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MINUTES OF MEETINGS
BETWEEN THE JAPANESE MID-TERM EVALUATION TEAM AND
THE AUTHORITIES CONCERNED OF THE GOVERNMENT OF
REPUBLIC OF INDONESIA
ON JAPANESE TECHNICAL COOPERATION PROJECT
FOR
PROGRAM FOR ENHANCING QUALITY
OF
JUNIOR SECONDARY EDUCATION (PELITA-SMP/MTs)

The Japanese Mid-term Review Team (hereinafter referred to as “the Team”), organized by the Japan International Cooperation Agency (hereinafter referred to as “JICA”) and headed by Mr. Kiichi Tomiya, visited the Republic of Indonesia from November 14 to December 8, 2010. The purpose of the Team was to monitor the activities and evaluate the achievements made so far in the Program for Enhancing Quality of Junior Secondary Education (PELITA-SMP/MTs) (hereinafter referred to as “the Program”).

During its stay, both the Team and authorities concerned of the Republic of Indonesia (hereinafter referred to as “both sides”) had a series of discussions and exchanged views on the Program. Both sides jointly monitored the activities and evaluated the achievement based on the Program Design Matrix (hereinafter referred to as “PDM”).

As a result of the discussions, both sides agreed to the matters referred to in the documents attached hereto.

Jakarta, December 17, 2010



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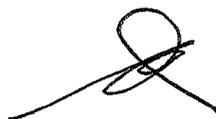
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**JOINT MID-TERM REVIEW REPORT
ON JAPANESE TECHNICAL COOPERATION
FOR
PROGRAM FOR ENHANCING QUALITY
OF
JUNIOR SECONDARY EDUCATION
(PELITA-SMP/MTs)**

Japan International Cooperation Agency

**Ministry of National Education
Ministry of Religious Affairs
Republic of Indonesia**

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ABBREVIATIONS and LOCAL TERMS

Balai Diklat	Balai Pendidikan dan Pelatihan, MORA (Regional Education and Training Center, MORA)
BAPPEDA	Regional Planning and Development
BAPPENAS	Badan Perencanaan dan Pembangunan Nasional (National Development Planning Agency)
BERMUTU	World Bank Project: Better Education through Reformed Management and Universal Teacher Upgrading Project
BINDIKLAT	Directorate of Training Development (DTD) in DGQITEP, MONE
DGHE	Directorate General of Higher Education, MONE
DGPSEM	Directorate General of Management of Primary and Secondary Education, MONE
DGQITEP	Directorate General for Quality Improvement of Teachers and Educational Personnel, MONE
DPRD	The kabupaten/kota Assembly
FC	Field Consultants
JCC	Joint Coordinating Committee
JICA	Japan International Cooperation Agency
Kabupaten (Kab.)	District
KKG	MGMP at primary school level
Kota	Autonomous City
LPMP	Institute for Quality Assurance for Teachers
LS	Lesson Study
LSBS	Lesson Study Berbasis Sekolah (School Based Lesson Study)
MDGs	Millennium Development Goals
MGMP	Subject Teacher Support Group
MI	Islamic Primary School
MONE	Ministry of National Education
MORA	Ministry of Religious Affairs
MORA-DGIE	Ministry of Religious Affairs, Directorate General of Islamic Education
MORA-Pus	Ministry of Religious Affairs, Research, Development, Training and Education

Diklat	Institute (National Education Training Center)
MTs	Islamic Junior Secondary School
MTs N	Public Islamic Junior Secondary School
MTs S	Private Islamic Junior Secondary School
PDM	Project Design Matrix
PELITA SMP/MTs	Program Peningkatan Kualitas SMP/MTs (Program for Enhancing Quality of Junior Secondary Education)
PISA	The OECD Programme for International Student Assessment
PSBM	Participatory School-Based Management
P4TK	Center for Development and Empowerment of Teachers and Educational Personnel
REDIP	Regional Education Development and Improvement Program
RENSTRA	Strategic Plan of Ministry of National Education
SD	Sekolah Dasar (Primary school)
SISTTEMS	Strengthening In-Service Teacher Training of Mathematics and Science Education at Junior Secondary Level
SMA	High School
SMP	Junior Secondary School
SMP N	Public Junior Secondary School
SMP S	Private Junior Secondary School
TENDIK	Directorate of Educational Personnel (DEP) in DGQITEP, MONE
TOT	National Trainers' Training
TPK	Tim Pendidikan Kecamatan (Kecamatan Education Development Team)
UM	State University of Malang
UNLAM	University of Lambung Mangkurat
UNIMA	State University of Manado
UNP	State University of Padang
UNY	State University of Yogyakarta
UPI	Indonesia University of Education

1. INTRODUCTION

1.1 Background and Objective of the Review Mission

The Program was launched on March 15, 2009 and will be completed on March 14, 2013. With the remaining program period of approximately two years, the Review Team (hereinafter referred to as “the Team”) dispatched by JICA visited Indonesia from November 14 to December 8, 2010 for the purpose of reviewing the achievements of the Program. The mid-term review has been undertaken jointly by the Team and the Indonesian authorities concerned.

