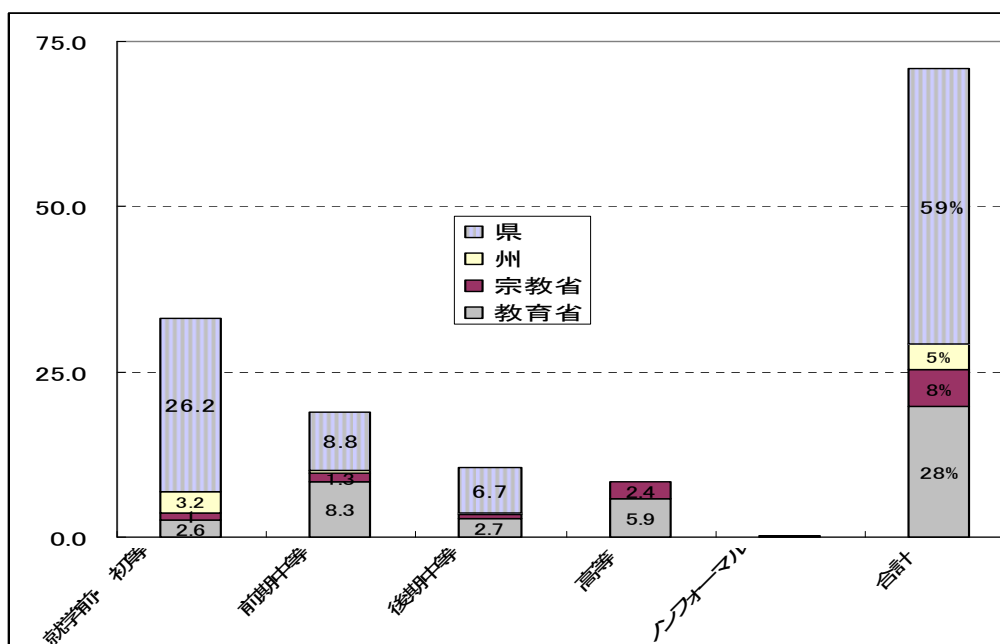
(出典) World Bank (2009) P23 より抜粋。

グラフ 3-6 初等と前期中等教育に関する政府教育支出の行政レベル別内訳（2005 年会計年度）
初等レベル 前期中等レベル



(出典) World Bank (2007a) p15 に基づき作成。

グラフ 3-7 . 教育サブセクター別教育支出（行政レベル別）



（出典）World Bank (2007a) p15 に基づき作成。

（3）学校補助金プログラム

2001 年から 2005 年 6 月まで奨学金を通じて貧困家庭の児童を支援してきた貧困家庭助成プログラムの代替施策として、中央政府は、2005 年 7 月から、生徒数に応じて学校に直接補助金を交付する学校補助金（Bantuan Operasional Sekolah: BOS）プログラムを開始した。同プログラムは、貧困家庭の学費負担の軽減を支援し、基礎教育（初等と前期中等レベルの 9 年間）の完全普及を目的として導入され、インドネシア全土の初・中等教育レベルの学校すべてが対象資格を有する¹⁰。同プログラムは、2006 年には全国約 4 千万人の生徒をカバーし、中央政府の教育予算の約 25% を占め、その支出規模は 11.8 兆ルピアに上る。BOS プログラムが導入されてから、主として市・県財源と保護者により賄われていた学校関連経費の 50% 以上（全国平均値）が BOS による学校補助金にて支出されるようになった。

BOX3-1 にもあるとおり、BOS プログラムでは、教育を提供する学校現場に教育予算を計画、執行する裁量権が移譲されることから、地域や現場のニーズに対応しやすい、などのメリットが評価されている一方で、中央から学校に補助金が配賦されることで、地方政府によっては学校補助金を予算に組み入れるための動機付けが弱くなり、地方政府による教育予算の配分が減少する危険性も指摘されている。これを踏まえて、国民教育省では BOS に対応する学校補助金の割り当てメカニズムを地方政府が構築していくよう促している。

¹⁰ BOS プログラムから学校補助金の給付を受けようとする学校は、同プログラムが設定する補助金の使途に関する規則への合意を表明する同意書へのサインが求められる。2006 年時点で、BOS プログラムは、初中学校を通じて約 4,100 万人の児童をカバーしている（うち 1,050 万人が前期中等レベル）。自己財源が豊富で政府の補助金を特に必要としない学校については、BOS プログラムへの参加を辞退する（申請しない）ケースもある。

BOX 3-1. BOS (Bantuan Operasional Sekolah) プログラムについて

基礎教育レベル (小学校、中学校) の学校に対して、生徒数に応じた補助金を直接給付し、貧困層保護者の学費支払いにかかる負担を軽減することにより、義務教育 (9 年間) の完全普及を目指す政府プログラム。基本的には、初等・中等レベルのすべての学校 (私立校、宗教校を含む) を対象としており、補助金の額は、生徒 1 人当たりの定額に基づき、各学校における生徒数に応じて算出され、年 2 回に分けて支給される。

支給額： 小学校は生徒 1 人につき 254,000 ルピア、中学校は生徒 1 人につき 354,000 ルピア (2009 年度からは、この額から約 1.5 倍に増額される予定)。

補助金ガイドラインによると、以下の品目に使用できる。

- ・生徒の学校登録料
- ・施設の修復・維持
- ・文具や必要な備品購入
- ・試験料・成績表
- ・教員訓練・専門性向上
- ・課外・研究活動
- ・宿舍・宗教的設備
- ・光熱費・通信費
- ・補助教員の給与
- ・プログラムオペレーション費
- ・教科書・教材購入
- ・貧困家庭の児童の交通費
- ・補修授業 (美術、スポーツなど)

これらに活用されて余裕があればスポーツ用具、学習機材、家具の購入に使える。

認識されているメリット・成果：

- ・学校に直接給付されるので中間搾取がなく、末端まで届く。
- ・生徒数により資金が配賦されるので、学校レベルで活用できる資金に予測性がある。
- ・資金の運用に関する裁量が学校にあるため、学校レベルで予算を計画、執行でき、資金の活用に現場のニーズを反映しやすい。
- ・貧困層の学費補助によりアクセスの拡大に貢献している。

検討課題：

- ・配賦金の算出根拠となる学校基本情報の確認や定期的なモニタリングの仕組みや方法が確立していない。
- ・資金管理の透明性や説明責任を確保する方策や、そのための関係者の能力強化が徹底していない。(領収書や会計報告の提出は求められているが基本的には渡しきり。研修もフォーマット配布程度)

(出典) BOS ガイドライン (MONE 2006)、Investing in Indonesia's Education (The World Bank 2007) に基づく。

BOS ガイドライン (MONE 2006) には、国 (初中等教育総局)、州、県・市、学校の各レベルで BOS 運営チームが形成されることが定められており、各レベルの運営チームは以下の役割を担うこととなっている。

表 3-3 各行政レベルにおける BOS 運営チームの役割

初 中 等 教 育 総 局	<ul style="list-style-type: none"> ● プログラムのデザイン ● 補助金配賦のための全国学校データの整備 ● プログラム普及の計画・推進 ● 国レベルのモニタリング・評価の実施 ● 州 BOS 運営チームに対する研修実施 ● BOS 運営マニュアルの開発・配布 ● 州や県・市 BOS 運営チームからの意見聴取・問題解決策の検討 ● BOS 全国レポート取りまとめ
州 教 育 局	<ul style="list-style-type: none"> ● 県・市への割当と学校への資金配賦 ● プログラムの州内の普及促進 ● 県・市 BOS 運営チームに対する研修実施 ● 現場からの意見聴取・問題解決策の検討
県 ・ 市 教 育 局	<ul style="list-style-type: none"> ● 就学児童に関するデータの確認・取りまとめ ● 学校レベルでの普及・研修の実施 ● 現場レベルの問題把握・解決策の検討 ● 学校レベルのモニタリング・評価の実施
学 校	<ul style="list-style-type: none"> ● 校長、教員、保護者代表から構成される学校運営委員会と連携しながら、補助金により支援されるべき貧困家庭の児童の特定も含めた学校資金の活用計画を策定する。学校運営委員会の議長は、BOS 予算計画の合同署名者となる。

3 - 5 教員改革の現状（教員認証と教員資格付与）

（1）教員改革の経緯

インドネシアは 1990 年代後半から民主化（democratization）、地方分権化（decentralization）、地方自治（regional autonomy）を強力に推進し、これを後押しする形で次々と法律や条例が制定された。教育分野においては 2003 年 7 月に教育法が公布されたが、それまで準拠していた 1989 年制定の国家教育システムとの大きな違いの一つは教員中心から生徒中心へのパラダイムシフトであった。2004 年 12 月にはユドヨノ大統領が演説において教員は専門職である（Teachers as Professionals）と画期的宣言を行ったが、これにより教育の質の向上のためには教員の質の向上が不可欠であるとの認識が高まった。その後同宣言に呼応するかのように 2005 年 12 月に教員法が制定され、付帯する様々な政府令や教育省令が定められた。その中でも国家教育基準を規定した政府令 19 番第 28 条は、全教育段階における全教員は大卒者（S-1）か 4 年間の専門課程修了者（D-）でなければならないとした。これによって国内の全教員約 278 万人のうち 62.5%にあたる約 174 万人が資格を満たさない教員となった。以下の表は教育段階と学校種別の教員数と有資格教員の割合を示したものである。

表 3-4. 教育段階と学校種別の教員数と有資格教員の割合

教育段階・学校種別	教員数	有資格者(大卒者以上)の割合
幼稚園	174,429 人	10.76%
特殊学校	10,154 人	44.95%
普通小学校	1,250,032 人	16.66%
マドラサ小学校	204,772 人	15.34%
普通中学校	488,206 人	61.98%
マドラサ中学校	179,809 人	54.35%
普通高校	227,433 人	84.81%
マドラサ高校	92,723 人	72.22%
合計	2,783,321 人	37.50%

(出所) DGQITEP. Reforming Teachers towards Educational Equality and Quality

この表から有資格教員の割合が低い(=非資格教員の割合が高い)のは幼稚園と初等教育レベルの教員であることがわかる。特に小学校教員は絶対数が格段に多いことから教員数全体に占める有資格者の割合を低下させる大きな要因となっている。

(2) 教員改革の内容

国民教育省は、すべての教員が国家基準を満たすべきであり、そのためにはあらゆる努力を惜しまないとの姿勢を見せている。同省は教員改革の構成要素として、教員資格、専門職教育、任命と配置、福利と地位、継続的専門職教育、報酬と保障 - の6つを挙げているが、これらは基本的に以下の3点に集約される。

1) 教員の有資格化 (qualification and upgrading)

非資格教員はフルタイムまたはパートタイムの学生として大学に通い卒業資格を得る。またはオープン大学の通信教育を通じて資格を得る。

2) 教員の専門職認証 (certification)

有資格教員は自身の専門性をポートフォリオ評価によって審査される(審査は国民教育省が大学に委託して行われる)。審査を無事パスした教員はプロフェッショナルとして同省から正式に認証を受ける。

3) 専門職手当支給による教員の待遇改善と社会的地位向上

正式に認証された教員は基本給と同額の専門職手当を受け取る。その他役職手当、特別手当(へき地手当を含む)も支給される。これら手当の支給によって教員の待遇改善と社会的地位の向上を図り、より優秀な人材を確保することによって教育の質の向上へとつなげていく。

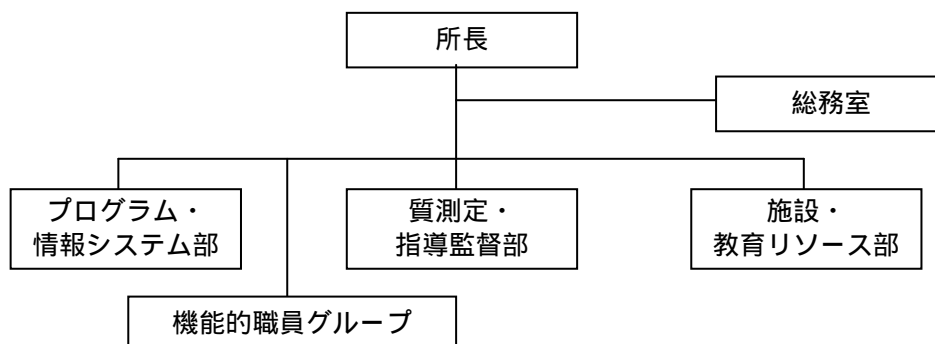
以上は国民教育省が描いたシナリオである。これらは実際には2007年から具体的に動き出したが、国民教育省、州教育局、県・市教育局、LPMP、大学といった関係者間の調整や手続き上の混乱・遅延から、認証されたにもかかわらず専門職手当が未払いとなっている教員の数も少なくない。ポートフォリオ評価自体の問題点(例えば、他人の文書や証書をコピーして自分のポートフォリオに挿入するといった不正の多発)も指摘されており、制度として落ち着くまでには当分時間がかかるものと思われる。

3 - 6 教育の質保証機関の現状

教育の質保証機関（LPMP）は全国に 30 あり、ほぼ各州に 1 つずつ設置されている。物理的には州に置かれているが、管轄しているのは中央の国民教育省の DGQITEP である。主な活動内容は指導主事、校長、教員に対する研修の実施である。なお、同じく DGQITEP が所管する組織として教科別教職員開発センター（P4TK）があるが、こちらは全国に 12 あり、それぞれのセンターが特定の 1 教科を担当して教科別研修を行っている。以下に西スマトラ州 LPMP のパンフレットに記されている活動の概要を参考までに列記する。

- 教育の質のマッピング
教員の教科知識能力のテスト、全国試験の分析、生徒の学習能力のテスト、優秀な指導主事、校長、教員の競争的審査
- 教育の質保証のための情報システムの開発
教職員のデータ管理、スクールマッピング、教員認証のデータ管理、ICT センター開発、デジタル図書館開発、教職員向け科学ジャーナルの発行
- 国家教育基準実現のための小中学校教職員への指導
国家教育基準 8 項目のモニタリング、質保証のための技術支援、全国試験の独立モニタリングチームへの協力、各種プロジェクトの事後・インパクト調査の実施
- 教育の質保証のための小中学校教職員へのリソース提供
指導主事、校長、教員の能力開発、学校運営・学級経営・各教科に関する研修提供、指導主事会、校長会、現職教員研修への支援、教職員の能力強化のための県教育局との協力、教職員のベスト・プラクティスの選定
- LPMP の人的資源の専門性向上
LPMP 職員の学位（学士、修士、博士号）取得支援とオン・ザ・ジョブ・トレーニング（OJT）、文化・芸術・スポーツ振興、研究・論文投稿の奨励、国内・国際会議への参加
- LPMP の組織運営強化
ISO9001 の獲得（済み）、研修・宿泊施設の維持管理、LPMP 活動計画の策定

以下に西スマトラ州 LPMP の組織図を示す。北スラウェシ州 LPMP も同様であることから全国的にほぼ一律であると考えられる。



LPMP は州によって微妙に異なるものの、110 人前後の職員（研修講師 16 人前後、残りは運営事務職員）を有している。研修講師は教科担当の者もいれば、学校運営を担当する者もいる。LPMP では研修講師として大学から教員を招聘する場合も多いようである。LPMP の前身の教員研修センター（Balai Pelatihan Guru: BPG）の時代には大卒で新しく入ってきた者が教育現場の経験もなしに研修講師になるケースが最も多く、定年前後の州教育局行政官が研修講師になるケースがそれに次いで多かったそうである。BPG や LPMP で提供される研修の質が低いことはしばしば指摘されるが、少なくとも LPMP が国民教育省から毎年一定の予算交付を受け、またある時には県・市教育局からの要望に基づいて、研修活動を長年継続して実施していることは事実である。今回調査で訪問した北スラウェシ州 LPMP では所長との面会時に研修講師も同席したが、その大半は 30～40 代の働き盛りの人たちと見受けられた。

3 - 7 新規対象サイトの現状

DGQITEP と合意している新規 3 州（授業研究のジャワ島外の新規対象州）¹¹ について基礎調査を実施した。各対象地の概要は以下のとおり。

新規対象 3 州内における対象県・市は、今後プロジェクトの開始時か開始直後をめぐり、DGQITEP、リソース大学、パートナー大学、各地方政府との間で、審査プロセスを経て決定することを M/M に記載し、先方と合意している。DGQITEP は新規対象地域向け授業研究（LS）説明会にかかる予算を 2008 年度について確保しており、これを対象地選定のキックオフとしてプロジェクト開始前にワークショップを開催することが望ましい。また、DGQITEP は新規対象地域へジャワのリソース 3 大学が出張する経費を 2009 年度向けに確保している。

（1）西スマトラ州

西スマトラ州はスマトラ島中部の西岸に位置し、7 市 12 県に分かれている。州都はパダン市である。教育省統計（2006/07 年）によれば、同州全体で普通中学校 522 校（公立 435 校、私立 87 校）、教員 17,604 人、生徒 193,140 人を抱えている。

本プロジェクトの対象候補地域の 1 つであるブキティンギ市（全 3 郡）はパダン市から北へ約 90km（車で約 2 時間）のアガム高原の中央部に位置している。同市教育局長の説明によれば市内には普通中学校 11 校（公立 8 校、私立 3 校）とマドラサ校 3 校（公立 2 校、私立 1 校）がある。

LPMP はパダン市内にあるパダン国立大学の敷地内にある。LPMP の所長は同大学からの出向者（大学教員）である。こうした近接性と人的交流から LPMP とパダン大学との関係は極めて良好である。

本プロジェクトのパートナー大学として機能する予定のパダン大学は旧教員養成大学であり、理数科学部（FMIPA）を含む 7 学部を擁している。同大学はすでにインドネシア教育大学との連携の

¹¹ 事前調査に先立ち、国民教育省の DGQITEP と JICA インドネシア事務所の間で西スマトラ州、南カリマンタン州、北スラウェシ州の 3 州を新規対象州とすることで合意がなされた。選定基準は以下の 6 項目である。(1) BERMUTU の対象 (75 県市) 以外、(2) インドネシアの 3 地域 (西・中央・東) を代表すること (西部:スマトラ、中部:カリマンタン、東部:スラウェシ)、(3) 州レベルで、卒業試験 (UN) のスコアが最高または最低レベル、(4) JICA と同省の技術支援を容易にするため、ジャカルタからの交通アクセスが良好であること、(5) 大学ならびに LPMP 所在地の近郊、(6) 本プログラムの促進に対し、県・市の教育局がコミットメント (資金面を含む) を有すること。

なお、国民教育省の見解では、地方分権の現状においては中央から特定の県を指定するのは難しい (中間調整役の州を飛ばすことになり、州内の他県からの嫉妬も予想される)。従って、中央からは州のみ特定することとし、州教育局が国民教育省と JICA が合意した選定基準に基づいて候補を選出して確定する方法をとることとした。

下、アスルル学部長がパダン市内の学校でLSを導入し始めている。プキティンギ市においてもLPMPのLS研修に参加した指導主事及び同大学での研修に参加した教員を中心に、LSが少しずつ導入され始めている。

(2) 南カリマンタン州

南カリマンタン州はカリマンタン島南部の東南岸に位置し、2市11県に分かれている。州都はバンジャルマシ市である。教育省統計(2006/07年)によれば、同州全体で普通中学校415校(公立359校、私立56校) 教員10,170人、生徒102,358人を抱えている。

調査団は本プロジェクトの対象候補地域の1つであるバンジャルマシ市(全5郡)教育局を訪問した。市教育局職員の説明によれば、市内には普通中学校57校(公立34校、私立23校)がある(マドラサ校数不明)。特にLSに関する特筆すべき情報は確認されなかった。

LPMPはバンジャルマシ市から東南へ35kmのバンジャルバル市内にある。同LPMPのゼイナル理科講師は2007年3月にDGQITEPがバンドンで開催したLSのソーシャリゼーションワークショップに参加し、その後同州に戻ってすぐに州内2市13県のMGMP活動でLSの普及を図った。その模様は同LPMP発行の広報誌「マヒン(MAHIN)」でも紹介されている。

本プロジェクトのパートナー大学として機能する予定のランブン・マンクラット大学は2つのキャンパスに分かれており、教育学部(バンジャルマシ市キャンパス) 理数科学部(バンジャルバル市キャンパス)を含む11学部を擁している。同大学は他2州のパートナー大学とは異なり旧教員養成大学ではない。また理数科教員養成は教育学部理数学科(その中に数学、物理、化学、生物の各専攻あり)で行っている(現行のポートフォリオ評価による教員認証も理数科学部ではなく教育学部が担当している)。以上の経緯から、プロジェクトのパートナーになるのは、理数科学部ではなく教育学部となる。教育学部の講師はすでに、マラン大学でのLSソーシャリゼーションに参加しており、すでに学部内の教員へLSを共有し始めている。さらに同大学は、DGHEが国内34校の教員養成課程を持つ大学におけるLSの導入に強い関心を示しており、すでにそのためのプロポーザルをDGHEに対して提出済みとのことである。

(3) 北スラウェシ州

北スラウェシ州はスラウェシ島ミナハサ半島の東北岸に位置し、4市9県に分かれている。州都はマナド市である。教育省統計(2006/07年)によれば、同州全体で普通中学校564(公立303校、私立261校) 教員8,641人、生徒98,521人を抱えている。同州では、MGMPが、県(年2回) 郡(年4回) 学校レベルですでに制度として実施されている。

本プロジェクトの対象候補地域の1つである北ミナハサ県(全5郡)はパダン市の東側に隣接している。同県教育局長の説明によれば、県内には普通中学校60校(公立6校、私立54校)とマドラサ校1校(公立)がある。同県教育事務所によると、学校配賦金(BOSとBOP-APBD)から、教員の参加費用が支出されているとのこと。郡以下は全員参加の仕組みになっており、学校では同じ教科の教員がチームティーチングなども行っている。LPMPも、MGMPに力を入れており、県レベルのMGMPは、県事務所との調整のもとに実施されている(予算・講師支援はLPMP、運営は県事務所)。マナド国立大学もLPMPに講師を派遣しており、教員の専門性強化に対する大学、県、LPMPの協働体制ができている。LPMPの提供する研修に対する学校からの期待も大きい。訪問した学校(国家スタンダード校)では、LPMPで実施された研修(授業計画作りなど)に、2007年度だけで

70%の教員が参加したとのことである。教授プロセスの改善に関する研修をもっと行ってほしいとの意見も聞かれた。

本プロジェクトのパートナー大学として機能する予定のマナド大学は理数科学部を含む6学部を擁する旧教員養成大学である。LPMPはマナド市内にあるが、同大学はマナド市から南へ40kmの山間にあるミナハサ県トンダノ郡に位置している。同大学へ行くにはカーブの多い上り坂の道を通るため、マナド市内から車で1時間半程度かかる。ただし、同大学の理数科学部教員208人のうち20人がLPMPの講師も務めており、両者の関係は協力的である（交通費は大学、講師謝金はLPMPが負担）。理数科学部教員のうち少なくとも4人は、すでにインドネシア教育大学やマラン大学でLSについての講習を受けており、学部内でも毎月普及・定着のための会議を開いている。

マナド大学では、旧教員養成大学のネットワークを活かして、大学内でも理数科学部を中心にLSの導入を開始しており、近隣の学校への支援も始めている。マナド大学も先に述べたDGHEが推進する34大学でのLSの導入に関するプロポーザルをDGHEに提出済みである。その他、理数科学部のアレキサンダー学部長はマラン大学卒で、かつマラン大学理数科学部のイスタマル学部長の教え子であるという関係もあるため、マナド大学理数科学部とマラン大学理数科学部の関係は良好である。

3-8 他ドナーの参加型学校運営や教員研修の支援の現状把握と今後の連携

世界銀行の融資により「運営改革・教員能力向上を通じた教育改革プロジェクト」(BERMUTU、融資額86億円)が開始されている。対象16州75県・市を対象としており、非常に広範な地域をカバーしている。BERMUTUが作成する現職教員向け資格付与研修モジュールの中に、LSに相当する内容が「クラスルーム・アクション・リサーチ」として入っている。4週間のパッケージ研修に参加すると、現在存在する大学卒業資格なしの教員がアップグレードされるシステムとなっている。

DGQITEPのBERMUTU担当者によると、同総局研修開発局長の強い意向もあり、LSの内容が相当程度、パッケージの中に反映される見込みであり、パッケージの内容については、3大学を含む有識者で検討している最中である(添付資料2の世銀BERMUTUの概念図を参照)。小学・中学の各科目別・テーマ別に30種のパッケージが9月中に完成し、10月に製本版ができる見込みで、11月にはTOTで活用する予定である。研修パッケージの作成は、国民教育省が主導している一方、実施面で宗教省も参画している。

同様に、世界銀行の融資により、現在、中央から県教育局を通じて学校グラントを配布する事業を含むBEC-TFとSISWAが準備段階に入っている。BECは地方教育行政の能力強化を50県を対象に行うもので、約50億円の事業である。BECの協力後、セクターワイドな取り組みによるSISWAで面的な拡大が予定されている。世銀BEC担当者によると、国連児童基金(UNICEF)のボブ・キャノン(Bob Cannon)氏をキーパーソンとしてプロジェクトに迎え入れ、国民教育省内に席を置き、援助調整窓口機能を2008年8月から担わせている。Cannon氏は、各ドナー(JICA、USAID、AusAID等)の学校運営改善プロジェクトのグッドプラクティスを精査して、今後のプロジェクト形成を行う役割を担っている。今後、プロジェクト開始後、JICAもREDIPによるPSBMの経験を世銀やCannon氏に継続的にインプットし、経験をアピールすることによる連携を強化していくことが肝要である。

学校運営に関しては、AusAIDの基礎教育プロジェクト(Basic Education Project: BEP)のコンサルタントによると、すでに全国のLPMP・P4TKや宗教省地方教育・研修センター(RCET)向けに、学校運営研修(12日間)を実施しており、JICAのTOTでは内容が重複しないよう留意が必要である。今後、AusAIDによる教材を精査してプロジェクトを実施する必要がある(詳細は添付資料3を参照)。

3-9 REDIP の経験(参加型学校運営)の普及に関する国民教育省内の方向性

DGPSEM 内において、REDIP の PSBM に対する評価は高いものの、REDIP-G の展開以上の具体的な普及方策はないようだ。PSBM に関しては、世銀 BEC-SISWA や USAID の DBE、AusAID の BEP、アジア開発銀行(ADB)の DBEP 等の支援が過去、現在において行われてきたが、国民教育省内で大局的に評価が行われてはいないようだ。JICA はこれまでの PSBM の経験を生かし DGPSEM 内で普及に関する政策立案を支援していく(PSBM 支援イメージ図は添付資料 4 を参照)。政策立案支援を通じて他ドナーへの積極的なインプットも図っていく必要がある。REDIP-G についても、インドネシア側の実施体制が脆弱(コンサルタント 1 名に任せきり、かつ省内に担当者不在)であるため、REDIP-G の実施のための技術支援のみならず、実施施策改善支援を含めた政策立案強化を行う必要がある。

3-10 大学講師による現職教員研修支援に係るコスト負担

プロジェクトのコストに関する協議において、DGHE により、授業研究サイトへの大学講師派遣に必要な経費について、M/M 上の記載に関して最後まで協議が続いた。先方の意向として、大学はあくまでも教員養成(pre-service)のために活動すべきであり、現職の教員を支援することに重点が移るべきではなく、そのための費用を DGHE が特別に負担することはできないという姿勢である。最終的には、M/M の上で、「JICA と大学は市・県行政等他のリソースからの活動経費捻出を模索する」という文言が加わることで合意に至った。

なお、DGHE は授業研究をキャンパス(該当する学部: Faculty)内で強化するためのプロジェクトを本年度より 3 年間実施する予定で、プロポーザル審査を経て毎年 10 大学ずつ計 30 大学に対して、資金を供与する予定である。

第4章 プロジェクト実施体制

4 - 1 協力の方針

新規技術協力プロジェクト「前期中等教育の質の向上プログラム」は、インドネシア政府による中期教育開発計画（RENSTRA 2005-2009）の中における3テーマに沿った政策の中で、1 教育機会の拡大及び公平・平均化の中の1.13 住民参加の強化（義務教育後の教育拡大のためにも）、2 教育の質、レレバンス（適切性）、競争力の向上の中の2.4 教職の専門職化、2.5 教員と教育人員の能力強化、3 教育統治、アカウンタビリティ、イメージの改善の中の3.7 公的イメージの改善、3.8 教育管理者の能力強化、を支援するものとなる（添付資料1の事前評価調査ミニッツ Annex5を参照）。

JICAは2008年度で終了する技術協力プロジェクトの地方教育行政改善計画（REDIP 2004-2008）と前期中等理科教員研修強化（SISTTEMS 2006-2008）の経験からそれぞれの特徴を、参加型学校運営（PSBM）、授業研究（LS）として、これらを普及することにより、上記の政策を支援する。

JICAによるPSBMは、2001年の地方分権化以降の教育財源の県への移譲を受けて、地方教育行政のガバナンス、住民参加型学校運営、資金透明性を強化する支援であった。PSBMのアプローチは、インドネシアにおける地方分権化による州・県による学校配賦金の増加、2005年に開始した学校補助金（BOS）などの動きの中で、引き続き重要な位置づけとなっている。これらの学校配賦金を有効活用するために、PSBMによる参加型で透明性と説明責任を担保する方法は引き続き有効なものであり、インドネシア国内で活用されるべきものである。

LSは現在、インドネシアにおける教員の能力強化、資格向上、待遇と地位の改善を内容とする包括的な教員改革の動きの中で、ポートフォリオに貢献する内容となっており、現場での専門性向上だけでなく、制度の中での教員養成への貢献も大きい。

4 - 2 協力の範囲と内容

本協力は、参加型学校運営（PSBM）と授業研究（LS）の全国普及を通じ、マネジメントや学習プロセスを中心とした教育の質的向上を図るものであり、行政（国、州、県）ならびに学校やコミュニティなど幅広いステークホルダーを対象に、教育の質的向上に資する計画立案・実施能力の強化を目的としている。

中央レベルについては、国民教育省の関連部局にプロジェクトのカウンターパート（C/P）を配置し、これまで現場で積み上げた経験を省内に定着させると同時に、プロジェクト活動を通じたOJTの中で政策立案支援を行う。これまでの現場（プロジェクトサイト）中心の支援から、中央レベルでの政策・普及計画支援へと移行する。

ただし、これまでのプロジェクトサイトは引き続き支援しつつ、今後はレファレンスサイトとして、普及する際のモデル（ショーケース）としての機能を持たせる。具体的には、PSBMについては、REDIPで完全自立する北スラウェシ州ビトゥン市、中部ジャワ州ブレベス県、同プカロンガン県は今後、リソースとして、支援を継続するバンテン州の3市・県は、今後3年間でレファレンスサイトになることを目標に支援する。LSについては、現在の支援対象3県とジャワ島外の新規3県の計6県が、将来的にレファレンスサイトとなる見込みである。

さらに、SISTTEMSのパートナー大学であるインドネシア教育大学（UPI）、ジョグジャカルタ大学（UNY）、マラン大学（UM）は、今後リソース大学として、LSの普及の協力機関として位置づけ

る。LSを普及するために、ジャワ島外の新規3県をサポートするパダン大学(UNP)、ランブン・マシラット大学(UNLAM)、マナド大学(UM)を筆頭に、教員養成課程を擁する約30の国立大学をパートナー大学として、マスタートレーナー研修(TOT)の中で人材を養成していく。

中央レベルのTOTでは、全国30州のLPMPからインストラクター(講師)を中心にPSBMとLSについて研修を行う。研修は5日間(1週間)を想定し、各州から5、6人(内訳はLPMPインストラクター、代表校長、代表指導主事、代表教員)の参加を計画している。教職員局では、JICAプロジェクトと連携する形で各県へのカスケード研修をLPMPで行う意向を示しており、次年度各県3人(代表校長、代表指導主事、代表教員)を招聘するための予算措置を行う見込みである。

JICAはTOT実施に伴い、PSBMとLSに関するパッケージ教材を開発することとしており、これらの教材がLPMP研修で有効に活用されることを想定している。

4-3 実施運営体制

本プロジェクトは、PSBMとLSのコンポーネントを擁するため、国民教育省については初中等教育運営総局(DGPSEM)、教職員資質改善総局(DGQITEP)、高等教育総局(DGHE)の3総局と大きななかかわりを持つことになる。特に、LSがプロジェクトの中で大きなシェアを有すること、LPMPがPSBMとLSの経験を普及するためのハブ機関となることから、主要カウンターパートはDGQITEPとし、総局長がプログラム・ディレクター(Program Director)を務めることで先方と合意した。

また、先行協力のSISTTEMSにおいては、DGQITEP内の主要カウンターパートは研修開発局長であったが、本プロジェクトでは、PSBMとLSの双方を取り扱うことから、両者と関係のある教職員局長をチーフ・プログラム・マネージャー(Chief Program Manager)とし、研修開発局長は副プログラム・マネージャー(Vice Program Manager)を務めることで合意した。関連する部局内の調整をスムーズに行うため、各局にプログラム・マネージャー(Program Manager)を配置することとしたため、計7人存在することとなった(添付資料1ミニッツのAnnex8を参照)。

他方、宗教省に関しては、これまで、REDIPとSISTTEMSに関するM/MとR/D上では、立会人(witness)という立場であり、中央レベルでの関与は情報共有までにとどまっていた。現場レベルでは、マドラサの巻き込みが非常に大きな検討事項となっており、マドラサによる支援ニーズも非常に高い。こうした状況から宗教省との協議においては、今後正式なC/Pとして、コミットメントを引き出すよう調整した結果、先方も意欲を示し、正式C/PとしてM/Mに署名するに至った。

また、TOT研修に関して、宗教省にも国民教育省のLPMPに相当する機関を有することが判明し、急遽、宗教省研究・開発・教育・研修機関(Ministry of Religious Affairs Research, Development, Education and Training Institute: MORA-RDETI)との協議を行い、RDETIの所長も署名者として加わることとなった。RDETIは中央レベルに中央教育・研修センター(National Center for Education and Training: NCET)、地方レベルに地方教育・研修センター(Regional Center for Education and Training: RCET)を有する。RCETは全国主要12カ所に存在する(詳細は添付資料5参照)。NCETは教員向けと行政官(地方宗教事務所職員と指導主事)向けの2つのセンターが存在し、NCETの長は2人存在する。

宗教省管轄のマドラサ対象のMGMP、MKSP、MKKSに関する予算は、同省DGIEが所掌しており、DGIEは地方宗教事務所経由でブロックグラントを供与している。来年度予算はほぼ確定しているが、プロジェクト2年次に向けてはDGIEマドラサ教育局長が、国民教育省教職員局同様に研修予算を用意する構えを見せている。

4 - 4 予算措置

予算措置については、PSBM と LS それぞれに関して既に先行協力（REDIP と SISTTEMS）からインドネシア側（特に対象県・市や学校）とのコストシェアリングを積極的に実施してきた。地方分権以降、県や学校で運営管理する予算の金額・範囲は増大しており、今回の協力においても、そうした動きをふまえ財政面での自立発展性を確保していく仕組みが必要である

PSBM の対象地域における地域や学校に対するブロックグラントのコストシェアリングに関しては、REDIP 技術協力プロジェクト（2004-2008 年）から新たに対象になったバンテン州 3 県・市（セラン市、セラン県、パンデグララン県）のすべてが、向こう 3 年間で各県・市による自立化を進めていく方針であり、並行して JICA が負担するブロックグラントを漸減させる。今回の 3 県・市を訪問したところ、それぞれ今後の PSBM 全県展開に向けた計画を策定していくとの方向性としては定まっているものの、コスト計算、地域拡大等について十分な準備ができているとはいえない状況にある。PSBM 実施用の予算は各県・市ともに、本年度以上の金額を準備しているが、実施体制やユニットコストはそれぞれ異なっている。

各県・市ともに、現在 JICA による PSBM（各県・市の約半数の郡をカバー）に加え、独自予算で数郡の PSBM をカバーしている。今後プロジェクトの開始にあっては、JICA と各県はコストシェアリングを明確にするために、M/M を交すステップが不可欠であり、引き続きコンサルテーションを行っていく必要がある。

4 - 5 協力終了時のプロジェクトの位置づけ

本プロジェクトでは、JICA がこれまでインドネシア政府と協力してきた PSBM と LS を全国展開するための基盤を整備することを目的としている。具体的には、中央レベルでの計画立案・調整能力強化、州レベルでの普及体制の強化、レファレンス機能を高めるための県・市レベルでの実施能力の強化 - を行うこととしている。

本プロジェクト終了時にこれらの基盤が整備された暁には、インドネシア側の自助努力により PSBM と LS が全国的に普及していくことが見込まれている。ただし、モデルのさらなる面的展開に向けて、インドネシア政府に資金ギャップが生じていたり、他ドナーの中等教育分野における支援と相乗効果が見込まれたりするような場合は、資金協力による支援もありうる。

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**MINUTES OF MEETING
BETWEEN
THE JAPANESE PRELIMINARY STUDY TEAM
AND
THE CONCERNED AUTHORITIES OF
THE GOVERNMENT OF THE REPUBLIC OF INDONESIA
ON THE JAPANESE TECHNICAL COOPERATION
FOR
PROGRAM FOR ENHANCING QUALITY OF JUNIOR SECONDARY EDUCATION**

In response to the request made by the Government of the Republic of Indonesia, the Japan International Cooperation Agency (hereinafter referred to as "JICA") dispatched the Preliminary Study Team (hereinafter referred to as "The Team") headed by Mr. Hiroyuki Katayama from July 20 to August 14, 2008, for the purpose of the preliminary study of activities concerning the Technical Cooperation Project for the Program for Enhancing Quality of Junior Secondary Education (hereinafter referred to as "the Program").

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

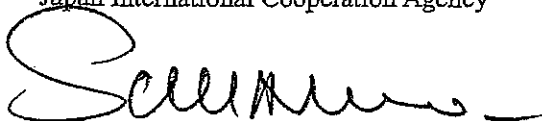
Jakarta, August 14, 2008



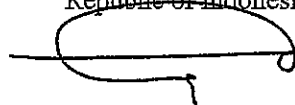
Mr. Hiroyuki Katayama
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THE ATTACHED DOCUMENT

I. BACKGROUND OF THE TECHNICAL COOPERATION

According to the latest Medium-term Development Plan (RPJM) of Indonesia, Education is stated as one of the important aspects of development of social foundations. The strategic plan (RENSTRA) of education sector emphasizes: 1) Equitable expansion of access, 2) Improvement of quality and relevance, 3) Improvement of governance and accountability. While education access has shown considerable progress, challenges still remain in terms of quality and relevance of education. Particularly quality for the Junior Secondary Education is significant because it is the key to achieve the national goal of nine years compulsory education.

JICA has supported the JSE with development programs such as Regional Education Development and Improvement Program (REDIP) and Strengthening In-service Teacher Training of Mathematics and Science at Junior Secondary Education Level (SISTTEMS). REDIP focuses on School Based Management with community participation, transparency and accountability. SISTTEMS addresses improving teaching and learning process for continuous professional development through applying Lesson Study (active, collaborative and reflective learning). Both REDIP and SISTTEMS have formed working models through the cooperation experiences in several target areas.

Upon high appreciation of these models, the Government of Indonesia has submitted a request to the Government of Japan for technical cooperation to formulate functions of disseminating the REDIP and SISTTEMS models. The technical cooperation, in response to the above request, aims to institutionalize and disseminate Participatory School Based Management (PSBM) and Lesson Study (LS) through developing functional structure at national and sub-national levels.

II. OUTLINE OF THE TECHNICAL COOPERATION

The both sides agreed upon the framework of the technical cooperation as follows. The detail will be further discussed and summarized as Record of Discussions (R/D) before the commencement of the technical cooperation.

1. Proposed Title of the Program

Program for Enhancing Quality of Junior Secondary Education

A sub-title in Indonesian may be further added for better understanding among stakeholders

regarding the technical cooperation concept and activities.

2. Overall Goal

Quality of junior secondary education is enhanced through participatory school-based management (PSBM) and lesson study (LS) extensively in the nation.

3. Program Purpose

The vertical and horizontal connections between/among educational stakeholders for enhancing educational quality through PSBM and LS are strengthened.

4. Outputs

4-1. The capacity of planning and coordination for disseminating PSBM and LS is strengthened at the national level.

4-2. The capacity of disseminating PSBM and LS is strengthened at the regional level.

4-3. The capacity of implementing PSBM and LS is strengthened in the reference sites and developed in the target sites.

5. Activities

Activity 1

1-1. To survey the local needs of PSBM and LS

1-2. To support planning, coordination and policy-making on the dissemination of PSBM and LS

1-3. To provide technical advice to the regional governments which adopt PSBM & LS on their own initiatives

1-4. To conduct monitoring and evaluation on the dissemination of PSBM & LS at the regional level

1-5. To collaborate and coordinate with other donors on the development of training materials and training itself

1-6. To organize a dissemination forum inviting various educational stakeholders and other development partners

Activity 2

- 2-1. To plan the training of master trainers (TOT)
- 2-2. To develop the training materials on PSBM and LS
- 2-3. To conduct TOT training
- 2-4. To provide technical advice to P4TK, LPMP, CET and BET on the training for supervisors, principals and teachers
- 2-5. To provide technical advice to the provincial educational & religious offices on the promotion of PSBM and LS

Activity 3

3-1. To support the 3 target sites in Banten Province for their independent PSBM activities

- 3-1-1. To develop a strategy for PSBM activities in technical, financial and organizational terms
- 3-1-2. To implement and monitor PSBM activities
- 3-1-3. To provide technical assistance to district/city education office for developing independent PSBM guideline
- 3-1-4. To conduct endline survey

3-2. To support strengthening of LS in the 3 target sites in Java

- 3-2-1. To conduct MGMP facilitator training
- 3-2-2. To provide technical advice on LS in MKKS, MGMP and SMP/MTs
- 3-2-3. To conduct endline survey.

3-3. To introduce and disseminate LS in the new 3 target sites outside Java.

- 3-3-1. To conduct socialization on LS
- 3-3-2. To conduct technical exchange with the 3 target sites in Java.
- 3-3-3. To conduct baseline survey
- 3-3-4. To develop a plan for implementing LS
- 3-3-5. To conduct LS facilitator training
- 3-3-6. To conduct school management training
- 3-3-7. To implement and monitor MGMP activities applying LS
- 3-3-8. To organize evaluation workshops
- 3-3-9. To conduct endline survey.

5. Inputs

<Japanese side>

Experts

- Program manager/Educational planning
- Educational administration/Donor coordination
- Training management
- Lesson study
- Mathematics education
- Science education
- Educational evaluation

Local Consultants

Counterpart Training in Japan

- Counterpart personnel, whom Japanese experts and local consultants work with, are received in related training in Japan during cooperation period.
- Long-term training program (degree course) will be considered to be implemented.

Budget for PSBM in the 3 target sites in Banten Province

- Block grant to schools (SMP and MTs) and Sub-district Educational Development Committee (TPK)s (to be gradually reduced and replace by local governments)

Cost for training of master trainers

Cost for technical exchange between the resource and partner universities

Equipment and materials necessary for the implementation of the Program

<Indonesia side>

Counterparts at the national and regional level

Cooperative institutions (UPL, UNY, UM and other universities)

Office space for the Program

Budget

- Counterpart fund of PSBM in the 3 target sites in Banten Province

The above expenses shall be partially covered by District Budget. The cost sharing plans during the technical cooperation period are consulted before the commencement.

- Block grant for LS towards MKPS, MKKS and MGMP activities

Daily activity cost by resource and partner universities:

In this case, JICA, resource and partner universities will explore any possibility to finance that daily activity cost from other resources such as target local governments.

【Program Design Matrix (PDM)】

The both sides agreed upon the PDM in Annex 1. The PDM will be further discussed and attached to the Record of Discussions which will be signed before the commencement of the technical cooperation.

【Plan of Operation (PO)】

The both sides agreed upon the PO (Tentative) in Annex 2. The PO will be further discussed and attached to the Record of Discussions which will be signed before the commencement of the technical cooperation.

III DURATION OF THE TECHNICAL COOPERATION

The duration of technical cooperation will be four years (2008-2012).

IV. LOCATION OF THE TACNICAL COOPERATION

<National Level>

- Ministry of National Education, Jakarta
- Ministry of Religious Affairs, Jakarta

<PSBM reference sites>

- Serang City, Serang District and Pandeglang District in Banten Province

<LS target sites>

- Sumedang District in West Java Province>
- Bantul District in Yogyakarta Province

-Pasuruan District in East Java Province

<LS new target sites>

-One city or district in West Sumatra

-One city or district in South Kalimantan

-One city or district in North Sulawesi

During the process of technical cooperation, one city or district in each of the province will be selected as a target site according to following criteria.

- (1) Strong commitment of the district/city government (submission of an official letter signed by bupati/walikota to the provincial education office)
- (2) Initiative to (both financially and technically) support teacher training activities (MGMP and others)
- (3) Securement of the activity cost of university lectures for the instruction on lesson study
- (4) District education plan including quality improvement strategies of teachers
- (5) Sufficient allocation of education budget to APBD (District Budget), excluding salary
- (6) Appropriate size (number of schools and sub-districts) of district for effective implementation of MGMP activities
- (7) Geographical proximity from the resource and partner universities
- (8) Geographical condition conducive to disseminating the results of training in a province
- (9) No duplication in the target sites of other-donor-assisted programs for teacher development

The target districts will be selected through the following processes:

- (1) DGQITEP will send official letters to the target provincial education offices and the resource/partner universities to ask for the submission of candidate districts list based upon the above-mentioned criteria.
- (2) Both the provincial education offices and the resource/partner universities will select candidate districts/cities based upon the above-mentioned criteria.
- (3) The provincial education offices will encourage candidate districts/cities to submit the commitment letters to provincial education offices.
- (4) Both the provincial education offices and the resource/partner universities will select a target district/city.
- (4) The provincial education offices will inform DGQITEP about the results of selection.
- (5) DGQITEP, the provincial education offices, the resource/partner universities and JICA will discuss and decide a target district in each province.

V. ADMINISTRATION OF THE TECHNICAL COOPERATION

1. Joint Coordinating Committee

Joint Coordinating Committee will be held annually (and if necessary) to supervise Annual Work Plan and review overall progress of the technical cooperation. The member will be nominated from both Indonesian and Japanese sides before the commencement of the technical cooperation.

2. Implementation Committee

Implementation Committee will be organized at the target district and meet monthly (and if need to be) to formulate Annual Work Plan and to coordinate Program activities and monitor the progress. The member will be nominated from both Indonesian and Japanese sides by the time of signing of R/D and be composed of the following:

- Head of the district education office
- Head of the junior secondary education division of the district education office
- Representative of the resource/partner universities
- Representative of the provincial education office
- Representative of the district religious office
- JICA Experts

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

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

ANNEX

1. Program Design Matrix (PDM)
2. Plan of Operation (PO) (Tentative)
3. Responsible Demarcation of Activities
4. Cost Sharing Plan (Tentative)
5. JICA Support to RENSTA
6. Program Implementation Structure
7. Organization Chart of the Program
8. Program Managerial Structure
9. Abbreviations
10. Record of Discussions (draft)

PROGRAM DESIGN MATRIX (PDM)

Program Title: Program for Enhancing Quality of Junior Secondary Education

- Implementation Organizations: MONE and MORA
- Resource and Partner Institutions: Indonesia University of Education, Yogyakarta State University, Malang State University and other universities (mainly ex-teacher training colleges)
- Implementation Organizations: MONE and MORA
- Target Sites (new) (3): West Sumatera Province (1 district/city), South Kalimantan Province (1 district/city), North Sulawesi Province (1 district/city)
- Target Sites (reference) (6): Banten Province (Serang City, Serang District and Pandeglang District), West Java Province (Sumedang District), Yogyakarta Province (Bantul District), East Java Province (Pasuruan)
- Target Group: National and regional government officers, educational instructors, supervisors, principals, teachers

(Drafted on August 11, 2008)

Program Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>Overall Goal Quality of junior secondary education is enhanced through participatory school-based management (PSBM) and lesson study (LS) extensively in the nation.</p> <p>Program Purpose The vertical and horizontal connections between/among educational stakeholders for enhancing educational quality through PSBM and LS are strengthened.</p>	<ol style="list-style-type: none"> 1. Improvement of enrollment rate, 2. Improvement of student pass rate in the national examination (UN) 3. Improvement of teacher's pass rate in the Teacher's professional certification <p>Interconnectedness of the functions (planning, budgeting, implementation, monitoring and evaluation) of the following educational stakeholders:</p> <ul style="list-style-type: none"> - MONE (DGPSEM, DGQITEP & DGHE) and MORA (DGIE & RDETI) - P4TK, LPMP, CET and BET - Regional education offices - SMP/MTs - Community 	<p>Educational statistics and records</p> <p>Records of interview with the following stakeholders;</p> <ul style="list-style-type: none"> - National government officers - Sub-national government officers, instructors and supervisors - Supervisors, principals, teachers, parents, etc. 	<p>The Indonesian government policy which places importance on the quality improvement of teachers and educational personnel is unchanged.</p> <p>MONE's policy which places importance on PSBM and LS is unchanged.</p>
<p>Outputs</p> <ol style="list-style-type: none"> 1. The capacity of planning and coordination for disseminating PSBM and LS is strengthened at the national level. 2. The capacity of disseminating PSBM and LS is 	<ol style="list-style-type: none"> 1-1. Guidelines of disseminating PSBM and LS 1-2. Comprehensive plan and manuals of training teachers and educational personnel 1-3. Training materials (handouts) 2-1. No. of master trainers (P4TK & LPMP) 	<ol style="list-style-type: none"> 1-1. Guidelines 1-2. Plan and manuals 1-3. Training materials (handouts) 2-1. Records of TOT 	<p>Personnel reshuffle within the national and sub-national government does not affect the legitimacy of the program.</p>

Program Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>strengthened at the regional level.</p>	<p>instructors, CET & BET instructors, university lecturers, etc.) fostered in TOT principals, teachers, etc.) in the training at P4TK, LPMP, CET and BET</p> <p>2-2. No. of regional participants (supervisors, principals, teachers, etc.) in the training at P4TK, LPMP, CET and BET</p> <p>2-3. Training plan and manuals at P4TK, LPMP, CET and BET</p>	<p>2-2. Records of training at P4TK, LPMP, CET and BET</p> <p>2-3. Training plan and manuals at P4TK, LPMP, CET and BET</p>	
<p>3. The capacity of implementing PSBM and LS is strengthened in the reference sites and developed in the target sites.</p>	<p>(In Banten Province)</p> <p>3-1. No. & percentage of sub-districts to which district/city governments allocate the budget (APBD) for PSBM</p> <p>3-2. PSBM guidelines</p> <p>(In other than Banten Province)</p> <p>3-3. No. & percentage of MKFPS applying PSBM and LS</p> <p>3-4. No. & percentage of MKKS applying PSBM and LS</p> <p>3-5. No. & percentage of MGMP activities applying LS</p> <p>3-6. No. & percentage of SMP/MTs applying PSBM and LS</p>	<p>3-1. Budget documents</p> <p>3-2. Guidelines</p> <p>3-3. Baseline and endline surveys</p>	
<p><u>Activities</u></p> <p>1-1 To survey the local needs of PSBM and LS</p> <p>1-2 To support planning, coordination and policymaking on the dissemination of PSBM and LS</p> <p>1-3 To provide technical advice to the regional governments which adopt PSBM & LS on their own initiatives</p> <p>1-4 To conduct monitoring and evaluation on the dissemination of PSBM & LS at the regional level</p> <p>1-5 To collaborate and coordinate with other donors on the development of training materials and training itself</p> <p>1-6 To organize a dissemination forum inviting various educational stakeholders and other development partners</p>	<p><u>Inputs</u></p> <p>Indonesian side</p> <p>1. Counterpart personnel at the national and regional level</p> <p>2. Cooperative institutions (UPI, UNY, UM and other universities)</p> <p>3. Office space for the Program</p> <p>4. Budget</p> <p>- Counterpart fund of PSBM in the 3 target sites in Banten Province</p> <p>- Block grant for LS towards MKPS, MKKS and MGMP activities</p> <p>5. Daily activity cost by resource and partner universities</p> <p>- Per diem</p> <p>- Transportation</p> <p>6. Other necessary local expenses</p>	<p>Indonesia does not fall into any conflict or turmoil due to social, economic, political reasons and natural disasters.</p> <p>The national and regional counterparts and the resource & partner university lecturers are actively involved in the Program activities in a harmonious manner.</p>	
<p>2-1. To plan the training of master trainers (TOT)</p>	<p>Japanese side</p>		

Program Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>2-2. To develop the training materials on PSBM and LS</p> <p>2-3. To conduct TOT training</p> <p>2-4. To provide technical advice to P4TK, LPMP, CET and BET on the training for supervisors, principals and teachers</p> <p>2-5. To provide technical advice to the provincial educational & religious offices on the promotion of PSBM and LS</p> <p>3-1. To support the 3 target sites in Banten Province for their independent PSBM activities</p> <p>3-1-1. To develop a strategy for PSBM activities in technical, financial and organizational terms</p> <p>3-1-2. To implement and monitor PSBM activities</p> <p>3-1-3. To provide technical assistance to district/city education office for developing independent PSBM guideline</p> <p>3-1-4. To conduct endline survey</p> <p>3-2. To support strengthening of LS in the 3 target sites in Java</p> <p>3-2-1. To conduct MGMP facilitator training</p> <p>3-2-2. To provide technical advice on LS in MKKS, MGMP and SMP/MTs</p> <p>3-2-3. To conduct endline survey</p> <p>3-3. To introduce and disseminate LS in the new 3 target sites outside Java.</p> <p>3-3-1. To conduct socialization on LS</p> <p>3-3-2. To conduct technical exchange with the 3 target sites in Java.</p> <p>3-3-3. To conduct baseline survey</p> <p>3-3-4. To develop a plan for implementing LS</p> <p>3-3-5. To conduct LS facilitator training</p> <p>3-3-6. To conduct school management training</p> <p>3-3-7. To implement and monitor MGMP activities applying LS</p> <p>3-3-8. To organize evaluation workshops</p> <p>3-3-9. To conduct endline survey</p>	<p>1. Experts</p> <ul style="list-style-type: none"> - Project manager/Educational planning - Educational administration/Donor coordination - Training management - Lesson study - Mathematics education - Science education - Educational evaluation <p>2. Counterpart training in Japan</p> <p>3. Budget for PSBM in the 3 target sites in Banten Province</p> <p>4. Cost for training of master trainers</p> <p>5. Cost for technical exchange between the resource and partner universities</p> <p>6. Equipment and materials necessary for the implementation of the Program</p>		<p>The principals, teachers, parents, etc. are actively involved in the Program activities.</p> <p><u>Preconditions</u></p> <ul style="list-style-type: none"> - MONE (DGFSEM, DGQITEP & DGHE) is committed to taking the initiative in disseminating PSBM and LS. - MORA (DGIE, RDEIT) is cooperative to the Program.