Objective of the mid-term review are as follows:

- To review and evaluate the inputs, activities and achievements of the Program;
- To clarify the problems and issues to be addressed for the successful implementation of the Program for the remaining period; and
- To make suggestions for better implementation of the Program in the remaining period.

1.2 Method of Review

1.2.1 Five Evaluation Criteria

In accordance with the new JICA Project Evaluation Guideline of 2010, the mid-term review of the Program was conducted in the following process.

Step 1: Version1 of the Program Design Matrix (PDM₁) was adopted as the framework of the mid-term review exercise, and the Program achievement was assessed vis-à-vis respective Objectively Verifiable Indicators. The level of inputs and activities were evaluated in comparison with the output levels (See ANNEX 1).

Step 2: Analysis was conducted on the factors that promoted or inhibited the achievement levels including matters relating to both the program design and program implementation process.

Step 3: An assessment of the Program results was conducted based on the five evaluation criteria: “relevance”, “effectiveness”, “efficiency”, “impact” and “sustainability”.

Step 4: Recommendations to the Program stakeholders for the remaining implementation period and lessons learned were formulated for future programs to be implemented by both Indonesian and Japanese Governments.

Definition of the five evaluation criteria that were applied in the analysis for the mid-term review is given in Table 1-1 below.

Table 1-1: Definition of the Five Evaluation Criteria for the Mid-Term Review

Five Evaluation Criteria	Definitions as per the JICA Evaluation Guideline
1. Relevance	Relevance of the Program is reviewed by the validity of the Program Purpose and Overall Goal in connection with the Government development policy and the needs of the target group and/or ultimate beneficiaries in Indonesia.
2. Effectiveness	Effectiveness is assessed to what extent the Program has achieved its Program Purpose, clarifying the relationship between the Program Purpose and Outputs.
3. Efficiency	Efficiency of the Program implementation is analyzed with emphasis on the relationship between Outputs and Inputs in terms of timing, quality and quantity.
4. Impact	Impact of the Program is assessed in terms of positive/negative, and intended/unintended influence caused by the Program.
5. Sustainability	Sustainability of the Program is assessed in terms of institutional, financial and technical aspects by examining the extent to which the achievements of the Program will be sustained after the Program is completed.

1.2.2 Data Collection Method

Both quantitative and qualitative data were gathered and utilized for analysis. Data collection methods used by the Team were as follows:

- Literature/Documentation Review;
 - Report on the Pre-Study on Technical Cooperation for Program For Enhancing Quality of Junior Secondary Education (PELITA-SMP/MTs)
 - Progress Report 3
 - Minutes of Joint Coordination Committee (JCC)
 - Achievement Grid and other documents submitted by the experts

- Interviews to key stakeholders;
 - Experts assigned to the Program
 - Officials from the Ministry of National Education (MONE)
 - Officials from the Ministry of Ministry of Religious Affairs (MORA)
 - Officials from Pusdiklat (Central Training Center, MORA)
 - Officials from the Provincial Education Office
 - Officials from LPMP
 - Officials from Kanwil (Provincial Office, MORA)
 - Officials from Balai Diklat (Regional Training Center, MORA)
 - Officials from the District Education Office
 - TPK members
 - University personnel
 - School personnel (SMT/MTs)
 - Field consultants

- Direct observations of LS activities at MGMP and schools

1.3 Members of the Team

Leader	Mr. Kiichi TOMIYA	Senior Resident Representative, JICA Indonesia Office
Education Planning	Ms. Keiko MIZUNO	Senior Advisor, JICA
Evaluation Analyses	Ms. Kinuko MITANI	Consultant, IC Net Limited
Cooperation Planning 1	Ms. Haruko KAMEI	Assistant Director, Basic Education Team 1, Group 1, Human Development Department, JICA Head Quarter
Cooperation Planning 2	Mr. Naoaki MIYATA	Representative, JICA Indonesia Office

Note: Ms. Tomoko MASUDA, JICA expert of MONE, and Ms. Sri Widyastuti, Program Officer of JICA Indonesia Office also joined a part of the Mission.