Plan of Operation (Tentative)

Activities	2008			2009			2010			2011			2012												
	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	
1-1 To survey the focal needs of PSBM and LS																									
1-2 To support planning, coordination and policy-making on the dissemination of PSBM and LS																									
1-3 To provide technical advice to the regional governments which adopt PSBM & LS on their own initiatives																									
1-4 To conduct monitoring and evaluation on the dissemination of PSBM & LS at the regional level																									
1-5 To collaborate and coordinate with other donors on the development of training materials and training itself																									
1-6 To organize a dissemination forum inviting various educational stakeholders and other development partners																									
2-1 To plan the training of master trainers (TOT)																									
2-2 To develop the training materials on PSBM and LS																									
2-3 To conduct TOT training																									
2-4 To provide technical advice to P4TK, LPMP, CET and BET on the training for supervisors, principals and teachers																									
2-5 To provide technical advice to the provincial educational & religious offices on the promotion of PSBM and LS																									
3-1 To support the 3 target sites in Banten Province for their independent PSBM activities																									
3-1-1 To develop a strategy for PSBM activities in technical, financial and organizational terms																									
3-1-2 To implement and monitor PSBM activities																									
3-1-3 To provide technical assistance to district/city education office for developing independent PSBM guideline																									
3-1-4 To conduct endline survey																									
3-2 To support strengthening of LS in the 3 target sites in Java																									
3-2-1 To conduct MGMP facilitator training																									
3-2-2 To provide technical advice on LS in MKKS, MGMP and SMP/MTs																									
3-2-3 To conduct endline survey.																									
3-3 To introduce and disseminate LS in the new 3 target sites outside Java.																									
3-3-1 To conduct socialization on LS																									
3-3-2 To conduct technical exchange with the 3 target sites in Java.																									
3-3-3 To conduct baseline survey																									
3-3-4 To develop a plan for implementing LS																									
3-3-5 To conduct LS facilitator training																									
3-3-6 To conduct school management training																									
3-3-7 To implement and monitor MGMP activities applying LS																									
3-3-8 To organize evaluation workshops																									
3-3-9 To conduct endline survey																									

Responsible Demarcation of Activities

Annex 3

Activities	MORA		MONTE		DGQITEP		University		REDIP-experienced sites	Target sites	JICA
	DGIB	CET	DGFSEM	DGQITEP	DGHE	P4TK	Resource	Partner			
	RDETI	BET				LPMP					
1-1 To survey the local needs of PSBM and LS	○		○								●
1-2 To support planning, coordination and policy-making on the dissemination of PSBM and LS			●	○							●
1-3 To provide technical advice to the regional governments which adopt PSBM & LS on their own initiatives			●	●							●
1-4 To conduct monitoring and evaluation on the dissemination of PSBM & LS at the regional level			●	●							●
1-5 To collaborate and coordinate with other donors on the development of training materials and training itself	●		●	●							●
1-6 To organize a dissemination forum inviting various educational stakeholders and other development partners	●	○	●	●	○		○			○	●
2-1 To plan the training of master trainers (TOT)	●		●	●							●
2-2 To develop the training materials on PSBM and LS				○			●			●	●
2-3 To conduct TOT training		○				○	●	○			●
2-4 To provide technical advice to P4TK, LPMP, CET and BET on the training for supervisors, principals and teachers		●					●	●			●
2-5 To provide technical advice to the provincial educational & religious offices on the promotion of PSBM and LS							●	●			●
3-1 To support the 3 target sites in Banten Province for their independent PSBM activities											
3-1-1 To develop a strategy for PSBM activities in technical, financial and organizational terms										●	●
3-1-2 To implement and monitor PSBM activities										●	●
3-1-3 To provide technical assistance to district/city education office for developing independent PSBM guideline										●	●
3-1-4 To conduct endline survey										○	●
3-2 To support strengthening of LS in the 3 target sites in Java											
3-2-1 To conduct MGMP facilitator training							●				●
3-2-2 To provide technical advice on LS in MKKS, MGMP and SMP/MTs							●				●
3-2-3 To conduct endline survey.											○
3-3 To introduce and disseminate LS in the new 3 target sites outside Java.											
3-3-1 To conduct socialization on LS									●		●
3-3-2 To conduct technical exchange with the 3 target sites in Java.								●			●
3-3-3 To conduct baseline survey											○
3-3-4 To develop a plan for implementing LS											●
3-3-5 To conduct LS facilitator training								●			●
3-3-6 To conduct school management training								●			●
3-3-7 To implement and monitor MGMP activities applying LS								○			●
3-3-8 To organize evaluation workshops		●						●			●
3-3-9 To conduct endline survey											○

Note: ● stands for full involvement. ○ stands for certain involvement.

Cost Sharing Plan (Tentative)

Activities	Cost Bearer
< Training of Master Trainers (TOT) >	
University lecturers	JICA
REDIP-experienced government officers	JICA
Participants (Per diem, transportation & accommodation)	JICA
< Regional Training >	
University lecturers in the 6 target provinces for LS	JICA
P4TK, LPMP, CET, BET Instructors	P4TK, LPMP, CET, BET
Participants (Per diem, transportation)	P4TK, LPMP, CET, BET
< 3 Target Sites in Banten Province concerning PSBM >	
PSBM activities	JICA, district/city governments
Block grant	JICA, district/city governments
< 3 Target Sites in Jawa concerning LS >	
Resource university lecturers for facilitator training	JICA
Participants for facilitator training	JICA
Resource university lecturers for MGMP activities	JICA, university, local governments
Participants for MGMP activities	District/city education office, schools
< 3 New Target Sites in WS, SK and NS concerning LS >	
Socialization	JICA
Partner university lecturers for facilitator training	JICA
Participants for facilitator training	JICA
Partner university lecturers for school management training	JICA
Participants (principals) for school management training	JICA
MGMP activities (for university lecturers)	JICA, university, local governments
MGMP activities (for teachers)	District/city government, schools
Evaluation workshops	JICA

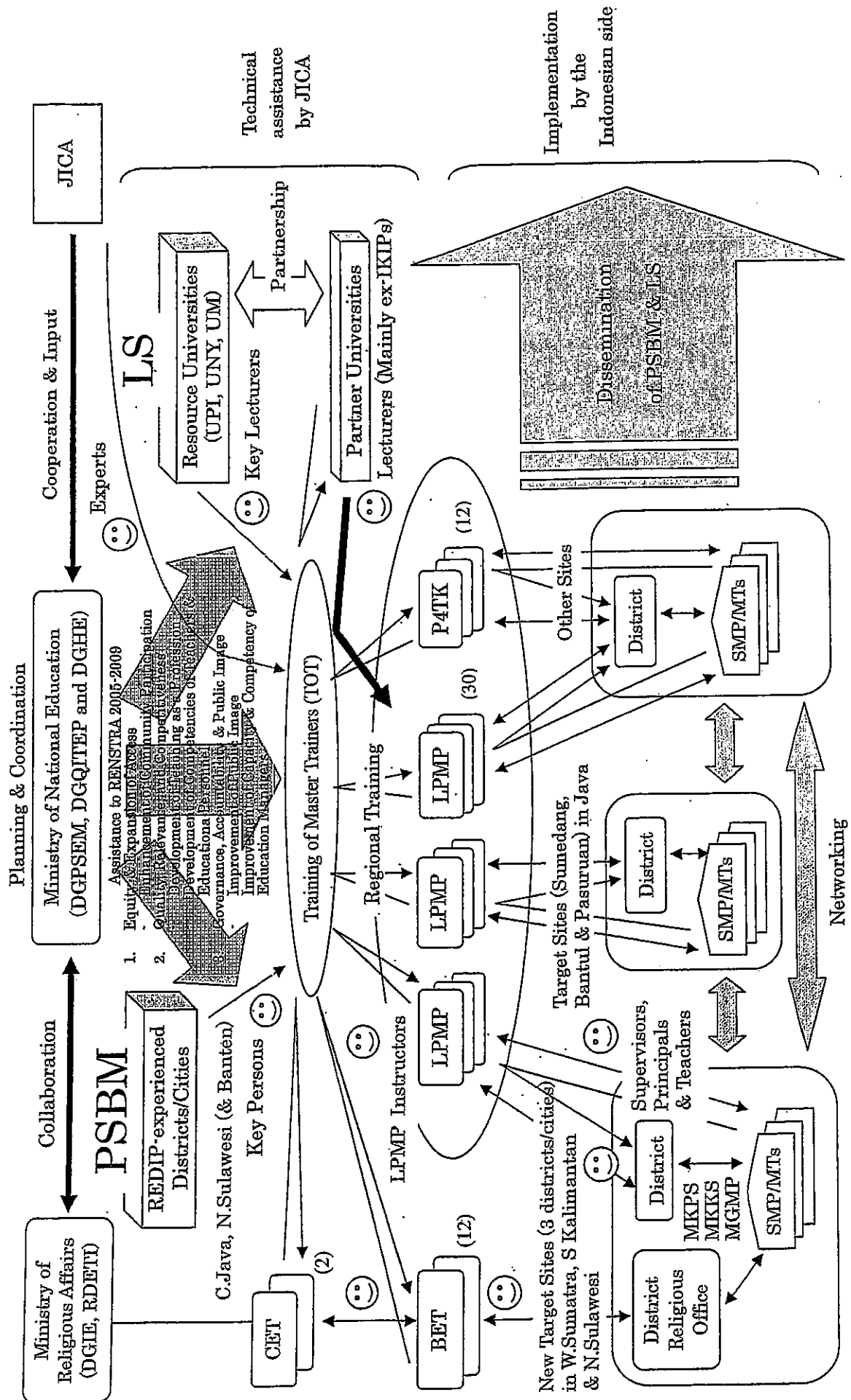
JICA Support to RENSTRA

Strategic Plan (RENSTRA) 2005-2009	
< Major Policies of National Education Development >	< Focus of Long-term Plans >
1. Equity and Expansion of Access 2. Improvement of Quality, Relevance & Competitiveness 3. Strengthening of Governance, Accountability, and Public Image	2005-2010: Capacity Improvement & Modernization 2010-2015: Strengthening Services 2015-2020: Regional Competitiveness 2020-2025: International Competitiveness
Equity and Expansion of Access 1.1 Financing of Operational Costs (BOS) for 9-Year CBE 1.2 Provision of Facilities & Infrastructure for CBE 1.3 Recruitment of Educators and Educational Staff Members 1.4 Expansion of CE at the Non-Formal Education Setting 1.5 Expansion of Literacy Education for the Population aged >15 years 1.6 Expansion of Access to Special Education (SLB) and Inclusive schools 1.7 Development of special educational services to children of CBE age in remote island/regions; sparsely and far flung populated regions; disaster regions; conflict regions, and isolated regions and street children 1.8 Expansion of Access to PAUD (Early Childhood Education) 1.9 Life Skills Education 1.10 Expansion of Access to SMA/SMK and Integrated Middle Schools 1.11 Expansion of Access to Universities 1.12 Utilizing the ICT as a Distance Learning System. 1.13 Enhancement of the Community Participation in Expanding Access to SMP/SMA/SMK/Integrated SM, SEB and Universities	
Quality, Relevance, and Competitiveness 2-1 Implementation and Improvement of the SNP (National Education Standard) and BSPN (National Education Standard Agency) 2-2 Programmed Supervision & Quality Assurance with reference to the SNP 2-3 Expansion and Improvement of the Accreditation Quality by BAN-PT, BAN-SM and BAN-NFE 2-4 Development of Teaching as a Profession 2-5 Development of Competencies of Teachers and Education Personnel 2-6 Improvement of Facilities and Infrastructure 2-7 Expansion of Life Skills Education 2-8 Development of Locality-based Superior Schools in Every District/City 2-9 Development of Schools with International Standard 2-10 Promoting Development of Departments at the Universities that are Categorized as the Biggest 100 in Asia 2-11 Enhancing Development of Study Programs with Specialization on Vocational and Professional Development 2-12 Improved Number and Quality of Scientific and Intellectual Property Right Publications 2-13 Information and Communication Technology for Education	<p>JICA support</p>
Governance, Accountability, & Public Image 3-1 Improvement of the Internal Control System (SPI) in coordination with BPTK and BPK 3-2 Improve Capacity and Competence of the Inspectorate General Apparatus 3-3 Improve Capacity and Competency of the Planning & Budgeting Apparatus 3-4 Improvement of Managerial Capacity and Competency of the Apparatus 3-5 Improvement of Compliance with Laws and Regulations 3-6 Structuring Educational Management Regulations 3-7 Improvement of Public Image 3-8 Improvement of Capacity and Competency of Education Managers 3-9 Implementation of Inpres (Presidential Instruction) No. 5 Year 2004 on Accelerated Eradication of KKN 3-10 Intensification of Preventive Measures by the Inspectorate General 3-11 Intensification and "Extension" of Audit by ITJEN, BPTK, and BPK 3-12 Follow Up Settlement of Audit Findings by ITJEN, BPTK, and BPK 3-13 Development of Integrated Application of MIS (Finance, Assets, Personnel, and Other Data)	

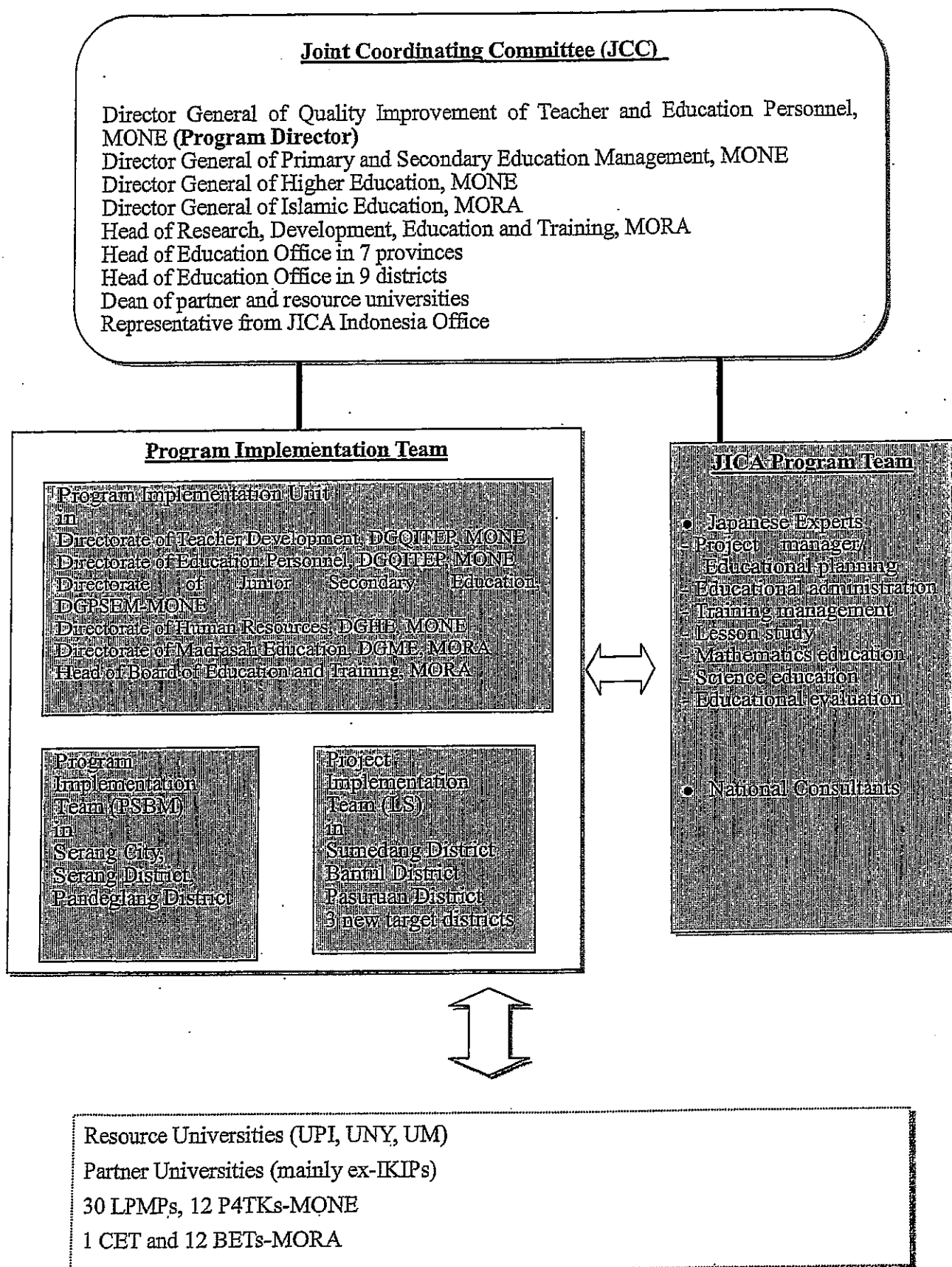
CBE: Compulsory Basic Education

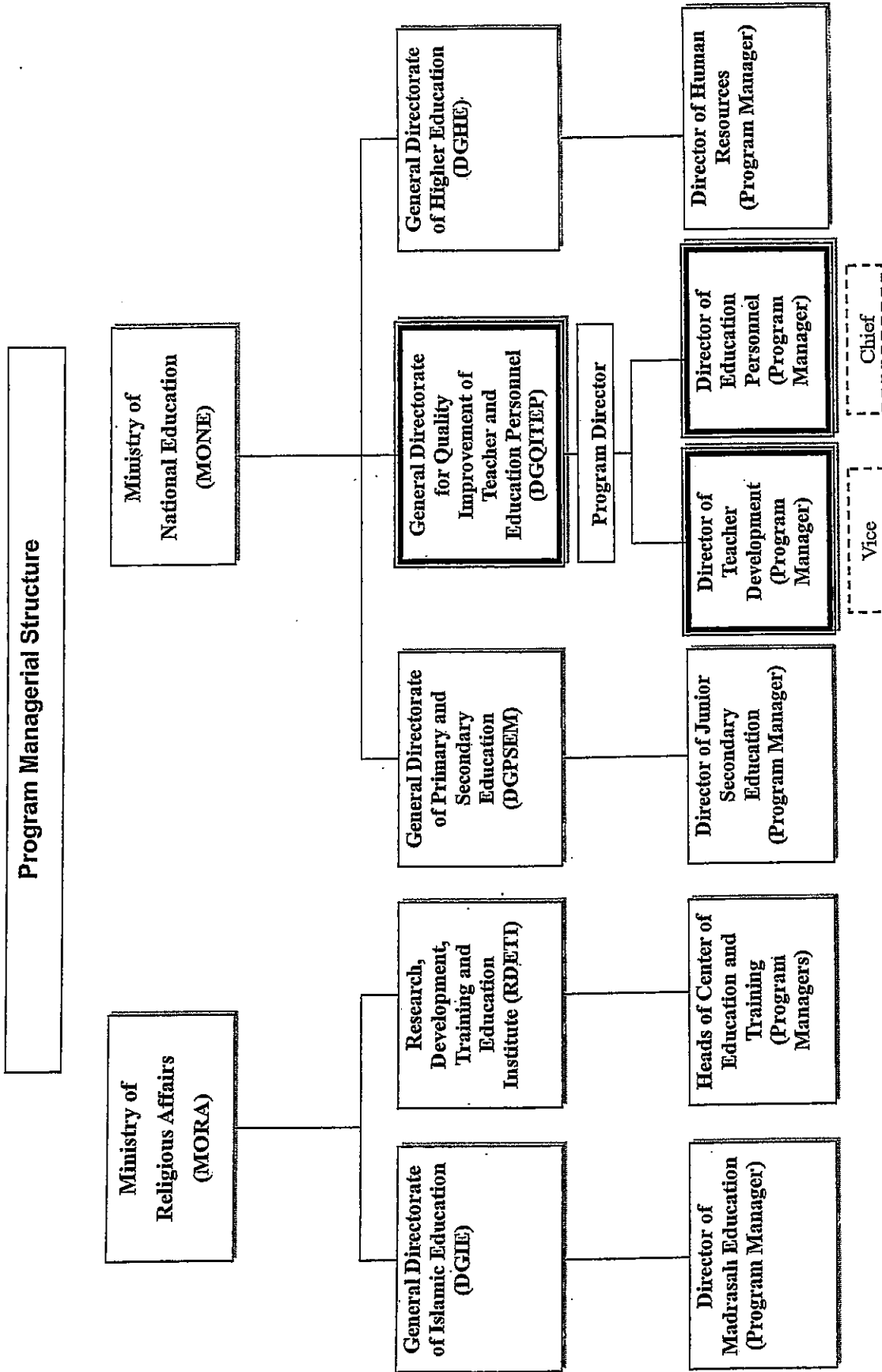
CE: Compulsory Education

Program Implementation Structure for Disseminating PSBM & LS



Organization Chart of the Program





Abbreviations

APBD	Provincial or District Government Budget
BET	Board of Education and Training
CET	Center for Education and Training
DGHE	Directorate General of Higher Education
DGIE	Directorate General of Islamic Education
DGPSEM	Directorate General of Primary and Secondary Education Management
DGQITEP	Directorate General of Quality Improvement of Teachers and Educational Personnel
IKIP	Teacher Training College
JICA	Japan International Cooperation Agency
JSE	Junior Secondary Education
LPMP	Educational Quality Assurance Institution
LPTK	Institute for Teacher Education
LS	Lesson Study
MGMP	Subject-based In-Service Teacher Training
MKKS	Principal Association
MKPS	Supervisor Association
MONE	Ministry of National Education
MORA	Ministry of Religious Affairs
MTs	Islamic School
P4TK	Center for Development and Empowerment of Teachers and Educational Personnel
PDM	Program Design Matrix
PO	Plan of Operation
PSBM	Participatory School Based Management
R/D	Record of Discussions
RDETI	Research, Development, Education and Training Institute
REDIP	Regional Educational Development and Improvement Program
SMP	Junior Secondary School
SISTTEMS	Strengthening In-Service Teacher Training Mathematics and Science Education in at Junior Secondary Level
TOT	Training of Master Trainers
TPK	Sub-district Educational Development Committee
UM	State University of Malang
UN	National Examination
UNY	State University of Yogyakarta
UPI	Indonesia University of Education

(Draft)
RECORD OF DISCUSSIONS
BETWEEN
JAPAN INTERNATIONAL COOPERATION AGENCY
AND
AUTHORITIES CONCERNED OF THE GOVERNMENT OF THE REPUBLIC OF INDONESIA
ON
THE JAPANESE TECHNICAL COOPERATION
FOR THE PROGRAM FOR ENHANCING QUALITY OF JUNIOR SECONDARY EDUCATION

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

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

Jakarta, August __, 2008

Mr. Takashi Sakamoto
Resident Representative
Indonesia Office
Japan International Cooperation Agency

Dr. Baedhowi
Director General
Directorate General of Quality Improvement
of Teacher and Education Personnel
Ministry of National Education
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Prof. Suyanto, Ph.D.
Director General
Directorate General of Primary and
Secondary Education Management
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Dr. Fasli Jalal, Ph.D
Director General
Directorate General of Higher Education
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Prof. Dr. Mohammad Ali, MA
Director General
Directorate General of Islamic Education
Ministry of Religious Affairs
Republic of Indonesia

Prof. Dr. H. M. Atho Mudzhar
Head
Research, Development, Education and
Training, Institute
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 Program for Enhancing Quality of Junior Secondary Education (hereinafter referred to as "the Program") in cooperation with JICA.
2. The Program will be implemented in accordance with the Master Plan which is given in Annex I.

II. MEASURES TO BE TAKEN BY JICA

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

1. DISPATCH OF JAPANESE EXPERTS

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

2. PROVISION OF MACHINERY AND EQUIPMENT

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

3. TRAINING OF INDONESIAN PERSONNEL IN JAPAN

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

III. MEASURES TO BE TAKEN BY THE GOVERNMENT OF INDONESIA

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

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

7. In accordance with the laws and regulations in force in Indonesia, the Government of Indonesia will take necessary measures to meet:

- (1) Expenses necessary for transportation within Indonesia of the Equipment referred to in II-2 above as well as for the installation, operation and maintenance thereof;
- (2) Customs duties, internal taxes and any other charges, imposed in Indonesia on the Equipment referred to in II-2 above; and
- (3) Running expenses necessary for the implementation of the Program.

IV. ADMINISTRATION OF THE PROGRAM

1. Director General of Quality Improvement of Teacher and Education Personnel of Ministry of National Education (MONE), as the Program Director, will bear overall responsibility for the administration and implementation of the Program.
2. Director of Teacher Development, DGQITEP, MONE, Director of Education Personnel, DGQITEP, MONE, Director of Junior Secondary Education, DGPSEM, MONE, Director of Human Resources, DGHE, MONE, Director of Madrasah Education, DGME, MORA, Head of Board of Education and Training, MORA as the Program Manager, will be responsible for the managerial and technical matters of the Program. Director of Education Personnel, DGQITEP, MONE, as Chief Program Manager will take responsibility for overall coordination of program managers.
3. The Japanese Project Manager will provide necessary recommendations and advice to the Program Director and the Program Managers on any matters pertaining to the implementation of the Program.
4. The Japanese experts will give necessary technical guidance and advice to the Indonesian counterpart personnel on technical matters pertaining to the implementation of the Program.
5. For the effective and successful implementation of technical cooperation for the Program, a Joint Coordinating Committee will be established whose functions and composition are described in Annex VI.

V. JOINT EVALUATION

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

VI. CLAIMS AGAINST JAPANESE EXPERTS

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

VII. MUTUAL CONSULTATION

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

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

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

IX. TERM OF COOPERATION

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

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

ANNEX I MASTER PLAN

1. Program Title

Program for Enhancing Quality of Junior Secondary Education

2. Objective of the Program

2-1. Overall Goal

Quality of junior secondary education is enhanced through participatory school-based management (PSBM) and lesson study (LS) extensively in the nation.

2-2. Program Purpose

The vertical and horizontal connections between/among educational stakeholders for enhancing educational quality through PSBM and LS are strengthened.

3. Outputs

3-1. The capacity of planning and coordination for disseminating PSBM and LS is strengthened at the national level.

3-2. The capacity of disseminating PSBM and LS is strengthened at the regional level.

3-3. The capacity of implementing PSBM and LS is strengthened in the reference sites and developed in the target sites.

4. Activities of the Program

Activity 1

1-1. To survey the local needs of PSBM and LS

1-2. To support planning, coordination and policy-making on the dissemination of PSBM and LS

1-3. To provide technical advice to the regional governments which adopt PSBM & LS on their own initiatives

1-4. To conduct monitoring and evaluation on the dissemination of PSBM & LS at the regional level

1-5. To collaborate and coordinate with other donors on the development of training materials and training itself

- 1-6. To organize a dissemination forum inviting various educational stakeholders and other development partners

Activity 2

- 2-1. To plan the training of master trainers (TOT)
- 2-2. To develop the training materials on PSBM and LS
- 2-3. To conduct TOT training
- 2-4. To provide technical advice to P4TK, LPMP, CET and BET on the training for supervisors, principals and teachers
- 2-5. To provide technical advice to the provincial educational & religious offices on the promotion of PSBM and LS

Activity 3

- 3-1. To support the 3 target sites in Banten Province for their independent PSBM activities**
 - 3-1-1. To develop a strategy for PSBM activities in technical, financial and organizational terms
 - 3-1-2. To implement and monitor PSBM activities
 - 3-1-3. To provide technical assistance to district/city education office for developing independent PSBM guideline
 - 3-1-4. To conduct endline survey
- 3-2. To support strengthening of LS in the 3 target sites in Java**
 - 3-2-1. To conduct MGMP facilitator training
 - 3-2-2. To provide technical advice on LS in MKKS, MGMP and SMP/MTs
 - 3-2-3. To conduct endline survey.
- 3-3. To introduce and disseminate LS in the new 3 target sites outside Java.**
 - 3-3-1. To conduct socialization on LS
 - 3-3-2. To conduct technical exchange with the 3 target sites in Java.
 - 3-3-3. To conduct baseline survey
 - 3-3-4. To develop a plan for implementing LS
 - 3-3-5. To conduct LS facilitator training
 - 3-3-6. To conduct school management training
 - 3-3-7. To implement and monitor MGMP activities applying LS
 - 3-3-8. To organize evaluation workshops
 - 3-3-9. To conduct endline survey.

ANNEX II LIST OF JAPANESE EXPERTS

1. Program manager/Educational planning
2. Educational administration/Donor coordination
3. Training management
4. Lesson study
5. Mathematics education
6. Science education
7. Educational evaluation
8. Other Experts will be assigned when necessary for the smooth and effective implementation of the Program

N.B.: Indonesian consultants will also be hired by the Japanese Expert Team to serve at the national and regional level (among his/her other assigned responsibilities).

ANNEX III LIST OF MACHINERY AND EQUIPMENT

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

N. B.:

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

ANNEX IV LIST OF INDONESIAN COUNTERPART AND ADMINISTRATIVE PERSONNEL

(National level)

Director General of Quality Improvement of Teacher and Education Personnel, MONE (Program Director)

Director General of Primary and Secondary Education Management, MONE

Director General of Higher Education, MONE

Director General of Islamic Education, MORA

Head of Research, Development, Education and Training Institute, MORA

Director of Training Development, DGQITEP, MONE (Chief Program Manager)

Director of Education Personnel, DGQITEP, MONE (Program Manager)

Director of Teacher Profession, DGQITEP, MONE

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

Director of Human Resources, DGHE, MONE (Program Manager)

Director of Madrasah Education, DGIE, MORA (Program Manager)

Heads of Center of Training and Education, RDETI, MORA (Program Managers)

(Provincial level)*

Head of Provincial Education Office of West Java Province

Head of Provincial Education Office of Yogyakarta Province

Head of Provincial Education Office of East Java Province

Head of Provincial Education Office of West Sumatra Province

Head of Provincial Education Office of South Kalimantan Province

Head of Provincial Education Office of North Sulawesi Province

Head of Provincial Education Office of Banten Province

(District level)*

Head, Education & Culture Office of Sumedang District, West Java

Head, Education & Culture Office of Bantul District, Yogyakarta

Head, Education & Culture Office of Pasuruan District, East Java

Head, Education & Culture Office of Serang City, Banten

Head, Education & Culture Office of Serang District, Banten

Head, Education & Culture Office of Pandeglang District, Banten

Head, Education & Culture Office of Target Districts in West Sumatra, South Kalimantan, North Sulawesi (to be selected in the first year of the Program)

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

(Resource University)

Dean of Faculty of Mathematics and Science Education, Indonesia University of Education

Dean of Faculty of Mathematics and Science, Yogyakarta State University

Dean of Faculty of Mathematics and Science, Malang University

(Partner University)

Dean of Faculty of Mathematics and Science, Padang University

Dean of Faculty of Education, Lambung Mangkurat University

Dean of Faculty of Mathematics and Science, Manado University

*: N.B. At provincial and district levels, there will be collaboration with the relevant representative from regional offices of Ministry of Religious Affairs (MORA)

ANNEX V LIST OF BUILDINGS AND FACILITIES

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

ANNEX VI JOINT COORDINATING COMMITTEE

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

1. Functions

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

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

2. Composition

2-1. Chairperson

Director General, Directorate General of Quality Improvement for Teacher and Education Personnel (DGQITEP), Ministry of National Education (MONE)

2-2. Co-chairperson

Program Manager of Japanese expert of the Program

2-3. Members

- Indonesian side

Director General of Quality Improvement of Teacher and Education Personnel, MONE

Director General of Primary and Secondary Education Management, MONE

Director General of Higher Education, MONE

Director General of Islamic Education, MORA

Head of Research, Development, Education and Training Institute, MORA

Head of Education Office in 7 provinces

Head of Education Office in 9 districts

Dean of partner and resource universities

- Japanese side

Resident Representative, JICA Indonesia Office

Japanese Experts of the Program

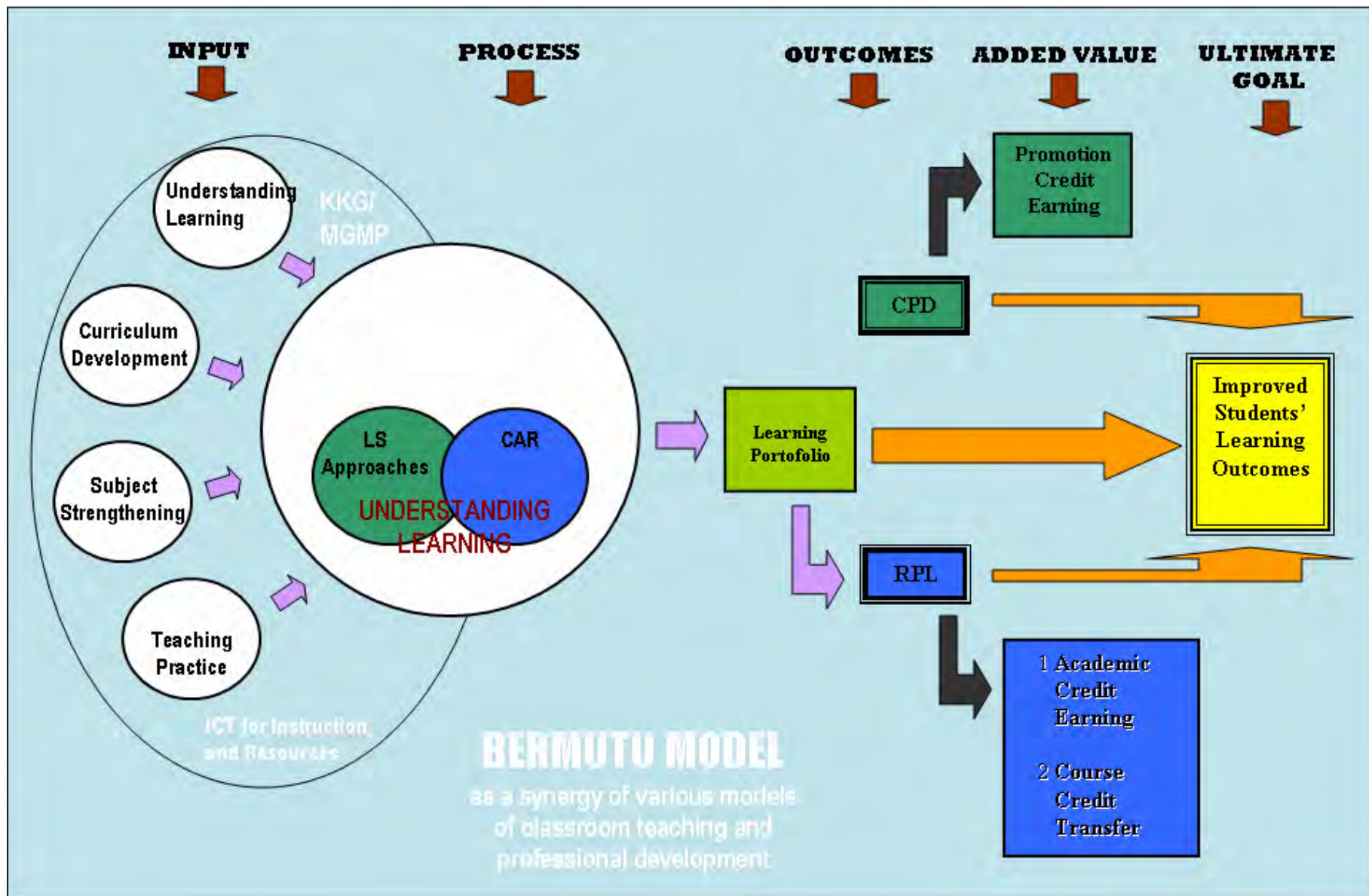
National Consultant of the Program

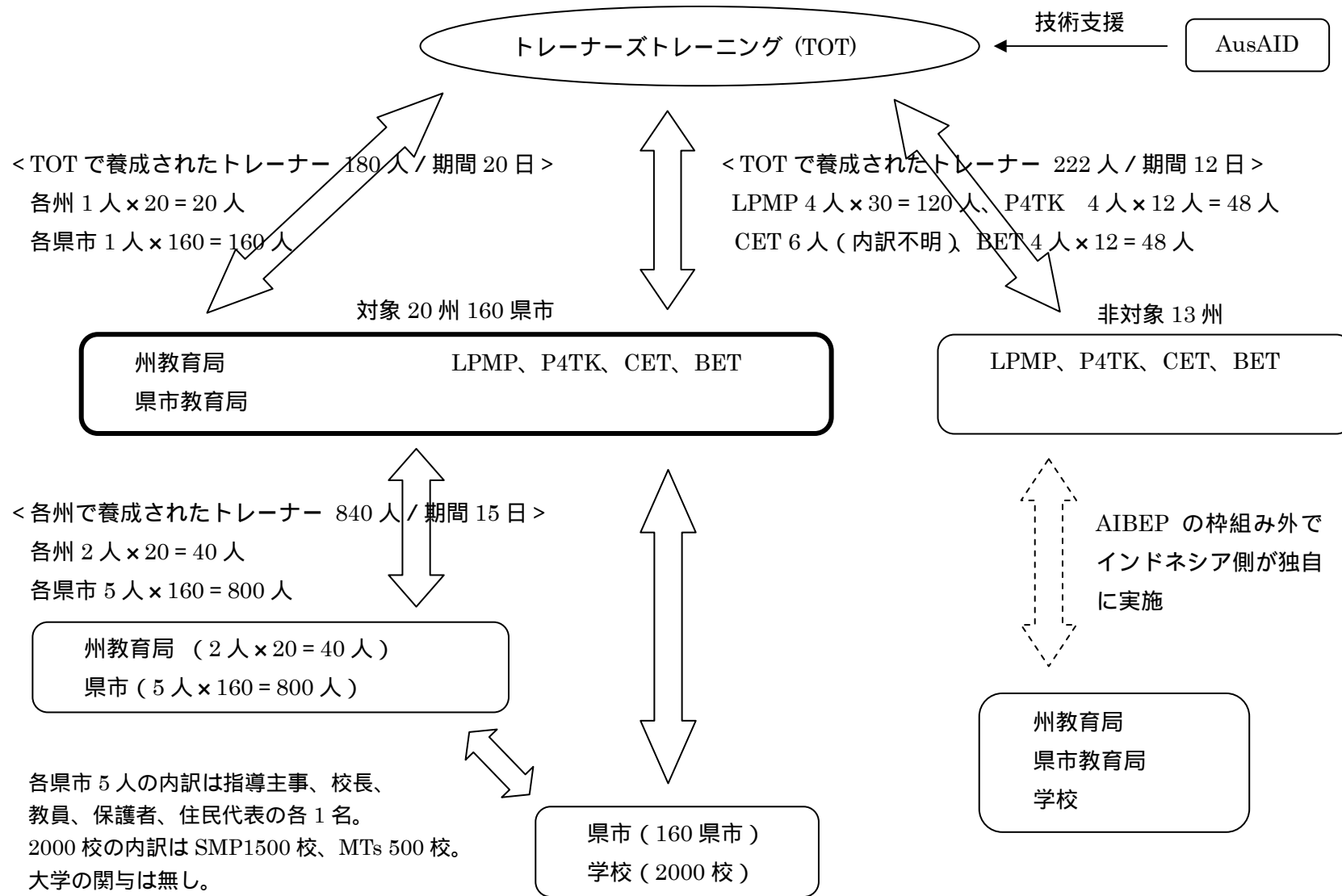
JICA Advisory Expert on Primary & Secondary Education

Members from JICA HDQ, to be dispatched when necessary

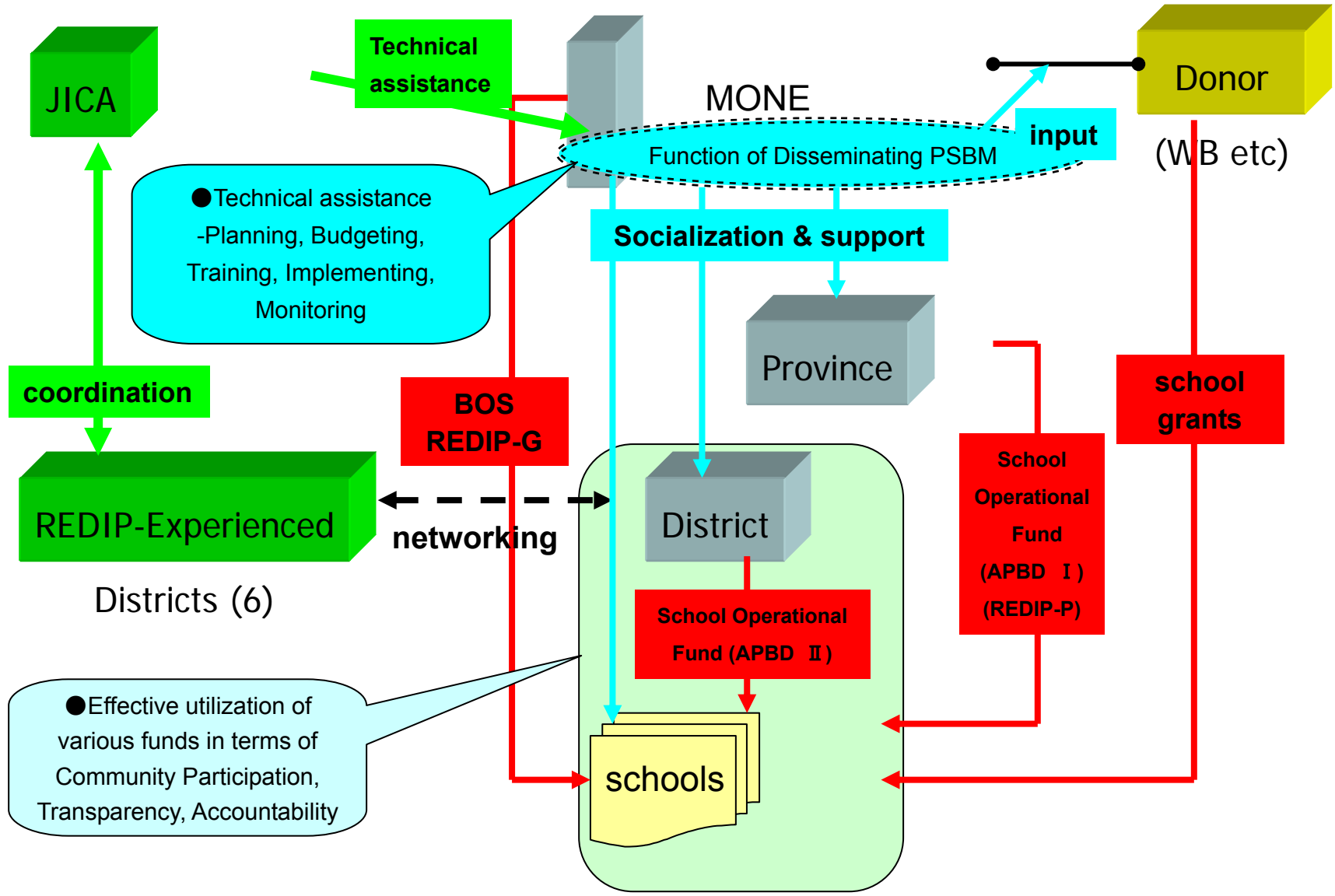
Note:

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





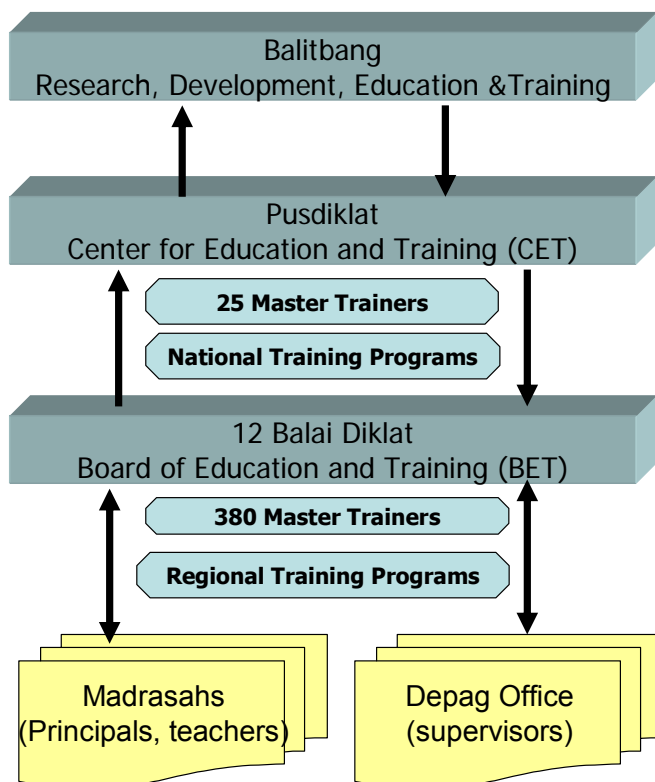
Technical Assistance to Improvement of Educational Management



宗教省管轄の研修機関について

宗教省の中に Balitbang(英文名: Research, Development, Education and Research)という部門があり、宗教省系学校(マドラサ)への研修をカスケードにて行っている。なお、Balitbang はイスラム教育総局(DGIE)と並列の関係にある。

図: Balitbang 組織構造



組織

CET(中央レベル)に、25名のマスタートレーナーが在籍。CETは、宗教省管轄行政事務所及び指導主事向けのセンターと教員研修センターの2つ存在する。

BETは全国に12箇所設置。DGQITEPのLPMPに相当する機関。所在地は以下のとおり。

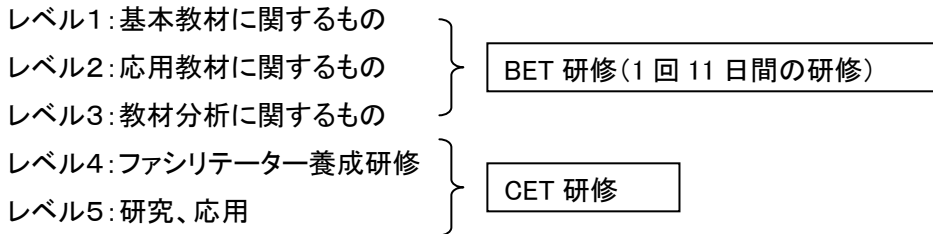
①ジャカルタ、②中部ジャワ州(スマラン)、③東ジャワ州(スラバヤ)、④南スマトラ州(パレンバン)、⑤西スマトラ州(パダン)、⑥北スマトラ州(メダン)、⑦バリ、⑧北スラウェシ州(マナド)、⑨南スラウェシ州(マカッサル)、⑩南カリマンタン州(バンジャルマシン)、⑪マルク州(アンボン)、⑫西ジャワ州(バンドン)。カッコは所在都市名。

なお、JICAが授業研究を広げるジャワ外3地域にはいずれも所在している(上記網掛け⑤、⑧、⑩)。

活動

2007 年度は、合計 15,000 人を対象に研修を実施。

研修は 5 段階のレベル分けて実施。レベル1と2は CET にて、レベル3, 4, 5が BET にて実施。



その他の情報

●資格関連

十分な資格を持たないマドラサ教員の数: 約 513,600 名 (2007 年データ)

マドラサ教員の数: 約 585,000 名

●教員認証

宗教を担当する教員の資格認証は全国に約 20 存在する国立イスラム大学(State Islamic University: UIN)の講師が担当している。(MONE 系の学校で宗教を担当する教員も対象)

●MGMP・MKKS へのブロックグラント


CET、BET はあくまでも研修実施を担当する機関であり、MONE-LPMP のように MGMP、MKKS に対するグラント予算は保持していない。MORA でマドラサ向けの MGMP、MKKS のグラント予算を持っているのは、イスラム教育総局である。

RECORD OF DISCUSSIONS
BETWEEN
JAPAN INTERNATIONAL COOPERATION AGENCY
AND
AUTHORITIES CONCERNED OF THE GOVERNMENT OF THE REPUBLIC OF INDONESIA
ON
THE JAPANESE TECHNICAL COOPERATION
FOR THE PROGRAM FOR ENHANCING QUALITY OF JUNIOR SECONDARY EDUCATION


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

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

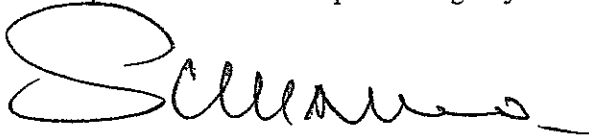
Jakarta, December 18, 2008



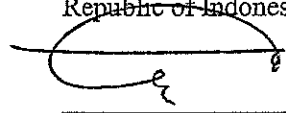
Mr. Takashi Sakamoto
Chief Representative
Indonesia Office
Japan International Cooperation Agency




Dr. Baedhowi
Director General
Directorate General of Quality Improvement
of Teacher and Education Personnel
Ministry of National Education
Republic of Indonesia



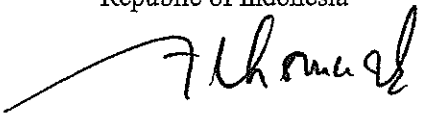
Prof. Suyanto, Ph.D.
Director General
Directorate General of Primary and
Secondary Education Management
Ministry of National Education
Republic of Indonesia



Dr. Fasli Jalal, Ph.D.
Director General
Directorate General of Higher Education
Ministry of National Education
Republic of Indonesia



Prof. Dr. Mohammad Ali, MA
Director General
Directorate General of Islamic Education
Ministry of Religious Affairs
Republic of Indonesia



Prof. Dr. H. M. Atho Mudzhar
Head
Research, Development, Education and
Training, Institute
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 Program for Enhancing Quality of Junior Secondary Education (hereinafter referred to as "the Program") in cooperation with JICA.
2. The Program will be implemented in accordance with the Master Plan which is given in Annex I.

II. MEASURES TO BE TAKEN BY JICA

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

1. DISPATCH OF JAPANESE EXPERTS

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

2. PROVISION OF MACHINERY AND EQUIPMENT

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

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

III. MEASURES TO BE TAKEN BY THE GOVERNMENT OF INDONESIA

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



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

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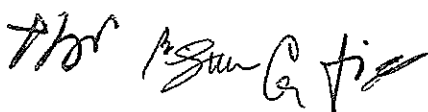
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IV. ADMINISTRATION OF THE PROGRAM

1. Director General of Quality Improvement of Teacher and Education Personnel of Ministry of National Education (MONE), as the Program Director, will bear overall responsibility for the administration and implementation of the Program.
2. Director of Education Personnel, DGQITEP, MONE, Director of Training Development, DGQITEP, MONE, Director of Junior Secondary Education, DGPSEM, MONE, Director of Human Resources, DGHE, MONE, Director of Madrasah Education, DGME, MORA, Head of National Center for Education and Training, MORA as the Program Manager, will be responsible for the managerial and technical matters of the Program. Director of Education Personnel, DGQITEP, MONE, as Chief Program Manager will take responsibility for overall coordination of program managers. Director of Training Development, DGQITEP, as Vice-chief Program Manager, supports the responsibility of the Chief Program Director.
3. The Japanese Chief Advisor will provide necessary recommendations and advice to the Program Director and the Program Managers on any matters pertaining to the implementation of the Program.
4. The Japanese experts will give necessary technical guidance and advice to the Indonesian counterpart personnel on technical matters pertaining to the implementation of the Program.
5. For the effective and successful implementation of technical cooperation for the Program, a Joint Coordinating Committee will be established whose functions and composition are described in Annex VI.

V. JOINT EVALUATION

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



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

VI. CLAIMS AGAINST JAPANESE EXPERTS

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

VII. MUTUAL CONSULTATION

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

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

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ANNEX I MASTER PLAN

1. Program Title

Program for Enhancing Quality of Junior Secondary Education

2. Objective of the Program

2-1. Overall Goal

Quality of junior secondary education is enhanced through participatory school-based management (PSBM) and lesson study (LS) extensively in the nation.

2-2. Program Purpose

The capacity of national as well as local education administration and schools are strengthened in order to disseminate and implement participatory school-based management and Lesson Study whose roles are vital to enhancement of quality of education.

3. Outputs

3-1. The capacity of planning and coordination for disseminating PSBM and LS is strengthened at the national level.

3-2. The capacity of disseminating PSBM and LS is strengthened at the regional level.

3-3. The capacity of implementing PSBM and LS is strengthened in the reference sites and developed in the target sites.

4. Activities of the Program

Activity 1

1-1. To survey the local needs of PSBM and LS

1-2. To support planning, coordination and policy-making on the dissemination of PSBM and LS

1-3. To provide technical advice to the regional governments which adopt PSBM & LS on their own initiatives

1-4. To conduct monitoring and evaluation on the dissemination of PSBM & LS at the regional level

1-5. To collaborate and coordinate with other donors on the development of training materials and



implementation of training

- 1-6. To organize dissemination forums inviting various educational stakeholders and other development partners

Activity 2

- 2-1. To plan trainings of master trainers (TOT)
- 2-2. To develop the training materials on PSBM and LS
- 2-3. To conduct TOT trainings
- 2-4. To provide technical advice to P4TK, LPMP, NCET and RCET on the training on PSBM and LS for supervisors, principals and teachers
- 2-5. To provide technical advice to the provincial educational & religious offices on the promotion of PSBM and LS

Activity 3

- 3-1. To support the 3 target sites in Banten Province for their independent PSBM activities**
 - 3-1-1. To develop a strategy for PSBM activities in technical, financial and organizational terms
 - 3-1-2. To implement and monitor PSBM activities
 - 3-1-3. To provide technical assistance to district/city education office for developing independent PSBM guideline
 - 3-1-4. To conduct end-line survey

- 3-2. To strengthen implementation capacity for LS in the 3 target sites in Java**
 - 3-2-1. To conduct MGMP facilitator trainings
 - 3-2-2. To provide technical advice on LS in MKKS, MGMP and SMP/MTs
 - 3-2-3. To conduct end-line survey.

- 3-3. To introduce and disseminate LS in the new 3 target sites outside Java.**
 - 3-3-1. To conduct socialization on LS
 - 3-3-2. To conduct technical exchange with the 3 target sites in Java.
 - 3-3-3. To conduct base-line survey
 - 3-3-4. To develop a plan for implementing LS
 - 3-3-5. To conduct LS facilitator trainings
 - 3-3-6. To conduct school management trainings
 - 3-3-7. To implement and monitor MGMP activities applying LS
 - 3-3-8. To organize evaluation workshops
 - 3-3-9. To conduct end-line survey.



ANNEX II LIST OF JAPANESE EXPERTS

1. Chief Advisor /Educational planning
2. Educational administration/Donor coordination
3. Training management 1&2
4. School-based management
5. Lesson study 1&2
6. Educational evaluation
7. Other Experts will be assigned when necessary for the smooth and effective implementation of the Program

N.B.: Indonesian consultants will also be hired by the Japanese Expert Team to serve at the national and regional levels (among his/her other assigned responsibilities).

Thor P. Sin G. Jr.

ANNEX III LIST OF MACHINERY AND EQUIPMENT

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

N. B.:

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

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ANNEX IV LIST OF INDONESIAN COUNTERPART AND ADMINISTRATIVE PERSONNEL

(National level)

Director General of Quality Improvement of Teacher and Education Personnel, MONE (Program Director)

Director General of Primary and Secondary Education Management, MONE

Director General of Higher Education, MONE

Director General of Islamic Education, MORA

Head of Research, Development, Education and Training Institute, MORA

Director of Education Personnel, DGQITEP, MONE (Chief Program Manager)

Director of Training Development, DGQITEP, MONE (Vice-chief Program Manager)

Director of Teacher Profession, DGQITEP, MONE

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

Director of Human Resources, DGHE, MONE (Program Manager)

Director of Madrasah Education, DGIE, MORA (Program Manager)

Heads of National Center for Training and Education, RDETI, MORA (Program Managers)

(Provincial level)*

Head of Provincial Education Office of West Java Province

Head of Provincial Education Office of Yogyakarta Province

Head of Provincial Education Office of East Java Province

Head of Provincial Education Office of West Sumatra Province

Head of Provincial Education Office of South Kalimantan Province

Head of Provincial Education Office of North Sulawesi Province

Head of Provincial Education Office of Banten Province

(District level)*

Head, Education & Culture Office of Sumedang District, West Java

Head, Education & Culture Office of Bantul District, Yogyakarta

Head, Education & Culture Office of Pasuruan District, East Java

Head, Education & Culture Office of Serang City, Banten

Head, Education & Culture Office of Serang District, Banten

Head, Education & Culture Office of Pandeglang District, Banten

Head, Education & Culture Office of Padang City, West Sumatra

Head, Education & Culture Office of Banjarbaru City, South Kalimantan



Head, Education & Culture Office of North Minahasa District, North Sulawesi
Supervisors and other District Education Officers of the above districts/cities in the above provinces

(Resource University)

Dean of Faculty of Mathematics and Science Education, Indonesia University of Education

Dean of Faculty of Mathematics and Science, Yogyakarta State University

Dean of Faculty of Mathematics and Science, Malang University

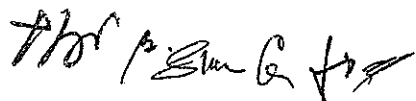
(Partner University)

Dean of Faculty of Mathematics and Science, Padang University

Dean of Faculty of Education, Lambung Mangkurat University

Dean of Faculty of Mathematics and Science, Manado University

*: N.B. At provincial and district levels, there will be collaboration with the relevant representative from regional offices of Ministry of Religious Affairs (MORA)



ANNEX V LIST OF BUILDINGS AND FACILITIES

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

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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 Program.

1. Functions

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

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

2. Composition

2-1. Chairperson

Director General of Quality Improvement for Teacher and Education Personnel (DGQITEP), Ministry of National Education (MONE)

2-2. Co-chairperson

Chief Advisor of Japanese experts of the Program

2-3. Members

- Indonesian side

Director General of Quality Improvement of Teacher and Education Personnel, MONE

Director of Education Personnel, DGQITEP, MONE

Director of Training Development DGQITEP, MONE

Director General of Primary and Secondary Education Management, MONE

Director of Junior Secondary Education, DGPSEM, MONE

Director General of Higher Education, MONE

Director of Human Resources, DGHE, MONE

Director General of Islamic Education, MORA

Director of Madrasah Education, DGME, MORA

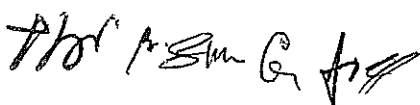
Head of Research, Development, Education and Training Institute, MORA

Head of National Center for Education and Training, RDETI, MORA

Head of Education Office in 7 provinces

Head of Education Office in 9 districts

Dean of partner and resource universities



- Japanese side
 - Chief Representative, JICA Indonesia Office
 - Japanese Experts of the Program
 - National Consultant of the Program
 - JICA Advisory Expert on Primary & Secondary Education
 - Members from JICA HDQ, to be dispatched when necessary

Note:

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

Abd. Sam. O. F.

MINUTIES OF MEETINGS
BETWEEN
JAPAN INTERNATIONAL COOPERATION AGENCY
AND
AUTHORITIES CONCERNED OF THE GOVERNMENT OF THE REPUBLIC OF
INDONESIA
ON
THE JAPANESE TECHNICAL COOPERATION
FOR THE PROGRAM FOR ENHANCING QUALITY OF JUNIOR SECONDARY
EDUCATION

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

As a result of the discussions, Both sides also agreed to make this complementary Minutes of Meetings in order to confirm the mutual understanding reached through the discussions hereto.

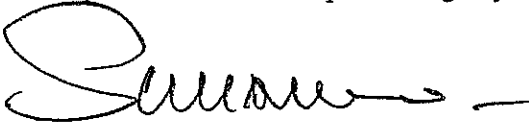
Jakarta, February 3, 2009



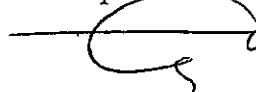
Takashi Sakamoto
Chief Representative
Indonesia Office
Japan International Cooperation Agency




Dr. Baedhowi
Director General
Directorate General of Quality Improvement
of Teacher and Education Personnel
Ministry of National Education
Republic of Indonesia



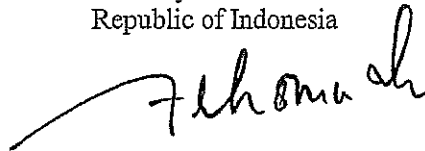
Prof. Suyanto, Ph.D.
Director General
Directorate General of Primary and
Secondary Education Management
Ministry of National Education
Republic of Indonesia



Dr. Fasli Jalal, Ph.D
Director General
Directorate General of Higher Education
Ministry of National Education
Republic of Indonesia



Prof. Dr. Mohammad Ali MA
Director General
Directorate General of Islamic Education
Ministry of Religious Affairs
Republic of Indonesia



Prof. Dr. H. M. Atho Mudzhar
Head
Research, Development, Education and
Training, Institute
Ministry of Religious Affairs
Republic of Indonesia

THE ATTACHED DOCUMENT

I. PROJECT DOCUMENT

For the rationalization and justification of the Project, both sides jointly prepared and agreed on the Project Document which describes the detail design of the Project as attached herewith. This document consists of following chapters: *Introduction, Background, Problems to be Solved & program Justification, Program Strategy, Program Design, and Preliminary Assessment by Five Criteria*. This Document also contains the possible overall framework regarding the JICA Program “The Program for Enhancing quality for Junior Secondary Education”, the Project Design Matrix and the Plan of Operations.

ANNEX Project Document

A handwritten signature in black ink, appearing to be 'Abd. P. Samir' followed by a stylized flourish.

PROGRAM DOCUMENT

PROGRAM FOR ENHANCING QUALITY OF JUNIOR SECONDARY EDUCATION IN THE REPUBLIC OF INDONESIA

February 2009

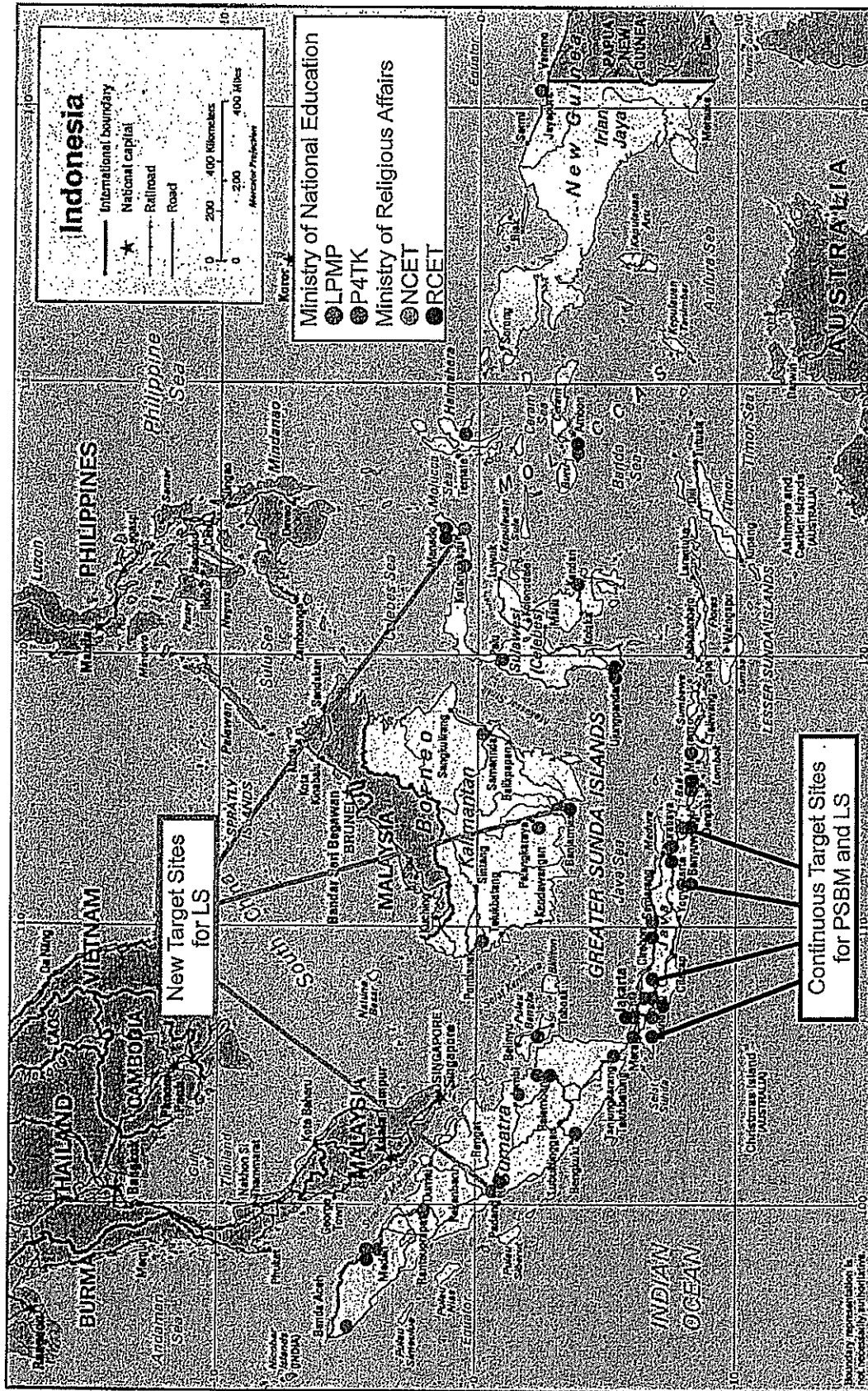
Ministry of National Education (MONE),

Ministry of Religious Affairs (MORA),

and

Japan International Cooperation Agency (JICA)

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List of Acronyms

AIBEP	Australia Indonesia Basic Education Program
APBD	Provincial or District Government Budget
AusAID	Australian Agency for International Development
BEC-TF	Basic Education Capacity Trust Fund
BERMUTU	Better Education through Reformed Management and Universal Teacher Upgrading Project
DGHE	Directorate General of Higher Education
DGIE	Directorate General of Islamic Education
DGPSEM	Directorate General of Primary and Secondary Education Management
DGQITEP	Directorate General of Quality Improvement of Teachers and Educational Personnel
FMIPA	Faculty of Mathematics and Science
IKIP	Teacher Training College
JICA	Japan International Cooperation Agency
JSE	Junior Secondary Education
LPMP	Educational Quality Assurance Institution
LPTK	Universities with Pre-Service Teacher Education Curriculum
LS	Lesson Study
MDGs	Millennium Development Goals
MGMP	Subject-based In-Service Teacher Training
MKKS	Principal Association
MKPS	Supervisor Association
MONE	Ministry of National Education
MORA	Ministry of Religious Affairs
MTs	Islamic Junior Secondary School
NCET	National Center for Education and Training, Ministry of Religious Affairs
P4TK	Center for Development and Empowerment of Teachers and Educational Personnel
PDM	Project Design Matrix
PO	Plan of Operation
PSBM	Participatory School-Based Management
RCET	Regional Center for Education and Training, Ministry of Religious Affairs
RDETI	Research, Development, Education and Training Institute
REDIP	Regional Educational Development and Improvement Program
RENSTRA	Strategic Plan
RPJM	Mid-Term Development Plan
SMP	Junior Secondary School
SISTTEMS	Strengthening In-Service Teacher Training Mathematics and Science Education in at Junior Secondary Level
SISWA	System Improvement through Sector Wide Approach
SSE	Senior Secondary Education
TOT	Training of Master Trainers
UM	State University of Malang
UNIMA	State University of Manado
UNLAM	Lambung Mangkurat University
UNP	State University of Padang
UNY	State University of Yogyakarta
UPI	Indonesia University of Education

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Table of Contents

Map

List of Acronyms

1. INTRODUCTION	1
2. BACKGROUND	2
2.1 Socio-economic Context	2
2.2 Situation of Education Sector	3
2.3 National Development Strategy	4
2.4 Education Development Strategy	4
2.5 Prior and Ongoing Assistance	5
3. PROBLEMS TO BE ADDRESSED & PPROGRAM JUSTIFICATION	9
3.1 Problems to be Addressed	9
3.3 Program Justification	10
4. PROGRAM STRATEGY	12
4.1 Program Strategy	12
4.2 Implementation and Coordination Arrangement	14
5. PROGRAQM DESIGN	17
5.1 Overall Goal	17
5.2 Program Purpose, Outputs and Activities	17
5.3 Inputs	19
5.4 Important Assumption and Risk Analysis	20
5.5 Monitoring and Evaluation	21
6. Preliminary Assessment By Five Criteria	22
6.1 Relevance	22
6.2 Effectiveness	23
6.3 Efficiency	25
6.4 Impact	26
6.5 Sustainability	26

APPENDIX

Appendix 1 JICA Support to RENSTRA

Appendix 2 BERMUTU Model

Appendix 3 AIBEP Implementation Structure

Appendix 4 Program Implantation Structure

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- Appendix 5 Technical Assistance to Improvement of Educational Management
- Appendix 6 Program Managerial Structure
- Appendix 7 Organization Chart of DGQITEP
- Appendix 8 Organization Chart of LPMP
- Appendix 9 Organization Chart of REDTI
- Appendix 10 Organization Chart of the Program (Joint Coordinating Committee,
Program Implementation Team and JICA Program Team)
- Appendix 11 Responsible Demarcation of Activities
- Appendix 12 Cost Sharing Plan (Tentative)
- Appendix 13 Project Design Matrix (PDM)
- Appendix 14 Plan of Operation (PO) (Tentative)

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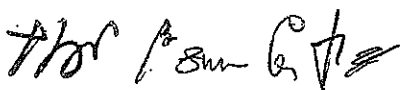
1. INTRODUCTION

In the Republic of Indonesia, since the Decentralization law was put into effect in 2001, educational administration is also decentralized in order to enhance response to local needs. Moreover, school management has been enhanced to meet diverse needs of schools. In reality, however, local governments as well as individual schools still lack capability to analyze and solve their own problems by themselves.

Japan International Cooperation Agency (JICA) has cooperated with the government of Indonesia since 1998 on developing models on participatory school-based management (PSBM) and Lesson Study (LS), and implementation of the developed models at district level. These models aimed at enhancing capability of local governments and school management by various stake holders such as educational administrators, school principals, teachers, parents, and community as well as at enhancing schools' capability through enhancing teachers' capability to improve their lessons. Through implementation of these models, improvement of school management and enhancement of quality of education in the target sites, such as improved communication among educational stakeholders, strengthened commitment from school principals and teachers, improved lessons, and improved motivation and understanding of students on lessons, have been widely observed.

Ministry of National Education (MONE) has been endeavoring to improve relevance and reliability of educational administration and school management and to enhance the quality of education through enhancing the capacity to cope with local needs. Along with this, MONE has a policy to utilize and disseminate the models developed in the cooperation between MONE and JICA.

Under this circumstance, the Government of Indonesia has submitted a request to the Government of Japan for a technical cooperation project to formulate functions of disseminating those models. In response to the above request, this technical cooperation program aims to institutionalize and disseminate the participatory school-based management (PSBM) and Lesson Study (LS) through developing functional structure at national and sub-national levels.



2. BACKGROUND

2.1 Socio-economic Context

Indonesia, whose surface area is 1,904,6 thousand square kilometers¹, consists of more than 17 thousand islands widely located in the ocean for 5,110 kilometers from east to west.² Administratively it consists of 33 provinces, 349 districts, 91 cities and 5,656 sub-districts in 2007,³ but these numbers constantly change. There lives a population of 223 million people with annual population growth of 1.1 percent in 2006.⁴ According to the human development index (2007/2008) of the United Nations Development Program, Indonesia is ranked as a 107th country out of 177 countries, with Malaysia 63rd, Thailand 78th and Philippines 90th.

Poverty reduction remains a major challenge in Indonesia. The World Bank calculates that 7.4 percent of the total population consumed less than US\$1 a day of goods and services and 49 percent consumed less than US\$2 a day.⁵ The Government of Indonesia is keenly aware of the importance of economic growth as a vehicle of poverty reduction. Even though it was severely hit by economic crisis in 1998 and natural disasters in later years, Indonesia has pressed ahead with steady growth propped by private consumption and expansion of exports. Yet, declining oil production and lack of new exploration turned Indonesia into a net oil importer in 2004. The cost of subsidizing domestic fuel strained the national budget in 2005, ultimately prompting the government to enact a 126 percent rise in fuel prices in October 2005.⁶ After all, this resulted in inflation, interest rate hikes and slowdown of economic growth. The government adopted an austerity budget for 2009.

Another feature that shapes this country is decentralization. After the resignation of President Suharto in 1998, growing complaints from local governments about an insufficient share in revenues created pressure on the central government for decentralization. The following year decentralization legislation was passed and the authority, responsibility and budget were delegated to local governments. The central government revised its decentralization framework in 2004. However, the devolved powers and functions have not been matched with the human capacity of local governments. Consequently, they have been struggling or even failed to deliver effective services such as education, health and infrastructure to the general public. It has been noted that much accountability, transparency and efficiency are required to ensure the successful implementation of decentralization.

2.2 Situation of Education Sector

Indonesia has 6-year primary education, 3-year junior secondary education (JSE) and 3-year senior secondary education (SSE). Besides, early childhood education precedes primary education, and higher education succeeds SSE. Basic education comprises 9 years of primary and JSE, and it equals compulsory education for children aged 7 to 15. Including Islamic schools, there are totally about 41.3 million students (11.5 million in JSE) and 2.4 million teachers (0.84 million in JSE) in basic education across the country.⁷

The Indonesia Public Expenditure Review compiled by the World Bank describes the current situation of the education sector as shown below.⁸

- Indonesia has achieved very high primary enrollment rate.⁹
- Indonesia is allocating 17.2 percent of total public expenditure to education.
- Increasing the above-mentioned figure up to 20 percent is unrealistic.
- Most of the local governments' budgets are spent for teachers' salaries.
- Teachers are very unevenly distributed across Indonesia.
- Current salaries are unattractive for teachers in secondary education in remote area.

There is more. internal efficiency is also the issue to be addressed. Among all entrant students in primary schools in 2000, only 72.5 percent of them graduated and 60.9 percent entered junior secondary schools in 2006.¹⁰ Judging from the trend of past years, merely 50 percent can go on to attend senior secondary schools. Thus, school retention rate is quite low in Indonesia. In addition, the Teachers and Lecturers Law promulgated in December 2005 stipulates that teachers of all levels of education are required to possess bachelor (undergraduate degree) or 4-year college program (D-IV). This abrupt regulatory change affected teachers' professional status to a great extent. As shown in the table below, the percentage of qualified teachers in primary schools plummeted to 16.66%, and the similar plunge applied to other levels of education as well. The Ministry of National Education (MONE) has some measures to cope with this significant influence as described later in this document.

Number of Teachers and Rate of Qualified Teachers

Education Level/ School Type	Total Number of Teachers	Rate of Qualified Teachers
Kindergarten	174,429	10.76%
Special School	10,154	44.95%
Primary School	1,250,032	16.66%

Islamic Primary School	204,772	15.34%
Junior Secondary School	488,206	61.98%
Islamic Junior Secondary School	179,809	54.35%
Senior Secondary School	227,433	84.81%
Islamic Senior Secondary School	92,723	72.22%
Total	2,783,321	37.50%

Source: DGQITEP. Reforming Teachers towards Educational Equality and Quality

2.3 National Development Strategy

Indonesia's National Medium-Term Development Plan 2004-2009 (RPJM) enumerates the three basic development agendas as follows.¹¹

1. Realizing a safe and peaceful Indonesia
2. Realizing a just and democratic Indonesia
3. Realizing a prosperous Indonesia

In these agendas, RPJM stresses the necessity of human resources development by enhancing the quality of education, healthcare and social welfare. Concerning education, it describes as follows.

The quality of Indonesia's human resources is still low. The development of education has not yet been fully able to meet the basic rights of its citizens.

The quality of education is also still low and not yet able to meet the competence requirement of those being educated. This is mainly attributed to the shortage and not yet well distributed educators in terms of quantity as well as quality while the welfare of the educators is also still low.

Meanwhile, the implementation of decentralization and regional autonomy in education cannot yet be fully made due to the not yet fully settled sharing of roles and responsibilities of the respective levels of governments, including in their respective contribution to allocating budget funds to education and the not yet implemented standards of minimal services.

These sentences show up in the very beginning part of Chapter 1 of RPJM, and this simply indicates the government's strong commitment to the development of education.

2.4 Education Development Strategy

MONE issued the Strategic Plan (RENSTRA) 2005-2009 in 2006, which lists the following major themes of education policy.¹²

1. Equity and Expansion of access to education
2. Enhancement of quality, relevance, and competitiveness of education

3. Improvement of governance, accountability, and public image of management of education

In these main themes, there are a series of sub-themes, and some of them are listed below. A list of all sub-themes is shown in the table of Appendix 1.

- Enhancement of community participation
- Development of teachers as a profession
- Development of competencies of teachers and educational personnel
- Improvement of public image
- Improvement of capacity and competency of education managers

In 2007 the Directorate General for Quality Improvement of Teachers and Educational Personnel (DGQITEP) in MONE developed the document entitled “Reforming Teachers towards Educational Equality and Quality”. This document expresses DGQITEP’s belief that improving the quality of teachers is essential to improve the quality of education, and reforming teacher is the very basis for that. The designed reform for teachers consists of the following interrelated components.

1. Pre-service academic qualification
2. Professional education
3. Appointment and deployment
4. Welfare and status
5. Continuous professional development
6. Reward and protection

Specifically, these components can be summarized in to three major actions below, and MONE is promoting teacher reform in collaboration with sub-national governments.

1. Qualification or upgrading of teachers
2. Certification of teachers
3. Provision of professional and other allowances, thereby ensuring welfare and social status of teachers

2.5 Prior and Ongoing Assistance

(1) World Bank

1) BERMUTU

The World Bank is implementing the Better Education through Reformed Management and Universal Teacher Upgrading Project (BERMUTU) in order to contribute to the improvement of the overall quality and performance of teachers through enhancing



teachers' knowledge of subject matter and pedagogical skills in the classroom. BERMUTU covers 16 provinces and 75 districts in Indonesia. The illustration of the BERMUTU model is shown in Appendix 2.

The project period is six years starting from 2007 to 2013. The total amount of budget is about US\$195.06 million, whose breakdown is US\$57.06 million financed by a borrower, US\$86 million by the World Bank, and US\$52 million by Netherlands. BERMUTU has the following four components.¹³

- Reforming university-based teacher education (estimated US\$ 20.5 million)
- Strengthening structures for teacher improvement at the local level (estimated US\$ 134.2 million)
- Reforming teacher accountability and incentives systems for performance appraisal and career advancement (estimated US\$ 5.3 million)
- Improving program coordination, monitoring and evaluation (estimated US\$ 33.8 million)

The second component above is the largest in amount and is related to the JICA's program. There are four sub-components in it.

- Technical assistance to establish agreed mechanism for recognizing the prior learning of teachers
- Technical assistance to DGQITEP to develop subject-based modules and modules on management, which will be utilized in the Center for Development and Empowerment of Teachers and Educational Personnel (P4TK)
- Grants funded to teacher working groups to finance a range of teacher training activities
- Grants funded to principal working groups and supervisor working groups to finance broad range of activities

Concerning the second sub-component above, the professors from Indonesia University of Education (UPI), State University of Yogyakarta (UNY) and State University of Malang (UM) are now helping DGQITEP to develop training modules incorporating the concept and method of LS and classroom action research.¹⁴

2) BEC-TF

The World Bank is also helping the Indonesian government to achieve universal primary education as one of the Millennium Development Goals (MDGs) by supporting



good governance in education through the Basic Education Capacity Trust Fund (BEC-TF) from 2007 to 2012. Netherland and European Commission are co-financing BEC-TF (€ 39 million), and the World Bank is in charge of its administration. BEC-TF covers 50 districts in 9 provinces and comprises the following components.

- Policy analysis
- Good governance, financial management, budgeting and accountability
- Information management

Successively the World Bank is planning to start another assistance entitled the System Improvement through Sector Wide Approach (SISWA) from 2009 with other donors, but its details are not fixed yet.

3) BOS-KITA

The World Bank is currently preparing a loan program called "BOS-KITA" ((Biaya Operasional Sekolah - Knowledge Improvement for Transparency and Accountability). The Project Development Objective is to improve access to quality education for all children aged 7 to 15 by strengthening school-based management and community participation, improving existing fiduciary arrangements for greater transparency and accountability of MONE's BOS program, and consequently bringing about better utilization of BOS funds. BOS-KITA is expected to be implemented from 2008 to 2012 with the total amount of \$600 million.

(2) Australian Agency for International Development (AusAID)

AusAID formulated the "AusAID Indonesia Education Program Strategy 2007-2012" and is now conducting various activities listed below within the education and scholarships sector. This strategy clearly mentions that its overall goal is to improve access (especially in JSE), quality and governance in basic education by 2012.

- Australia Indonesia Basic Education Program (AIBEP)
- Australian Development Scholarship (ADS)
- Australian Partnership Scholarships (APS)
- Nusa Tenggara Timur Primary Education Partnership (NTT PEP)
- Learning Assistance Program for Islamic Schools (LAPIS)
- Kang Guru Radio English (KGRE)

The estimated budget of AIBEP is A\$355 million (A\$200 million loan and A\$155



million grant), and the implementation period is three years starting from 2006 to 2009. AIBEP comprises four pillars.¹⁵

Pillar 1. Expanded equitable access

Pillar 2. Improved quality and internal efficiency

Pillar 3. Capacity development for governance of education services

Pillar 4. Increased resource mobilization in the education sector

AIBEP's Target Provinces

	Junior Secondary School (SMP)	Islamic Junior Secondary School (MTs)
Province	1. West Kalimantan	10. Central Sulawesi
	2. Central Kalimantan	11. Gorontalo
	3. South Kalimantan	12. North Sulawesi
	4. Bali	13. North Maluku
	5. West Nusa Tenggara	14. Maluku
	6. East Nusa Tenggara	
	7. West Sulawesi	
	8. South Sulawesi	
	9. Southeast Sulawesi	
		1. South Sumatra
		2. Lampung
		3. Banten
		4. West Java
		5. Central Java
		6. East Java
		7. South Kalimantan
		8. South Sulawesi
		9. West Nusa Tenggara

Source: AusAID. AIBEP <<http://www.indo.usaid.gov.au/docs/BEP-pamphlet.pdf>>

Concerning Pillar 1, AIBEP constructs a total number of 2000 schools (1500 junior secondary schools and 500 Islamic junior secondary schools) in 20 provinces shown in the table above.

Concerning Pillar 2, AIBEP have already completed the training on the Whole District Development Program and Whole School Development Program not only for the stakeholders in the target 20 provinces, but also for instructors in the following institutions located throughout Indonesia. The implementation structure is drawn in Appendix 3.

【MONE】

- Center for Development and Empowerment of Teachers and Educational Personnel (P4TK)
- Educational Quality Assurance Institution (LPMP)

【Ministry of Religious Affairs (MORA)】

- National Center for Education and Training (NCET)
- Regional Center for Education and Training (RCET)

3. PROBLEMS TO BE ADDRESSED & PROGRAM JUSTIFICATION

3.1 Problems to be Addressed

(1) Strengthening local educational administration and improving school management

Even after decentralization and delegation of authority, regional governments are not capable enough to provide good educational services with sufficient accountability and transparency. They have little know-how to support schools. On the other hand, schools (principals and teachers) are often not yet capable enough to plan, implement, monitor and evaluate school activities with community people. What is needed is participatory school-based management (PSBM) in collaboration among all stakeholders such as the administration (government officers and supervisors), schools and community people. JICA has supported in this field since 1999 through the Regional Education Development and Improvement Program (REDIP). At regional level, Central Java Province and North Sulawesi Province became self-sustainable in terms of budgeting and expertise to manage a PSBM model developed in the cooperation with JICA. Still, Banten Province needs continuous technical assistance from JICA to reach a self-reliance. At the central level, MONE highly appreciate this model for PSBM and to promote such a model nation-wide through conducting a replication program as well as incorporating various points of the JICA program into their administrative mechanism. In order that MONE or Indonesian educational administration as a whole take the fruits of the project, further technical assistance is necessary to institutionalize the experience into functional educational administration.

(2) Continuous Professional Development of Teachers

As mentioned earlier, internal efficiency is the critical issue in Indonesia. And improving the quality of teachers is crucial to improve the quality of education. Upon this recognition, MONE take several measures to improve the quality of teachers, one of which is the continuous professional development of the teachers. Lesson Study (LS) is an effective approach and method to improve teaching and learning process in the classroom, thereby enhancing the quality of education. LS is a process in which teachers jointly plan, implement (and observe), analyze, and improve actual classroom lessons.¹⁶ JICA has supported in this field since 2006 (relevant cooperation initiated in 1998) through the Program for Strengthening In-service Teacher Training for Science and Mathematics (SISTTEMS) in West Java Province (Sumedang District), Yogyakarta Province (Bantul District) and East Java Province (Pasuruan District) with resource

universities, namely UPI, UNY and UM. Much has been done, but there is still some room for further improvement at the target sites. Moreover, in order to disseminate nationwide, LS needs to establish dissemination structure such as developing a dissemination strategy, developing training mechanism, developing training materials, and enhancing references, and gaining a larger number of partner universities to ensure quality of lessons.

(3) Little Coordination in Disseminating PSBM & LS among Stakeholders

In the past cooperation of JICA in junior secondary education, that is, REDIP and SISTTEMS, at the field level, the programs involved schools under supervision of both Ministry of National Education (MONE) and Ministry of Religious Affairs (MORA). Yet, since the program implementing institution was MONE, it is hardly said that MORA has actively participated or supported targeted districts including schools. In order to realize the sound foundation for disseminating PSBM and LS, the program would consolidate institutional, organizational, technical and financial arrangement under well coordination of the two ministries by making full use of MONE's and MORA's training institutions located across the nation. Not only collaboration between MONE and MORA, but also active involvement of and harmonious coordination between/among all the stakeholders at the central, regional and school levels are indispensable to make this happen.

3.2 Program Justification

(1) Relevance to Government Policy

As mentioned in the latest Medium-term Development Plan (RPJM) of the Government of the Republic of Indonesia, education is stated as one of the important aspects of development of social foundations. The strategic plan (RENSTRA) of education sector emphasizes: 1) equitable expansion of access, 2) improvement of quality and relevance, 3) improvement of governance and accountability. Among actions to accomplish these goals are community participation to school management, capacity development of teachers and education personnel, and improvement of education finance and administration. For example, MONE has increased School Operational Fund (BOS) in order to promote decentralization in education administration and to strengthen school management. Also, MONE has been conducting education reform consisting of improvement of teacher qualification and improvement of salary of teachers.

The new program by JICA (the Program), whose design is described in **Chapter 5**, is

consistent with the Indonesian government policy. Firstly, it supports dissemination of an efficient and feasible model for school management nation-wide so that Indonesia achieves decentralization in education administration and school-based management. Secondly, through dissemination of Lesson Study, the program also supports continuous professional development of teachers through improvement of teaching-learning process in the real classroom.

The Program is in line with the Japanese government policy as well. The Japanese government gives priority to assistance for improving quality of education in developing countries as addressed in the Basic Education for Growth Initiative (BEGIN) prepared by the Ministry of Foreign Affairs in 2002. Its breakdown is as follows.¹⁷

- Assistance for mathematics and science education
- Assistance for teacher training
- Assistance for improvement school administration and management

(2) Integrating PSBM and LS in One Program

First, the Program will try to disseminate both PSBM and LS through all the existing training institutions such as P4TK(MONE), LPMP (MONE), NCET and RCET (MORA). By doing so, PSBM and LS will be disseminated in an equitable manner across Indonesia. In this process, the capacity of these institutions will be strengthened. Secondly, while the Program focuses on nationwide dissemination, it will keep supporting Banten Province for PSBM and the three provinces (West Java, Yogyakarta and East Java) for LS as continuous target sites. Furthermore, the Program will start supporting the out-of-Java provinces (West Sumatra, South Kalimantan and North Sulawesi) for LS as new target sites. The target sites are expected to function as showcases or living models of PSBM and LS.

(3) Strengthening Capacity of and Linkage among Stakeholders at All Levels

In this Program, two ministries are involved. Also, there are a number of stakeholders at the central, regional and school levels. This Program aims to link those stakeholders, who have been working rather individually. Their activities have been less organized as a whole. In this sense, enhancing the interconnectedness of the functions (planning, budgeting, implementing, monitoring, and evaluating) of following stakeholders is the main purpose of the Program. Then a greater synergy among/between them is expected to be brought about.



- MONE (related directorate generals, LPMP and P4TK)
- MORA (related directorate generals, NCET and RCET)
- Regional (provincial and district) education offices
- Junior secondary schools/Islamic junior secondary schools (SMP/MTs)
- Community

4. PROGRAM STRATEGY

4.1 Program Strategy

(1) Centering on Junior Secondary Education (JSE)

As universal primary education has been nearly achieved, JSE is the next target level for the government. Also, since JICA's past programs centered on JSE in which the target subjects are mathematics and science, the Program will continue to aim at enhancing the quality of JSE. However, the essence of PSBM and LS can be applied to other education levels beyond the subjects.

(2) Supporting both PSBM and LS

As already stated, the Program will provide technical assistance to both PSBM and LS. Each of them is an integral component of the Program. From the past cooperation between JICA and MONE, it is evident that the model PSBM is useful for enhancing local education administration, attracting more attention from community to education, revitalizing school activities, and improvement of enrollment rate. Also, it is proved that Lesson Study is useful for motivating teachers, realizing education which promotes learning of students, and revitalizing school activities. The Program intends to integrate "management" (PSBM) and "pedagogy" (LS), both of which were conducted separately in the past, at school level. Thus, the target group of trainings conducted at training institutions (LPMP, P4TK, NCET, and RCET) after TOT is school principals and school supervisors. The Program approaches enhancing the quality of education through enhancement of management of education site as mentioned above.

(3) Full Integration into Dissemination Strategy by the Indonesian Side

As mentioned in 4.2 (1) Program Implementation Structure, the Program takes part in the dissemination strategy by the Indonesian side. Briefly said, JICA trains master trainers at training institutions of MONE and MORA. It also strengthens sites to be reference for local governments who are interested in PSBM or LS. Cascading the

training to provincial and district levels is done by MONE and MORA. Actual implementation of PSBM or LS is conducted by local governments with supporting fund from MONE and MORA.

(4) Involving both MONE and MORA

Historically, MTs have been marginalized with less attention paid by the government. Most of them are private and not as good as SMP in the quality of education. Since the Program addresses the improvement of the quality of junior secondary education as a whole, it needs to pay attention to MTs as well. In this context, it is important to involve MORA in the Program as an active practitioner, not as a passive observer. MORA is expected to work closely with MONE. With the strong leadership of relevant directorate generals of both ministries, training institutions such as NCET and RCET (MORA), and P4TK and LPMP (MONE) will contribute to far-reaching dissemination of PSBM and LS. (Horizontal Linkage)

(5) Targeting both National and Sub-National Governments

The past programs placed emphasis on the human resources development at the sub-national level, that is, district/city or lower level in the course of developing the respective models. Consequently, little expertise was accumulated or internalized at the national or central level. However, strengthening the capacity of the national government is critical because they are the protagonists who plan, promote and coordinate for disseminating PSBM and LS. Thus, equal or more emphasis should be placed on the human resources development at the national level. In order to achieve this, it is important not only to enhance capacity of each administration but also to link each administration so that feedback mechanism works among these hierarchical but sovereign administrations. (Vertical Linkage)

(6) Focusing on both Internalization and Dissemination

Internalization of the expertise in PSBM and LS will be pursued in the continuous and new target sites. The expertise is expected to take root in those sites. By the time when the Program is ended, they are expected to reach a self-sustainable level. Also, dissemination of the expertise will be endeavored through the training institutions. It is expected to spread across the country.

(7) Targeting both Inside and Outside Java

The continuous target sites are located in Java while the new target sites are located



outside Java. Given the geographical features of Indonesia, such balanced selection of the target sites is essential for the dissemination of PSBM and LS.

(8) Working with both Resource and Partner Universities

The Program requires academic inputs to ensure the quality of LS. UPI, UNY and UM, which have affluent knowledge and experience, will continue to support the Program as resource universities. Partner universities are selected in the new target sites as shown below. As the Program activities unfold, they will deepen understanding and acquire experience by receiving advice from resource universities.

- State University of Padang (UNP) in West Sumatra Province
- Lambung Mangkurat University (UNLAM) in South Kalimantan Province
- State University of Manado (UNIMA) in North Sulawesi Province

4.2 Implementation and Coordination Arrangement

(1) Program Implementation Structure

The Program takes a cascade approach as shown in the Program Implantation Structure in Appendix 4.

First of all, MONE and MORA will formulate a grand design for disseminating PSBM and LS based on RENSTRA. And JICA will give technical assistance on this regard.

Secondly, MONE and MORA will conduct the training of master trainers (TOT), inviting the instructors from P4TK, LPMP, NCET, RCET and lecturers from partner universities (and other universities if need be) with support from JICA. The modules will be taught by 1) key persons versed in PSBM through REDIP, and 2) lectures from resource universities versed in LS through SISTTEMS with proper inputs from Japanese experts.

Thirdly, the participants, who become master trainers by receiving TOT, will return to their own organizations (P4TK, LPMP, NCET and RCET) and will disseminate PSBM and LS through their training programs. While JICA will provide technical assistance to the development of the training materials to be utilized in those institutions, they will conduct PSBM and LS training with their own resources (supported by MONE and MORA). They can invite professors from the Partner Universities as guest lecturers.

Fourthly, regional stakeholders such as province and district/city government officers, supervisors, principals, teachers and community people will attend the training programs on PSBM and LS offered by P4TK, LPMP, NCET and RCET. For disseminating LS to every corner of Indonesia, DGQITEP, MONE is planning to subsidize dissemination training to all districts/cities.

Fifthly, those stakeholders, who participate in the training, will then return to their own organizations, schools and communities and disseminate PSBM and LS through their training and gathering such as supervisor association (MKPS), principal association (MKKS) and subject-based in-service teacher training (MGMP) activities. Those activities are expected to utilize block grant prepared by both ministries as much as possible. Networking and exchange of site visits among them are also encouraged to be realized. En passant, the image of technical assistance to improvement of educational management is in Appendix 5. Moreover, MONE will subsidize one LS model school at each district/city.

Although it is not illustrated in Appendix 4, MONE will take its own initiatives relevant to the Program. Directorate of Education Personnel, DGQITEP is planning to provide block grants to LPMP and P4TK for their training activities on PSBM and LS. Also, DGHE will promote the dissemination of LS towards 32 state universities with pre-service teacher training curriculum (LPTK). For the coming three years from 2009, DGHE will allocate the budget to them. A group of about 10 universities will be selected and funded each year.

(2) Program Managerial Structure

The Program Managerial Structure is shown in Appendix 6. Both MONE and MORA are implementing ministries. Director General of DGQITE, as Program Director, will bear overall responsibility for the administration and implementation of the Program. Director of Education Personnel under DGQITEP, as Chief Program Manager, will be responsible for the managerial and technical matters of the Program. He/she will work together with Vice Program Manager and other program managers. The organization charts of key organizations are shown in the following appendixes.

- DGQITEP, MONE, including P4TK and LPMP (Appendix 7)
- LPMP (Appendix 8)
- Research, Development, Education and Training Institute, MORA, including NCET and RCET (RDETI) (Appendix 9)



- Joint Coordinating Committee, Program Implementation Team, and JICA Program Team (Appendix 10)

(3) Selection of Target Sites

- **Target Sites for PSBM**
Serang City, Serang District and Pandeglang District in Banten Province
- **Continuous Target Sites for LS**
 - Sumedang District in West Java Province
 - Bantul District in Yogyakarta Province
 - Pasuruan District in East Java Province
- **New Target Sites for LS**
 - Padang City in West Sumatra
 - Banjar Baru City in South Kalimantan
 - North Minahasa District in North Sulawesi

Concerning the new target sites for LS, during the process of technical cooperation, one city or district in each province was selected jointly by Indonesian and Japanese sides in accordance with the following criteria.

- 1) Strong commitment of the district/city government (submission of an official letter signed by regent/mayor to the provincial education office)
- 2) Initiative to (both financially and technically) support teacher training activities (MGMP and others)
- 3) Securement of the activity cost of university lectures for the instruction on Lesson Study
- 4) District education plan including quality improvement strategies of teachers
- 5) Sufficient allocation of education budget to APBD (District Budget), excluding salary
- 6) Appropriate size (number of schools and sub-districts) of district for effective implementation of MGMP activities
- 7) Geographical proximity from the resource and partner universities
- 8) Geographical condition conducive to disseminating the results of training in a province
- 9) No duplication in the target sites of other-donor-assisted programs for teacher development

(4) Pairing of Resource and Partner Universities



Concerning LS, a resource university will provide technical assistance to its paired partner university as shown in the table below. They will work together to disseminate LS in the new target provinces.

New Target Province	Partner University	Resource University (Location)
West Sumatra	Faculty of Mathematics and Science (FMIPA), State University of Padang (UNP)	Faculty of Mathematics and Science Education, UPI (West Java)
South Kalimantan	Faculty of Education, Lambung Mangkurat University (UNLAM)	FMIPA, UNY (Yogyakarta)
North Sulawesi	FMIPA, State University of Manado (UNIMA)	FMIPA, UM (East Java)

(5) Responsibility Demarcation and Cost Sharing

The Program encompasses a broad range of complex activities. The responsible demarcation of activities by organization is shown in Appendix 11. The cost sharing plan is shown in Appendix 12. While the block grants to be given by Directorate of Education Personnel is included in the "Regional Training" depicted in Appendix 12, DGHE's own project on LS referred in **4.2 (1)** is not included here because DGHE is primarily responsible for pre-service education, not in-service education.

5. PROGRAM DESIGN

The whole picture of the Program is described in the Project Design Matrix (PDM) as attached in Appendix 13. The Plan of Operation (PO) is also shown in Appendix 14.

5.1 Overall Goal

The overall goal, which will have been achieved in some years after the end of the Program, is as follows.

Quality of junior secondary education is enhanced through participatory school-based management (PSBM) and Lesson Study (LS) extensively in the nation.

5.2 Program Purpose, Outputs and Activities

(1) Program Purpose

The program purpose, which is to be achieved by the end of the Program, is as follows..

The capacity of national as well as local education administration and schools are

strengthened in order to disseminate and implement participatory school-based management (PSBM) and Lesson Study (LS) whose roles are vital to enhancement of quality of education.

(2) Outputs

Outputs are tangible and intangible products to be yielded by the Program in order to achieve the Program purpose. Following are the major outputs of the Program.

- 1) The capacity of planning and coordination for disseminating PSBM and LS is strengthened at the national level.
- 2) The capacity of disseminating PSBM and LS is strengthened at the regional level.
- 3) The capacity of implementing PSBM and LS is strengthened in the reference sites and developed in the target sites.

Each output above is an integral part of the whole Program. Even a lack of one component may undermine the base of the Program. The Program purpose can be achieved only when the outputs are realized and synthesized.

(3) Activities

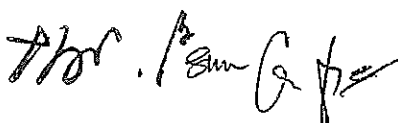
Activities are specific actions intended to yield the outputs of the Program by effective utilization of inputs by both Indonesian and Japanese sides. The Program will conduct the activities in the following three levels.

1) Strengthening Planning and Coordination Capacity at the National Level

- 1-1 To survey the local needs of PSBM and LS
- 1-2 To support planning, coordination and policy-making on the dissemination of PSBM and LS
- 1-3 To provide technical advice to the regional governments which adopt PSBM & LS on their own initiatives
- 1-4 To conduct monitoring and evaluation on the dissemination of PSBM & LS at the regional level
- 1-5 To collaborate and coordinate with other donors on the development of training materials and implementation of training
- 1-6 To organize dissemination forums inviting various educational stakeholders and other development partners

2) Strengthening of Dissemination Capacity at the Regional Level

- 2-1 To plan trainings of master trainers (TOT)



- 2-2 To develop the training materials on PSBM and LS
- 2-3 To conduct TOT trainings
- 2-4 To provide technical advice to P4TK, LPMP, NCET and RCET on the training on PSBM and LS for supervisors, principals and teachers
- 2-5 To provide technical advice to the provincial educational & religious offices on the promotion of PSBM and LS

3) Strengthening of Implementation Capacity in the Target Sites

3-1 To support the 3 target sites in Banten Province for their independent PSBM activities

- 3-1-1 To develop a strategy for PSBM activities in technical, financial and organizational terms
- 3-1-2 To implement and monitor PSBM activities
- 3-1-3 To provide technical assistance to district/city education office for developing independent PSBM guideline
- 3-1-4 To conduct end-line survey

3-2 To strengthen implementation capacity for LS in the 3 target sites in Java

- 3-2-1 To conduct MGMP facilitator trainings
- 3-2-2 To provide technical advice on LS in MKKS, MGMP and SMP/MTs
- 3-2-3 To conduct end-line survey

3-3 To introduce and disseminate LS in the new 3 target sites outside Java

- 3-3-1 To conduct socialization on LS
- 3-3-2 To conduct technical exchange with the 3 target sites in Java.
- 3-3-3 To conduct base-line survey
- 3-3-4 To develop a plan for implementing LS
- 3-3-5 To conduct LS facilitator trainings
- 3-3-6 To conduct school management trainings
- 3-3-7 To implement and monitor MGMP activities applying LS
- 3-3-8 To organize evaluation workshops
- 3-3-9 To conduct end-line survey

5.3 Inputs

(1) Inputs from the Indonesian Side

The Indonesian side will ensure or make some arrangements listed below for the smooth implementation of the Program.

- 1) Counterpart personnel at the national and regional level
- 2) Cooperative institutions (UPI, UNY, UM and other universities)



- 3) Office space for the Program
- 4) Budget
 - Counterpart fund of PSBM in the 3 target sites in Banten Province
 - Block grant for LS towards MKPS, MKKS and MGMP activities
- 5) Daily activity cost by resource and partner universities
 - Per diem
 - Transportation
- 6) Other necessary local expenses

(2) Inputs from the Japanese Side

The Japanese side will ensure or make some arrangements listed below for the smooth implementation of the Program.

- 1) Experts
 - Project manager/Educational planning
 - Educational administration/Donor coordination
 - Training management
 - School-based management
 - Lesson Study
 - Educational evaluation
- 2) Counterpart training in Japan
- 3) Budget for PSBM in the 3 target sites in Banten Province
- 4) Cost for training of master trainers
- 5) Cost for technical exchange between the resource and partner universities
- 6) Equipment and materials necessary for the implementation of the Program

5.4 Important Assumptions and Risk Analysis

The important assumptions are enumerated in PDM as follows.

- The Indonesian government policy which places importance on the quality improvement of teachers and educational personnel is unchanged.
- MONE and MORA's policies which place importance on PSBM and LS remains unchanged.
- Local governments place importance on enhancement of quality of education as a goal and participatory school-based management as means.
- Personnel reshuffle within the national and sub-national government does not affect the legitimacy of the program.
- Indonesia does not fall into any conflict or turmoil due to social, economic,

political reasons and natural disasters.

- The national and regional counterparts and the resource & partner university lecturers are actively involved in the Program activities in a harmonious manner.
- The principals, teachers, parents, etc. are actively involved in the Program activities.

The pre-conditions of the Program are also mentioned in PDM as follows.

- MONE (DGPSEM, DGQITEP & DGHE) is committed to taking the initiative in disseminating PSBM and LS.
- MORA (DGIE, RDETI) commits to the Program.

5.5 Monitoring and Evaluation

Monitoring and evaluation are two of the most important management tools. Proper and regular monitoring makes it possible to keep track of the progress of the Program and identify problems that hinder its development, thus allowing corrective actions to be taken responsively, whenever necessary. Evaluation, on the other hand, is done twice or so during the Program period in a more in-depth way. Much data is collected and analyzed to decide a modification, completion or extension of the Program.

(1) Monitoring

Monitoring is an ongoing process designed to check if the Program is being duly implemented according to a plan with expected results, and to modify the plan if necessary. Without periodic monitoring, it is impossible to evaluate the Program at the intermediate and final stages. The monitoring should be conducted by both the Indonesian and Japanese sides.

(2) Evaluation

In evaluation, both the Indonesian and Japanese sides compare a plan with its outcomes using specific criteria and draw conclusions. The mid-term evaluation is conducted in the mid-course of the Program period. Usually a JICA mission composed of several specialists is dispatched from Japan. PDM may be modified as a result of the evaluation. The final evaluation is normally conducted half a year prior to the end of the Program. An evaluation mission is recommended to include the outside specialists in order to make the process and results of evaluation fair, objective and transparent. The evaluation criteria consist of five perspectives, that is, relevance, effectiveness, efficiency, impact, and sustainability.

1) Relevance

Relevance is clarified by examining whether the outputs, Program purpose and overall goal are in line with the priority needs and concerns of the Indonesian government.

2) Effectiveness

Effectiveness is assessed by analyzing the extent to which the outputs and Program purpose have been achieved and/or can be expected to be achieved at the time of evaluation. The verifiable indicators of them are described in PDM.

3) Efficiency

Efficiency is measured by analyzing productivity of the implementation process. More practically, it is assessed by evaluating the relationship between outputs and inputs in terms of timing, quality, and quantity, and to reconsider the alternate strategies to produce the outputs more efficiently.

4) Impact

Impact is measured by focusing mainly of positive and negative influences of the Program. The verifiable indicators of the super goal and overall goal of the Program should be continuously examined.

5) Sustainability

Sustainability is clarified by examining whether the Program activities and benefits are likely to continue after the Program is completed. It can be foreseen by examining the institutional and management capacity, financial condition, technical ability, etc.

6. Preliminary Assessment by Five Criteria

Judging from the following five criteria, the Program is assessed to be feasible and worth implementing.

6.1 Relevance

The relevance of the Program is judged as high from the following viewpoints.

(1) Relevance to Indonesian Government Policy

Enhancing the educational quality and educational management is one of the major challenges as stipulated in RPJM. The Program will address the following issues stated in RENSTRA prepared by MONE (*see* Appendix 1).

- Enhancement of community participation
- Development of teachers as a profession
- Development of competencies of teachers and educational personnel
- Improvement of public image
- Improvement of capacity and competency of education managers

(2) Relevance to Needs of Target Group

While decentralization in education administration proceeds, structural problems such as insufficient capacity of local government and increasing disparity of education budget among regions have arose. The Program entangles with strengthening planning and coordination capacity at central level as well as dissemination and implementation capacity at sub-national level for dissemination of PSBM and LS. By doing so, the Program contributes to enhance administrative capacity of local governments which otherwise continues to be insufficient.

(3) Relevance to Japanese Government Policy

The Ministry of Foreign Affairs of Japan sets the following three assistance priority pillars for Indonesia. The assistance to the education sector is placed under the second pillar.¹⁸

- 1) Sustainable growth driven by the private sector
- 2) Creating a democratic and equitable society
- 3) Peace and stability

Besides, BEGIN, as mentioned earlier, gives priority to assistance for improving quality of education whose breakdown is listed below.

- Assistance for mathematics and science education
- Assistance for teacher training
- Assistance for improvement school administration and management

Thus, the Program coincides with the Japanese government policy.

6.2 Effectiveness

The effectiveness of the Program is expected to be high from the following viewpoints.

(1) Synergy by Integrating PSBM and LS into One Program

JICA has conducted technical cooperation in PSBM and LS for ten years and has made some fruits from the past cooperation. Regarding PSBM, outcomes are such as

enhancement of local education administration, increasing attention from community to education, revitalization of school activities, and improvement of enrollment rate. Also, regarding LS, outcomes are such as improved motivation of teachers, realization of education which promotes learning of students, and revitalization of school activities. The Program aims at developing foundation for disseminating those outcomes from the past cooperation. In other words, the Program intends to integrate “management” (PSBM) and “pedagogy” (LS), both of which were conducted separately in the past, at school level so that both approaches yield synergy effects.

(2) Area-Specific Assistance and Nationwide Dissemination

While in REDIP and SISTTEMS, intensive assistance was provided to the several selected districts/cities, the Program aims at disseminating theory and practices of PSBM and LS nationwide through cooperation to central ministries (MONE and MORA) and their training institutions located across the country (LPMP, P4TK, NCET, and RCET). Moreover, as mentioned above, dissemination to provincial as well as district level is to be conducted by the Indonesian side through various trainings. Thus, the Program will not only address the target sites, but also will cover the whole country.

(3) Strengthening Vertical & Horizontal Linkage among Stakeholders

There are many educational stakeholders and activities at the central, regional and school levels, but they have not been well-linked among each other. The Program will involve both MONE and MORA, and then connect various stakeholders vertically and horizontally. By doing so, all the diverse efforts are expected to bear fruit in interorganizational dynamics. Needless to say, MONE’s role is vital in that it will take the lead in making a vision and disseminating PSBM and LS.

(4) Role of University for Securing Quality of Lesson Study

In the process of disseminating LS nationwide, it is anticipated that quality of what is conveyed to participants in the trainings becomes degraded as the trainings are cascaded to local levels. In the Program, three resource universities (UPI, UM, and UNY) and three reference sites (Sumedang District, Pasuruan District, and Bantul District) from SISTTEMS as well as newly-joining partner universities (UNP, UNLAM, and UNIMA) play roles to secure quality of Lesson Study by receiving study visits from local governments who are interested in conducting Lesson Study and provide relevant information to them. Like this way, the Program is designed to disseminate LS with quality.

(5) Training Implementation Structure

The trainings for master trainers (instructors from the training institutions under MONE or MORA, lecturers from LPTK, and selected school principals, teachers, and school supervisors) are held at three reference sites in Java Island, namely Sumedang District, Pasuruan District, and Bantul District, where knowledge and actual experience are accumulated. At each reference site, lecturers from a resource university nearby as well as Japanese experts cooperate implementation of the trainings. Thus, those master trainers participating the trainings can deepen their understanding about both theory of Lesson Study and its actual implementation in an effective manner.

6.3 Efficiency

The efficiency of the Program is assessed to be high from the following dimensions.

(1) Familiarity with PSBM and LS

Since JICA's assistance in the education sector started in late 1990s, there are a number of people who are familiar with PSBM and LS. Central Java Province and North Sulawesi Province became versed in PSBM and self-sustained in financial and technical terms. Banten Province is making progress to be self-reliant. Also, three target sites from SISTTEMS are also versed in LS. The government officers, supervisors, principals, etc. in these provinces can deliver a lecture at the training institutions and share their experiences with others who seek the betterment of their education.

(2) Inputs from Resource Universities to Partner Universities

Concerning LS, three higher education institutions (UPI, UNY and UM) will continue to support the Program as resource universities. Since they have a nationwide FMIPA network, it is expected for them to disseminate LS to other universities including three partner universities (UNP, UNLAM and UNIMA). Given the geographical proximity, three pairs will be organized such as UPI-UNP, UNY-UNLAM and UM-UNIMA. This arrangement will be instrumental in implementing the Program efficiently.

(3) Full Use of Existing Training Institutions

The Program will not establish the whole dissemination system from scratch. Or rather, it will make full use of MONE's and MORA's currently underutilized training institutions spreading across the nation. The Program will develop the training modules of PSBM and LS and add them to the existing programs for supervisor, principals,

teachers, etc. In this sense, those institutions can continue conducting their activities without assuming excessively heavy workload.

6.4 Impact

The impact of the Program is projected to be high from the following viewpoints.

(1) Sustainable Activities toward the Overall Goal

The Program aims at establishing structure to disseminate PSBM and LS nationwide, which will contribute to sustainable activities by the Indonesian side toward the overall goal. The overall goal is: Quality of junior secondary education is enhanced through participatory school-based management (PSBM) and Lesson Study (LS) extensively in the nation. MONE has a plan to establish one model school for Lesson Study each district or city. From the past cooperation, outcomes of REDIP and SISTTEMS are well recognized by Indonesian officials. Therefore, when any local education administration wishes to adopt these models, it is expected that these models spread out from a model schools within its area. As a result, an increasing number of lessons will be improved. In the end, the Program will produce positive impacts such as higher score of National Final Examination (UN).

6.5 Sustainability

The sustainability of the Program is assessed to be high from the following aspects.

(1) Policy Aspects

The Indonesian government stresses the importance on the improvement of quality and management of education in RPJM and RENSTRA. What the Program aims at is consistent with the government policy, and its importance will remain unchanged under the national development plan.

(2) Institutional and Financial Aspects

As already referred, MONE and MORA has the training intuitions across the country, and they secure the recurrent budget necessary for the activities. Also, regular trainings and gatherings such as MKPS, MKKS and MGMP are commonly organized at the district/city or lower level in Indonesia. Those local activities are also financially supported by local governments, schools and communities. In this way, institutional and financial foundation is solid so that the achievements of the Program are expected to prevail in a sustainable manner. In addition, for expansion of PSBM and LS to wider area of Indonesia, possibility to introduce financial cooperation to support the Program

needs to be examined, paying attention to financial needs from the Indonesian side, related donor activities, and sustainability of the Program.

(3) Technical Aspects

Three resource universities will continue to support the Program. Their academic inputs are indispensable to assure the quality of LS and foster inexperienced lecturers at the partner universities. As long as such technical basis is sound and reliable, the know-how or expertise will take root in Indonesia. Even after the Program is ended, UNP, UNLAM and UNIMA are expected to serve as a resource university in each island of Sumatra, Kalimantan and Sulawesi. Additionally, the guidelines and training manuals developed by the Program will be used as tangible references for local governments interested in PSBM or LS, and other donor agencies.

(End)

Thor P. Sam G. G.

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<http://www.bappenas.go.id/index.php?module=ContentExpress&func=display&ceid=2820>
- ¹² RENSTRA (Draft Translation). pp.34
- ¹³ World Bank. BERMUTU Project Appraisal Document.
- ¹⁴ In the co-authored writing of Reflective Teaching in Second Language Classroom, Richards and Lockart (1994) defines that *action research refers to teacher-initiated classroom investigation which seeks to increase the teacher's understanding of classroom teaching and learning, and to bring about change in classroom practice.*
- ¹⁵ AusAID. AIBEP <http://www.indo.usaid.gov.au/projects/bep.html>
- ¹⁶ The Lesson Study Research Group in Columbia University (USA) explains Lesson Study as follows. *Lesson Study is a professional development process that Japanese teachers engage in to systematically examine their practice, with the goal of becoming more effective. This examination centers on teachers working collaboratively on a small number of "study lessons". Working on these study lessons involves planning, teaching, observing, and critiquing the lessons. To provide focus and direction to this work, the teachers select an overarching goal and related research question that they want to explore. This research question then serves to guide their work on all the study lessons.*
<http://www.tc.edu/lessonstudy/whatislessonstudy.html>
- ¹⁷ Ministry of Foreign Affairs of Japan. BEGIN <http://www.mofa.go.jp/region/africa/education2.html>
- ¹⁸ Ministry of Foreign Affairs of Japan. Country Assistance Evaluation of Indonesia: Summary
<http://www.mofa.go.jp/policy/oda/evaluation/2007/indonesia.pdf>

For Ben-G...

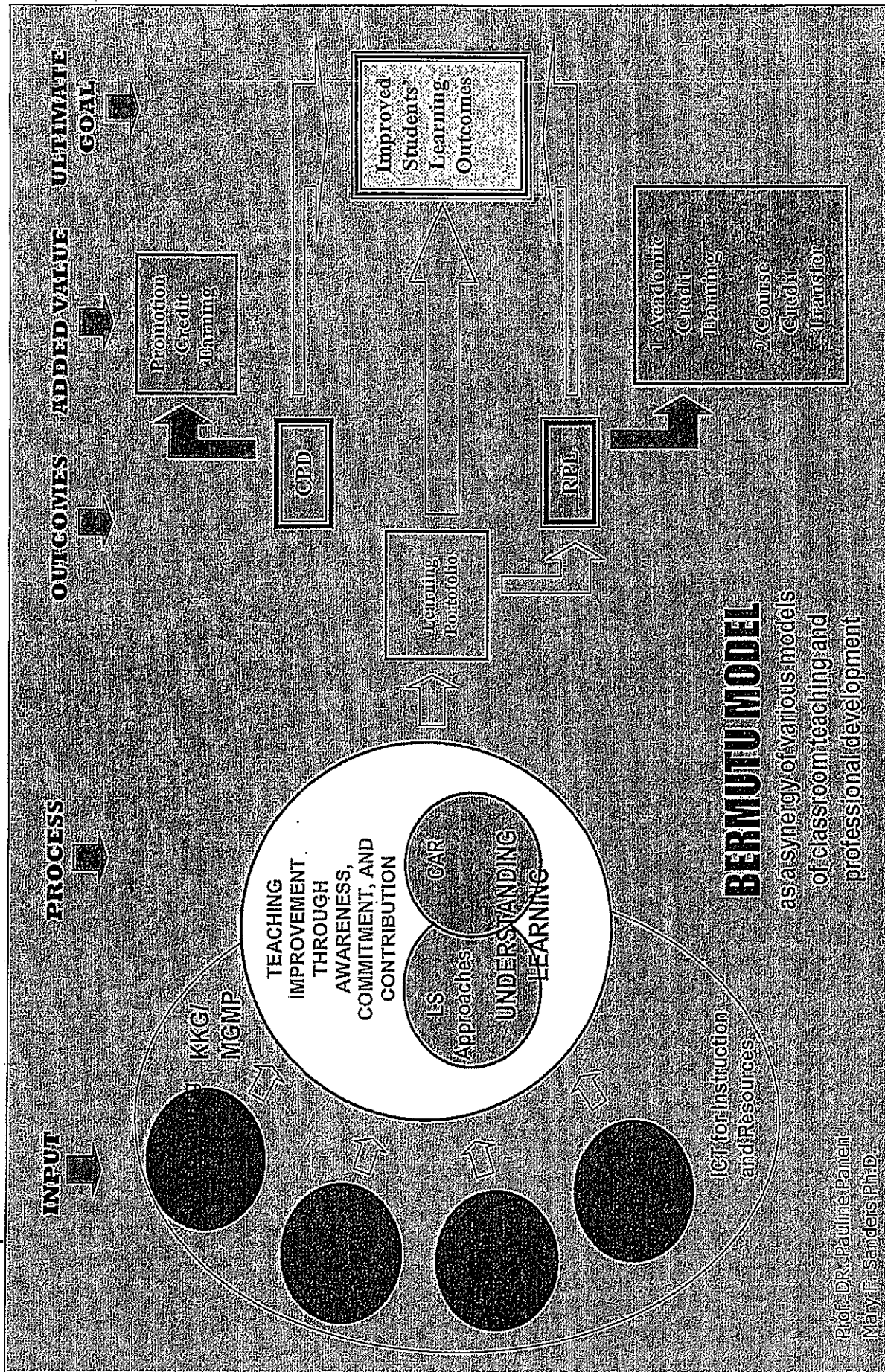
JICA Support to RENSTRA

Strategic Plan (RENSTRA) 2005-2009	
< Major Policies of National Education Development >	< Focus of Long-term Plans >
<ol style="list-style-type: none"> 1. Equity and Expansion of Access 2. Improvement of Quality, Relevancy & Competitiveness 3. Strengthening of Governance, Accountability, and Public Image 	<ol style="list-style-type: none"> 2005-2010: Capacity Improvement & Modernization 2010-2015: Strengthening Services 2015-2020: Regional Competitiveness 2020-2025: International Competitiveness
Equity and Expansion of Access	<ol style="list-style-type: none"> 1.1 Financing of Operational Costs (BOS) for 9-Year CBE 1.2 Provision of Facilities & Infrastructure for CBE 1.3 Recruitment of Educators and Educational Staff Members 1.4 Expansion of CE at the Non-Formal Education Setting 1.5 Expansion of Literacy Education for the Population aged >15 years 1.6 Expansion of Access to Special Education (SLB) and Inclusive schools 1.7 Development of special educational services to children of CBE age in remote island/regions; sparsely and far flung populated regions; disaster regions; conflict regions, and isolated regions and street children 1.8 Expansion of Access to PAUD (Early Childhood Education) 1.9 Life Skills Education 1.10 Expansion of Access to SMA/SMK and Integrated Middle Schools 1.11 Expansion of Access to Universities 1.12 Utilizing the ICT as a Distance Learning System 1.13 Enhancement of the Community Participation in Expanding Access to SMP/SM/MA/SMK/Integrated SM, SLB and Universities
Quality, Relevancy, and Competitiveness	<ol style="list-style-type: none"> 2-1 Implementation and Improvement of the SNP (National Education Standard) and BSPN (National Education Standard Agency) 2-2 Programmed Supervision & Quality Assurance with reference to the SNP 2-3 Expansion and Improvement of the Accreditation Quality by BAN-PT, BAN-SM and BAN-NFB 2-4 Development of Teaching as a Profession 2-5 Development of Competencies of Teachers and Education Personnel 2-6 Improvement of Facilities and Infrastructure 2-7 Expansion of Life Skills Education 2-8 Development of Locality-based Superior Schools in Every District/City 2-9 Development of Schools with International Standard 2-10 Promoting Development of Departments at the Universities that are Categorized as the Biggest 100 in Asia 2-11 Enhancing Development of Study Programs with Specialization on Vocational and Professional Development 2-12 Improved Number and Quality of Scientific and Intellectual Property Right Publications 2-13 Information and Communication Technology for Education
Governance, Accountability, & Public Image	<ol style="list-style-type: none"> 3-1 Improvement of the Internal Control System (SPI) in coordination with BPTK and BPK 3-2 Improve Capacity and Competence of the Inspectorate General Apparatus 3-3 Improve Capacity and Competency of the Planning & Budgeting Apparatus 3-4 Improvement of Managerial Capacity and Competency of the Apparatus 3-5 Improvement of Compliance with Laws and Regulations 3-6 Structuring Educational Management Regulations 3-7 Improvement of Public Image 3-8 Improvement of Capacity and Competency of Education Managers 3-9 Implementation of Inpres (Presidential Instruction) No. 5 Year 2004 on Accelerated Eradication of KKN 3-10 Intensification of Preventive Measures by the Inspectorate General 3-11 Intensification and "Extension" of Audit by ITJEN, BPTK, and BPK 3-12 Follow Up Settlement of Audit Findings by ITJEN, BPTK, and BPK 3-13 Development of Integrated Application of MIS (Finance, Assets, Personnel, and Other Data)

JICA support

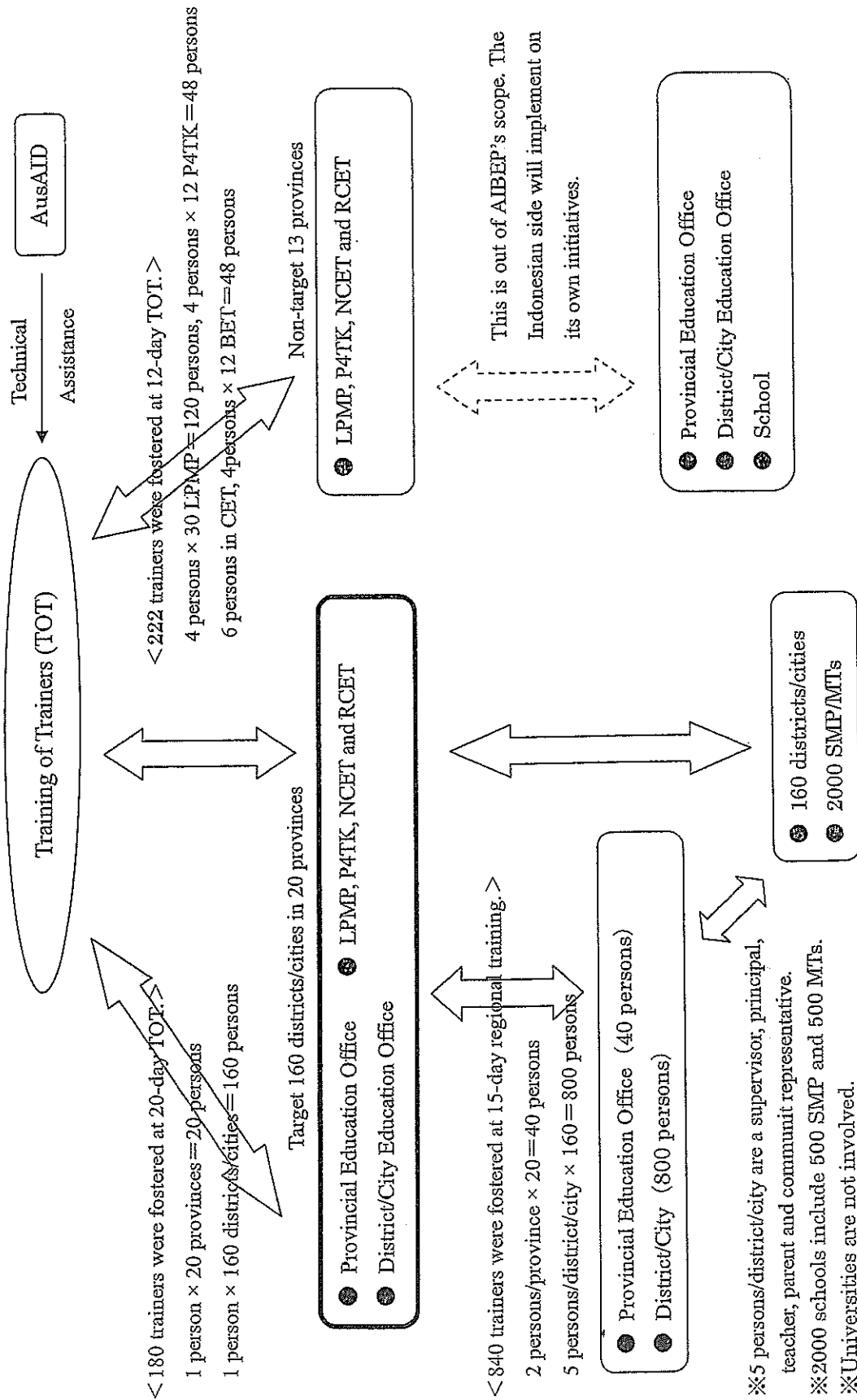
CBE: Compulsory Basic Education
 CE: Compulsory Education

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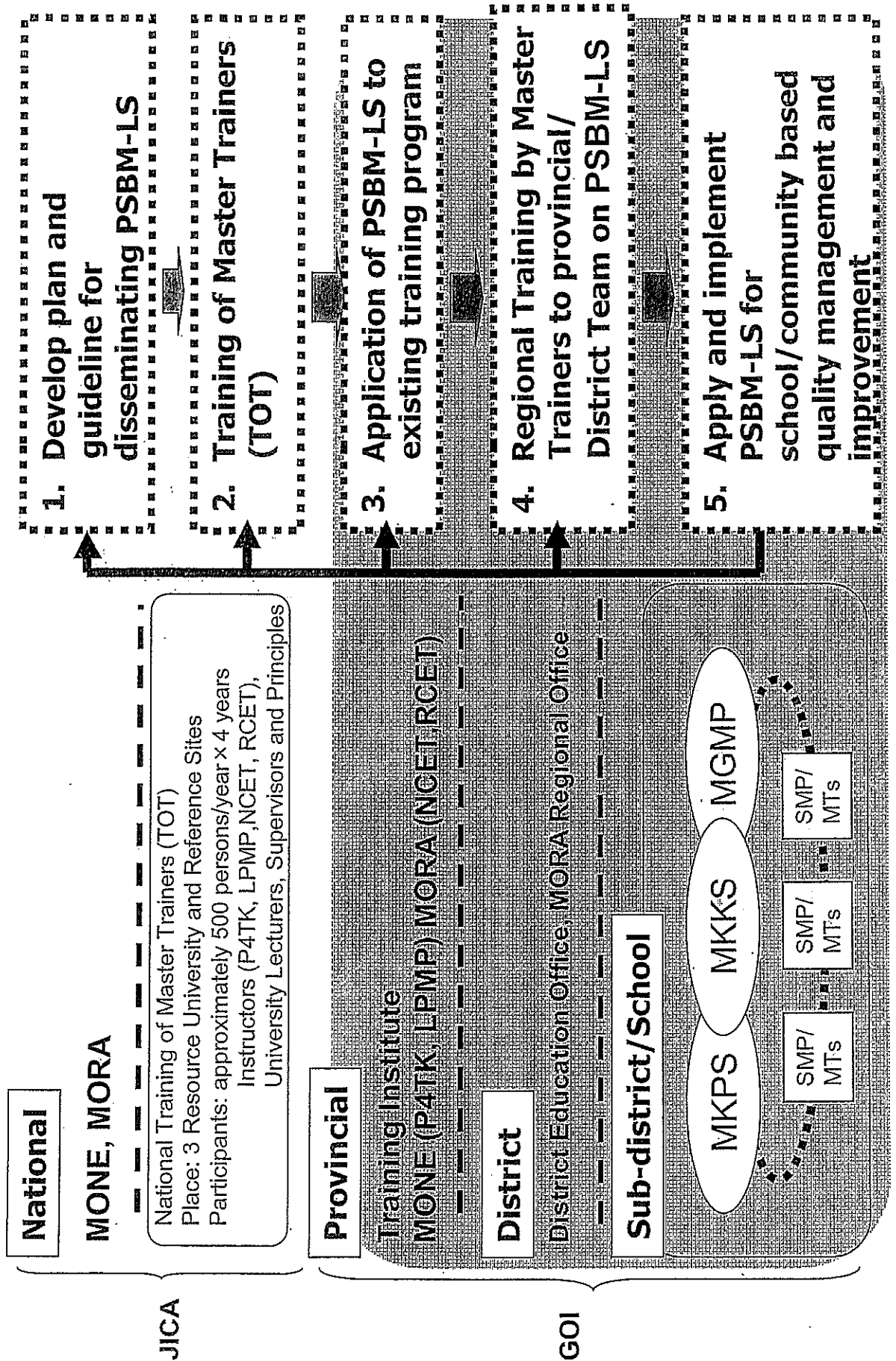
AIBEP Implementation Structure



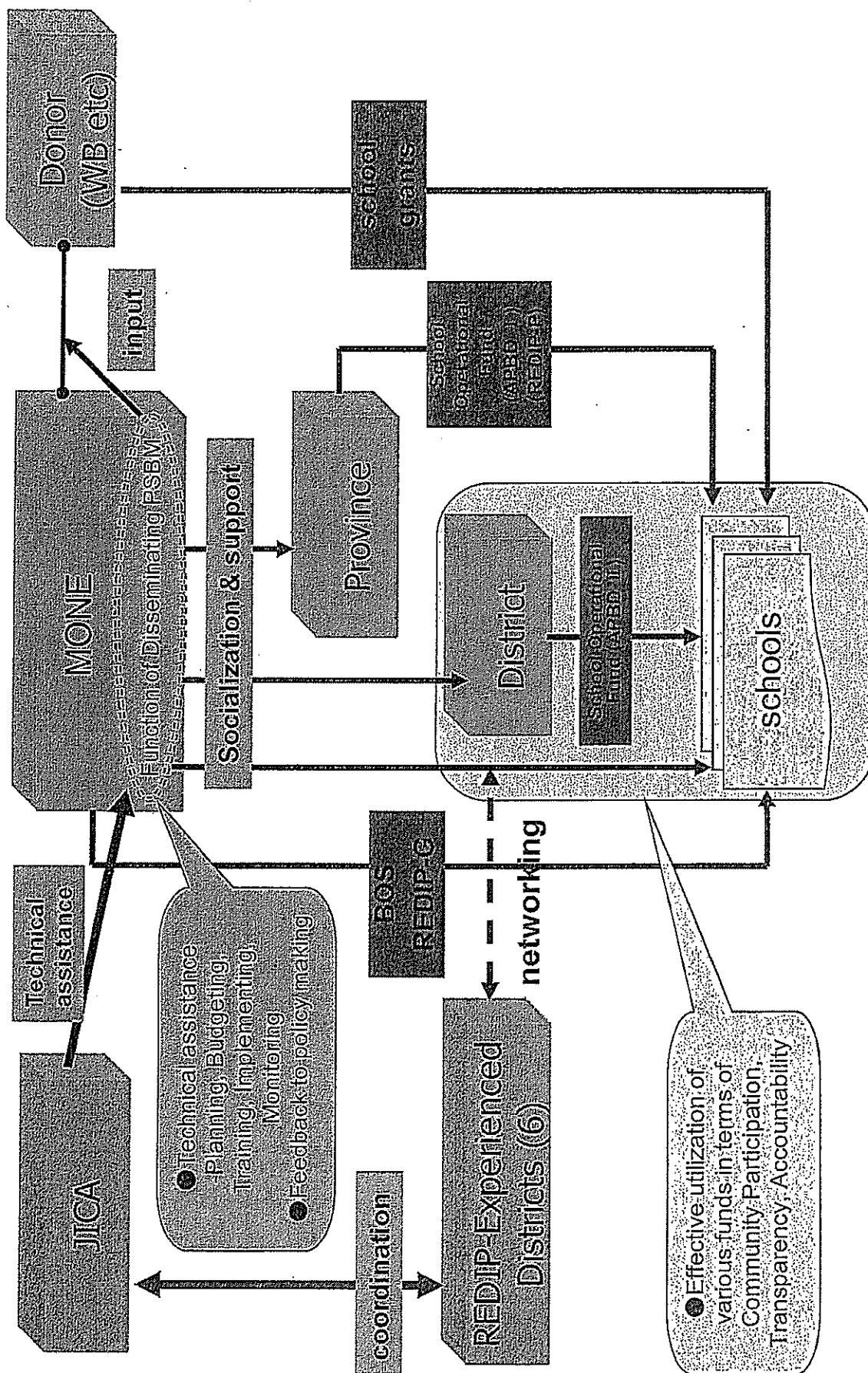
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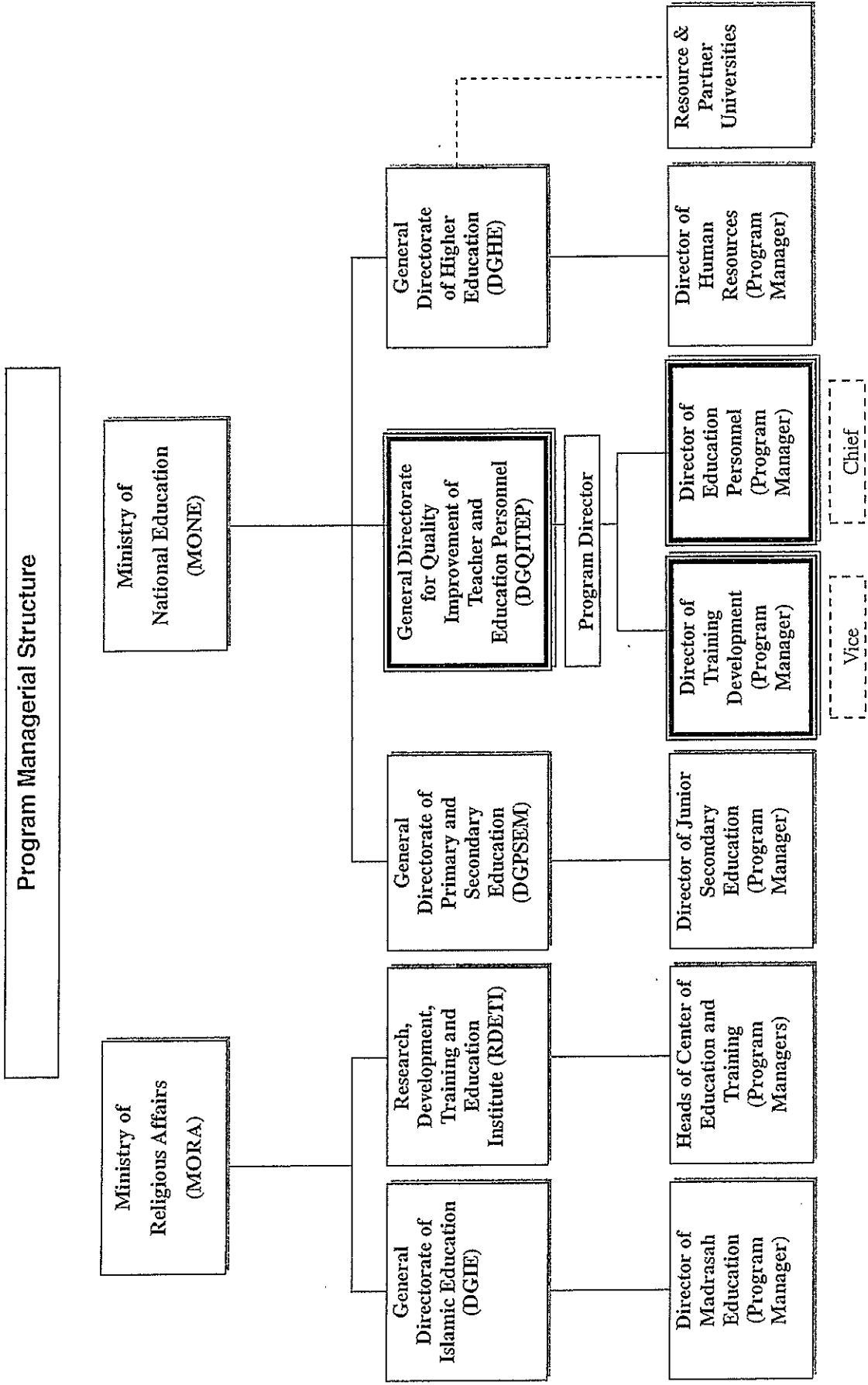
Program Implementation Structure for Disseminating PSBM & LS



Technical Assistance to Improvement of Educational Management

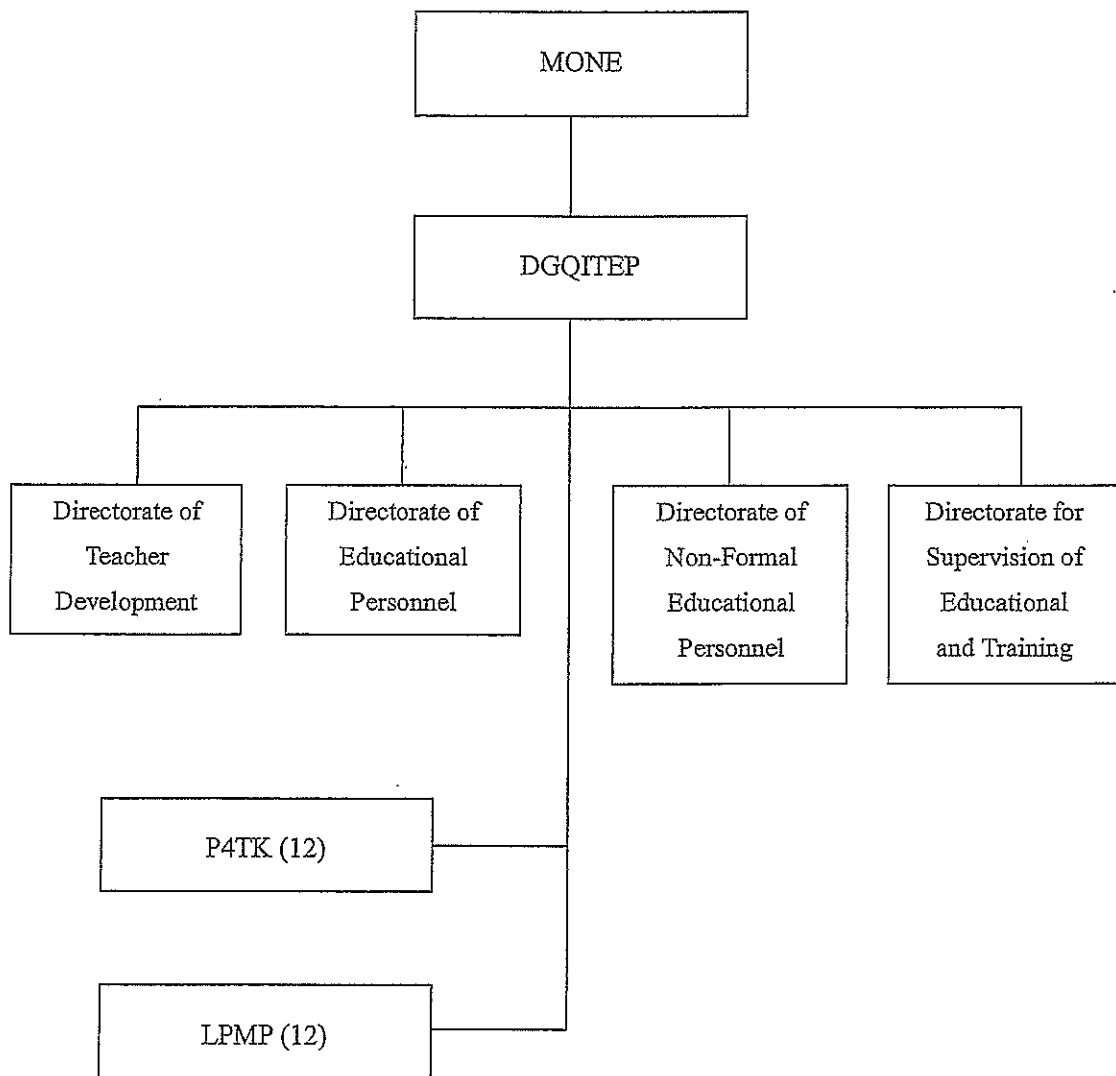


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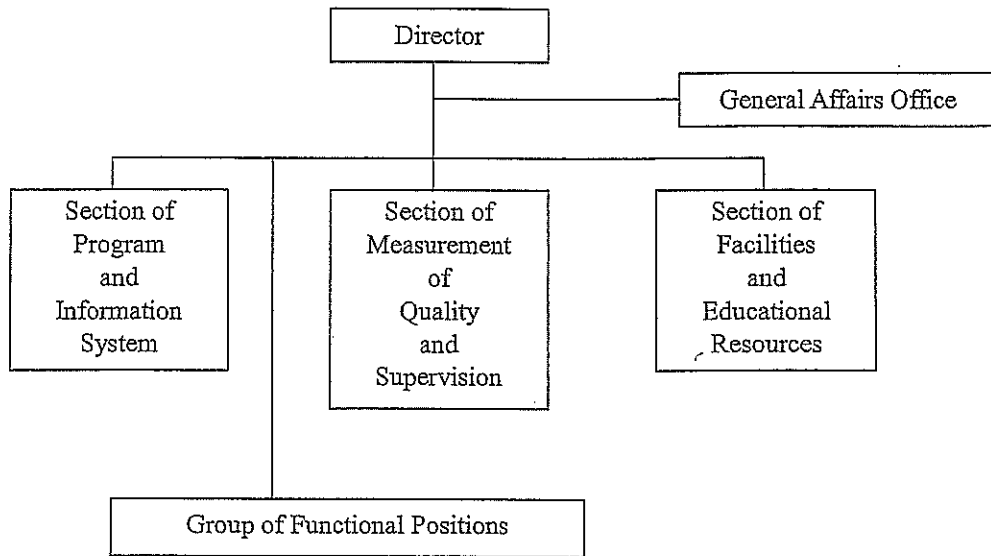
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Organization Chart of DGQITEP



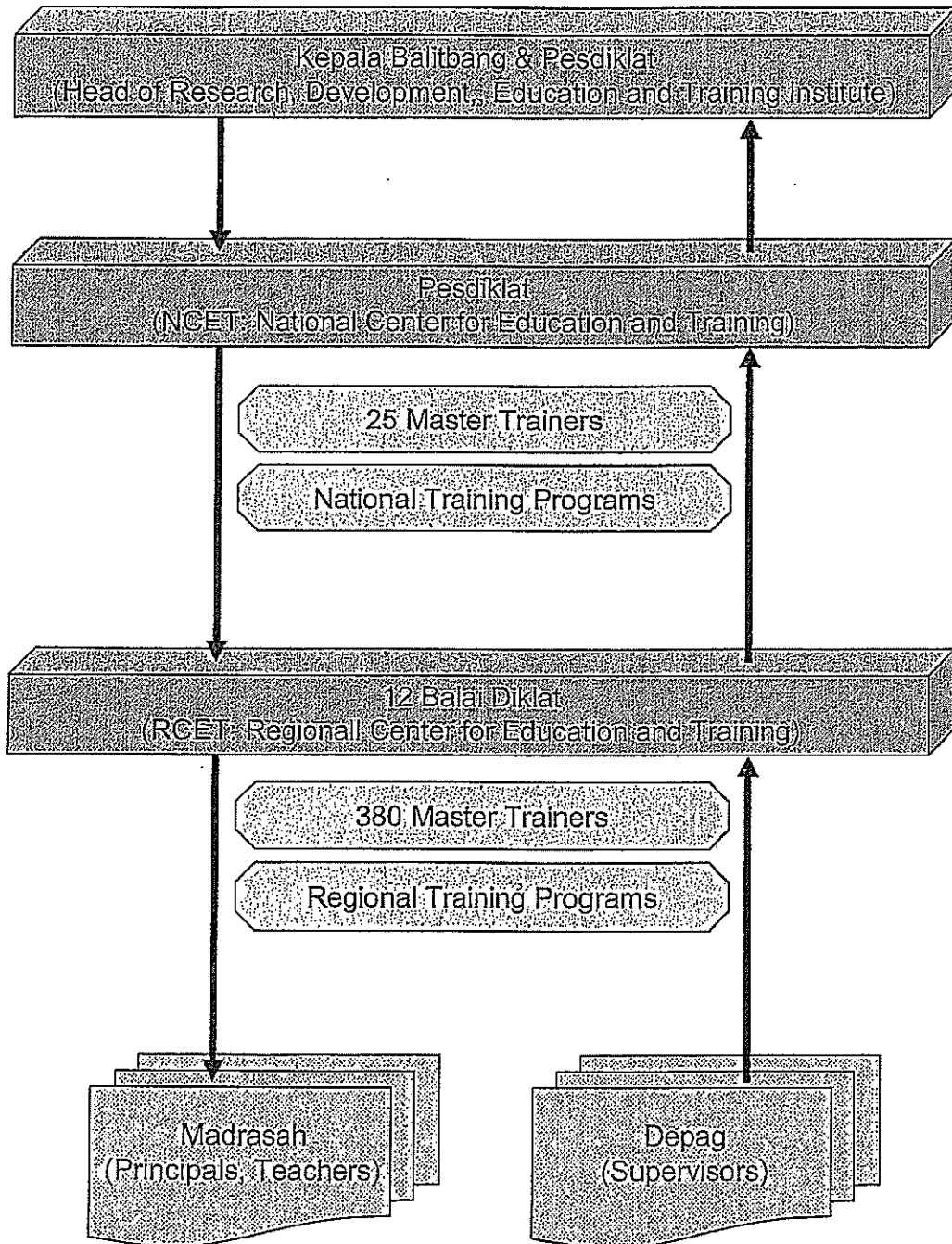
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Organization Chart of LPMP



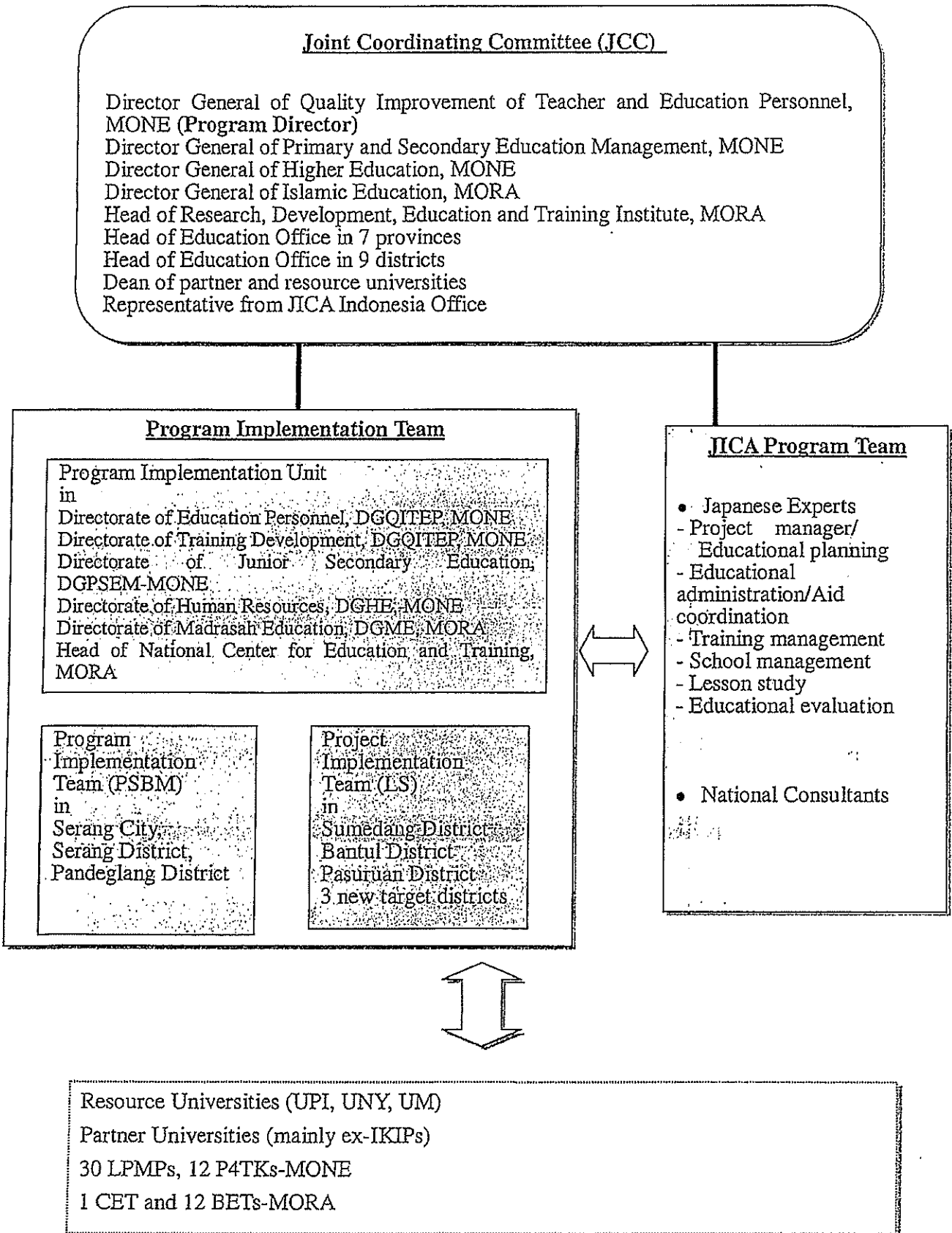
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Organization Chart of REDTI (and NCET and RCET)



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Organization Chart of the Program



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Responsible Demarcation of Activities

Activities	MORA				MONE			DGQITEP		University		REDIP-experienced sites	Target sites	JICA
	DGIE	NCET	DGSEM	DGQITEP	DGHE	P4TK	LPMP	Resource	Partner					
	RDETI	RCET												
1-1 To survey the local needs of PSBM and LS	○		○											
1-2 To support planning, coordination and policy-making on the dissemination of PSBM and LS			●	○										
1-3 To provide technical advice to the regional governments which adopt PSBM & LS on their own initiatives			●	●										
1-4 To conduct monitoring and evaluation on the dissemination of PSBM & LS at the regional level			●	●										
1-5 To collaborate and coordinate with other donors on the development of training materials and training itself	●		●	●										
1-6 To organize a dissemination forum inviting various educational stakeholders and other development partners	●	○	●	●			○				○			
2-1 To plan the training of master trainers (TOT)	●		●	●										
2-2 To develop the training materials on PSBM and LS				○						●				
2-3 To conduct TOT training		○					○			○				
2-4 To provide technical advice to P4TK, LPMP, NCET and RCET on the training for supervisors, principals and teachers		●								●				
2-5 To provide technical advice to the provincial educational & religious offices on the promotion of PSBM and LS										●				
3-1 To support the 3 target sites in Banten Province for their independent PSBM activities														
3-1-1 To develop a strategy for PSBM activities in technical, financial and organizational terms											●			
3-1-2 To implement and monitor PSBM activities											●			
3-1-3 To provide technical assistance to district/city education office for developing independent PSBM guideline											●			
3-1-4 To conduct endline survey											○			
3-2 To support strengthening of LS in the 3 target sites in Java														
3-2-1 To conduct MGMP facilitator training										●				
3-2-2 To provide technical advice on LS in MKKS, MGMP and SMP/MTs										●				
3-2-3 To conduct endline survey														
3-3 To introduce and disseminate LS in the new 3 target sites outside Java.														
3-3-1 To conduct socialization on LS														
3-3-2 To conduct technical exchange with the 3 target sites in Java.														
3-3-3 To conduct baseline survey														
3-3-4 To develop a plan for implementing LS														
3-3-5 To conduct LS facilitator training														
3-3-6 To conduct school management training														
3-3-7 To implement and monitor MGMP activities applying LS														
3-3-8 To organize evaluation workshops		●												
3-3-9 To conduct endline survey														

Note: ● stands for full involvement. ○ stands for certain involvement.

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Cost Sharing Plan (Tentative)

Activities	Cost Bearer
< Training of Master Trainers (TOT) >	
University lecturers	JICA
REDIP-experienced government officers	JICA
Participants (Per diem, transportation & accommodation)	JICA
< Regional Training >	
University lecturers in the 6 target provinces for LS	JICA
P4TK, LPMP, NCET, RCET Instructors	P4TK, LPMP, NCET, RCET
Participants (Per diem, transportation)	P4TK, LPMP, NCET, RCET
< 3 Target Sites in Banten Province concerning PSBM >	
PSBM activities	JICA, district/city governments
Block grant	JICA, district/city governments
< 3 Target Sites in Jawa concerning LS >	
Resource university lecturers for facilitator training	MONE(QITEP)
Participants for facilitator training	JICA
Resource university lecturers for MGMP activities	MONE(QITEP), local governments
Participants for MGMP activities	District/city education office, schools
< 3 New Target Sites in WS, SK and NS concerning LS >	
Socialization	MONE(QITEP), JICA
Partner university lecturers for facilitator training	MONE(QITEP)
Participants for facilitator training	MONE(QITEP)
Partner university lecturers for school management training	MONE(QITEP)
Participants (principals) for school management training	MONE(QITEP)
MGMP activities (for university lecturers)	MONE(QITEP), local governments
MGMP activities (for teachers)	MONE(QITEP), District/city government, schools
Evaluation workshops	JICA, MONE(QITEP)

Note: Contribution by MORA (Central and Provincial Office) at Target sites will be further discussed and determined by the middle of year 2009 so that the commitments will be reflected in the budget plan for year 2010 and onward.

PROGRAM DESIGN MATRIX (PDM)

- Program Title:** Program for Enhancing Quality of Junior Secondary Education
- Implementation Organizations: MONE and MORA
 - Resource and Partner Institutions: Indonesia University of Education, Yogyakarta State University, Malang State University, State University of Padang, Lambung Mangkurat University, State University of Manado
 - Implementation Organizations: MONE and MORA
 - Reference Sites (new) (3): West Sumatera Province (Padang City), South Kalimantan Province (Banjarbaru City), North Sulawesi Province (North Minahasa District)
 - Reference Sites (continuing) (6): Banten Province (Serang City, Serang District and Pandeglang District), West Java Province (Sumedang District), Yogyakarta Province (Bantul District), East Java Province (Pasuruan District)
 - Target Group: National and regional government officers, educational instructors, supervisors, principals, teachers

(Drafted on December 18, 2008)

Program Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>Overall Goal Quality of junior secondary education is enhanced through participatory school-based management (PSBM) and lesson study (LS) extensively in the nation.</p>	<ol style="list-style-type: none"> 1. Improvement of student pass rate in the national examination (UN) 2. Improvement of teacher's pass rate in the Teacher's professional certification 	<p>Educational statistics and records</p>	<p>The Indonesian government policy which places importance on the quality improvement of teachers and educational personnel is unchanged.</p>
<p>Program Purpose The capacity of national as well as local education administration and schools are strengthened in order to disseminate and implement participatory school-based management (PSBM) and Lesson Study (LS) whose roles are vital to enhancement of quality of education.</p>	<p>Improved functions (planning, budgeting, implementation, monitoring and evaluation) for implementing and disseminating PSBM and Lesson Study of the following educational stakeholders</p> <ul style="list-style-type: none"> - MONE (DGFSEM, DGQITEP & DGHE) and MORA (DGIE & RDETI) - P4TK, LPMP, NCET and RCET - Regional education offices - SMP/MTs - Community <p>Improved horizontal and vertical connections between and among the above mentioned educational stakeholders.</p>	<p>Records of interview with the following stakeholders;</p> <ul style="list-style-type: none"> - National government officers - Sub-national government officers, instructors and supervisors - Supervisors, principals, teachers, parents, etc. 	<p>MONE and MORA's policies which place importance on PSBM and LS remains unchanged.</p> <p>Local governments place importance on enhancement of quality of education as a goal and participatory school-based management as means.</p>
<p>Outputs</p>			

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Program Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>1. The capacity of planning and coordination for disseminating PSBM and LS is strengthened at the national level.</p> <p>2. The capacity of disseminating PSBM and LS is strengthened at the regional level.</p> <p>3. The capacity of implementing PSBM and LS is strengthened in the reference sites and developed in the target sites.</p>	<p>1-1. Guidelines of disseminating PSBM and LS</p> <p>1-2. Comprehensive plan and manuals of training teachers and educational personnel</p> <p>1-3. Training materials (handouts)</p> <p>2-1. No. of master trainers (P4TK & LPMP instructors, NCET & RCET instructors, university lecturers, etc.) fostered in TOT</p> <p>2-2. No. of regional participants (supervisors, principals, teachers, etc.) in the training at P4TK, LPMP, NCET and RCET</p> <p>2-3. Training plan and manuals at P4TK, LPMP, NCET and RCET</p> <p>(In Banten Province)</p> <p>3-1. No. & percentage of sub-districts to which district/city governments allocate the budget (APBD) for PSBM</p> <p>3-2. PSBM guidelines (In other than Banten Province)</p> <p>3-3. No. & percentage of MKPS applying PSBM and LS</p> <p>3-4. No. & percentage of MKKS applying PSBM and LS</p> <p>3-5. No. & percentage of MGMP activities applying LS</p> <p>3-6. No. & percentage of SMP/MTs applying PSBM and LS</p>	<p>1-1. Guidelines</p> <p>1-2. Plan and manuals</p> <p>1-3. Training materials (handouts)</p> <p>2-1. Records of TOT</p> <p>2-2. Records of training at P4TK, LPMP, NCET and RCET</p> <p>2-3. Training plan and manuals at P4TK, LPMP, NCET and RCET</p> <p>3-1. Budget documents</p> <p>3-2. Guidelines</p> <p>3-3. Baseline and endline surveys</p>	<p>Personnel reshuffle within the national and sub-national government does not affect the legitimacy of the program.</p>
<p>Activities</p> <p>1-1 To survey the local needs of PSBM and LS</p> <p>1-2 To support planning, coordination and policy-making on the dissemination of PSBM and LS</p> <p>1-3 To provide technical advice to the regional governments which adopt PSBM & LS on their own initiatives</p> <p>1-4 To conduct monitoring and evaluation on the dissemination of PSBM & LS at the regional level</p>	<p>Inputs</p> <p>Indonesian side</p> <p>1. Counterpart personnel at the national and regional level</p> <p>2. Cooperative institutions (UPI, UNY, UM and other universities)</p> <p>3. Office space for the Program</p> <p>4. Budget</p> <p>- Counterpart fund of PSBM in the 3 target sites in Banten Province</p> <p>- Block grant for LS towards MKPS, MKKS and MGMP activities</p>		<p>Indonesia does not fall into any conflict or turmoil due to social, economic, political reasons and natural disasters.</p>

Program Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>1-5 To collaborate and coordinate with other donors on the development of training materials and implementation of training</p> <p>1-6 To organize dissemination forums inviting various educational stakeholders and other development partners</p>	<p>5. Daily activity cost by resource and partner universities - Per diem - Transportation</p> <p>6. Other necessary local expenses</p>	<p>The national and regional counterparts and the resource & partner university lecturers are actively involved in the Program activities in a harmonious manner.</p>	<p>The principals, teachers, parents, etc. are actively involved in the Program activities.</p>
<p>2-1. To plan trainings of master trainers (TOT)</p> <p>2-2. To develop the training materials on PSBM and LS</p> <p>2-3. To conduct TOT trainings</p> <p>2-4. To provide technical advice to P4TK, LPMP, NCET and RCET on the training on PSBM and LS for supervisors, principals and teachers</p> <p>2-5. To provide technical advice to the provincial educational & religious offices on the promotion of PSBM and LS</p>	<p><u>Japanese side</u></p> <p>1. Experts</p> <p>- Project manager/Educational planning</p> <p>- Educational administration/Donor coordination</p> <p>- Training management 1&2</p> <p>- School-based management</p> <p>- Lesson study 1&2</p> <p>- Educational evaluation</p> <p>2. Counterpart trainings in Japan</p> <p>3. Budget for PSBM in the 3 target sites in Banten Province</p> <p>4. Cost for training of master trainers</p> <p>5. Cost for technical exchange between the resource and partner universities</p> <p>6. Equipment and materials necessary for the implementation of the Program</p>	<p>The principals, teachers, parents, etc. are actively involved in the Program activities.</p>	<p><u>Preconditions</u></p> <p>- MONE (DGPSEM, DGQITEP & DGHE) is committed to taking the initiative in disseminating PSBM and LS.</p> <p>- MORA (DGIE, RDETI) commits to the Program.</p>
<p>3-1. To support the 3 target sites in Banten Province for their independent PSBM activities</p> <p>3-1-1. To develop a strategy for PSBM activities in technical, financial and organizational terms</p> <p>3-1-2. To implement and monitor PSBM activities</p> <p>3-1-3. To provide technical assistance to district/city education office for developing independent PSBM guideline</p> <p>3-1-4. To conduct end-line survey</p> <p>3-2. To strengthen implementation capacity for LS in the 3 target sites in Java</p> <p>3-2-1. To conduct MGMP facilitator trainings</p> <p>3-2-2. To provide technical advice on LS in MKKS, MGMP and SMP/MTs</p> <p>3-2-3. To conduct end-line survey</p> <p>3-3. To introduce and disseminate LS in the new 3 target sites outside Java.</p> <p>3-3-1. To conduct socialization on LS</p> <p>3-3-2. To conduct technical exchange with the 3 target sites in Java.</p> <p>3-3-3. To conduct base-line survey</p>			

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Program Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
3-3-4. To develop a plan for implementing LS 3-3-5. To conduct LS facilitator trainings 3-3-6. To conduct school management trainings 3-3-7. To implement and monitor MGMP activities applying LS 3-3-8. To organize evaluation workshops 3-3-9. To conduct end-line survey			

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Plan of Operation (Tentative)

Activities	2009			2010			2011			2012			2013			
	Jan	Apr	Jul	Oct	Jan	Apr	Jul	Oct	Jan	Apr	Jul	Oct	Jan	Apr	Jul	Oct
1-1 To survey the local needs of PSBM and LS																
1-2 To support planning, coordination and policy-making on the dissemination of PSBM and LS																
1-3 To provide technical advice to the regional governments which adopt PSBM & LS on their own initiatives																
1-4 To conduct monitoring and evaluation on the dissemination of PSBM & LS at the regional level																
1-5 To collaborate and coordinate with other donors on the development of training materials and training itself																
1-6 To organize a dissemination forum, inviting various educational stakeholders and other development partners																
2-1 To plan trainings of master trainers (TOT)																
2-2 To develop the training materials on PSBM and LS																
2-3 To conduct TOT trainings																
2-4 To provide technical advice to PPTKS, LEWER, FOCET and ICCEP on the training for supervisors, principals and teachers.																
2-5 To provide technical advice to the provincial educational & religious offices on the promotion of PSBM and LS																
3-1 To support the 3 target sites in Banten Province for their independent PSBM activities																
3-1-1 To develop a strategy for PSBM activities in technical, financial and organizational terms																
3-1-2 To implement and monitor PSBM activities																
3-1-3 To provide technical assistance to district/city education office for developing independent PSBM guideline																
3-1-4 To conduct endline survey																
3-2 To support strengthening of LS in the 3 target sites in Java																
3-2-1 To conduct MGMP facilitator trainings																
3-2-2 To provide technical advice on LS in MKKS, MGMP and SIMPAMTS																
3-2-3 To conduct endline survey.																
3-3 To introduce and disseminate LS in the new 3 target sites outside Java.																
3-3-1 To conduct socialization on LS																
3-3-2 To conduct technical exchange with the 3 target sites in Java.																
3-3-3 To conduct baseline survey																
3-3-4 To develop a plan for implementing LS																
3-3-5 To conduct MGMP facilitator trainings																
3-3-6 To conduct school management trainings																
3-3-7 To implement and monitor MGMP activities applying LS																
3-3-8 To organize evaluation workshops																
3-3-9 To conduct endline survey																

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