1.4 Mission Schedule

Date	Schedule
14-Nov SUN	Transfer (Tokyo==>Jakarta) *Mitani
15-Nov MON	AM: JICA Indonesia Office PM: Discussion with PELITA Team, CC and Interview at Mandikdasmen, MONE
16-Nov TUE	AM: CC and Interview at Bindiklat, MONE PM:CC and Interview at DGIE, MORA
17-Nov WED	Jakarta==>Malang==>Pasuruan
18-Nov THU	Observation of Technical Exchange Program
19-Nov FRI	Observation of Technical Exchange Program
20-Nov SAT	Observation of Technical Exchange Program Pasuruan==>Surabaya==>Jakarta
21-Nov SUN	Transfer (Tokyo==>Jakarta) *Mizuno Transfer (Dubai==>Jakarta) *Kamei
22-Nov MON	AM: JICA Indonesia Office, Meeting with REDIP-G Consultant PM: Discussion with PELITA Team
23-Nov TUE	PM: Group Discussion (Kanwil West Jawa Province, Balai Diklat) Group Discussion (Education Office of West Jawa Province, LPMP. UPI)
24-Nov WED	AM: MGMP observation, Group Discussion (Education Office of Sumedang District, LPMP)

25-Nov	THU	AM: Interview on World Bank-BOS-KITA 2 & 3 Project *Mizuno, Kamei Interview on World Bank-BERMUTU Project *Mitani, Miyata PM: CC and Discussion at Tendik, MONE
26-Nov	FRI	PM: Group Discussion (Serang Education Office, Serang Religious Office)
27-Nov	SAT	AM: Interview with TPK and SMPN at Pandeglan District PM: Interview with TPK and MTs at Serang City
28-Nov	SUN	Jakarta==>Padang *Mizuno, Kamei
29-Nov	MON	【 Mizuno, Kamei】 AM: Group Discussion (Education Office of West Sumatra Province, LPMP, UNP) PM: Group Discussion (Kanwil West Sumatra, Balai Diklat) 【 Mitani, Miyata】 AM: CC and Interview at Pusdiklat, MORA
30-Nov	TUE	【 Mizuno, Kamei】 AM/PM: Observation of Facilitator Training PM: Padang==>Jakarta 【 Tomiya, Miyata】 AM: CC and Discussion at BAPPENAS (Directorate of Foreign Funding)
1-Dec	WED	AM: Internal Discussion and Drafting of MM PM: CC to Pak. Fasli, Vice-Minister, MONE
2-Dec	THU	Wrap Up Session
3-Dec	FRI	AM: Report to Chief Representative, JICA Indonesia Office PM: Report to Embassy of Japan Transfer(Jakarta ==>Tokyo) *Mizuno, Kamei
4-Dec	SAT	AM: Arr. at Narita (Tokyo)
5-Dec	SUN	Jakarta ==>Manado *Mitani
6-Dec	MON	AM: Group Discussion (Education Office, North Sulawesi Province, LPMP, UNIMA) PM: Group Discussion (Kanwil North Sulawesi Province, Balai Diklat)
7-Dec	TUE	Manado==>Jakarta *Mitani
8-Dec	WED	Report at JICA Indonesia Office Transfer(Jakarta ==>Tokyo)
9-Dec	THU	AM Arr. at Narita (Tokyo)

2. OUTLINE OF THE PROGRAM

2.1 Background and Proceeding of the Program

In the Republic of Indonesia, since the Decentralization Law was put into effect in 2001, educational decentralization was enforced in order to enhance responsiveness to local needs. Moreover, school management has been enhanced to meet diverse needs of schools. In reality, however, local governments as well as 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 on developing models on participatory school-based management (PSBM) since 1999 and Lesson Study (LS) since 2004, and implementation of the developed models at district level. These models aimed at enhancing the capability of local governance and school management by various stakeholders such as educational administrators, school principals, teachers, parents, and communities as well as at 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, have been widely observed.

Ministry of National Education (MONE) has been entangling 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 requested the government of Japan for a technical cooperation project to disseminate these models. In response to the above request, this technical cooperation program aims to institutionalize and disseminate PSBM and LS through developing capacity at national and sub-national levels.

2.2 Objective of the Program

The Program has been conducted based on the PDM₁, which was revised at the third Joint Coordination Committee in January 2010. Its main points are as follows.

(1) Overall Goal

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

(2) Program Purpose

The capacity of central and local governments for implementing PSBM and LS nation-wide is strengthened.

(3) Outputs of the Program

1. At the national level, the capacity of MONE and MORA is developed for implementing its policy to introduce LS and PSBM nation-wide.
2. At the provincial level,
 - 2-1 The capacity of LPMPs and Balai Diklat is developed for continuously conducting training and providing technical guidance on LS to districts and schools.

2-2 The capacity of education offices is developed for continuously conducting training and providing technical guidance on PSBM to districts and schools.

3. At the reference and target sites

3-1 At the continuing LS reference sites, a showcase of LS practice is developed.

3-2 At the LS new target sites, a model to show MGMP-based LS implementation mechanism is developed.

3-3 At the continuing PSBM reference sites, the capacity of the district governments is developed for continuing PSBM with their own resources.

2.3 Scope of the Program Covered by the Review

This program is implemented in six districts (*kabupaten*) and three cities (*kota*) chosen from seven provinces. The program deals with the junior secondary level in these districts and cities. Figure 1-1 shows the coverage sites, and Table 1-2 lists these districts/cities and the numbers of target schools.

Figure 1-1 Target Sites of PSBM and LS

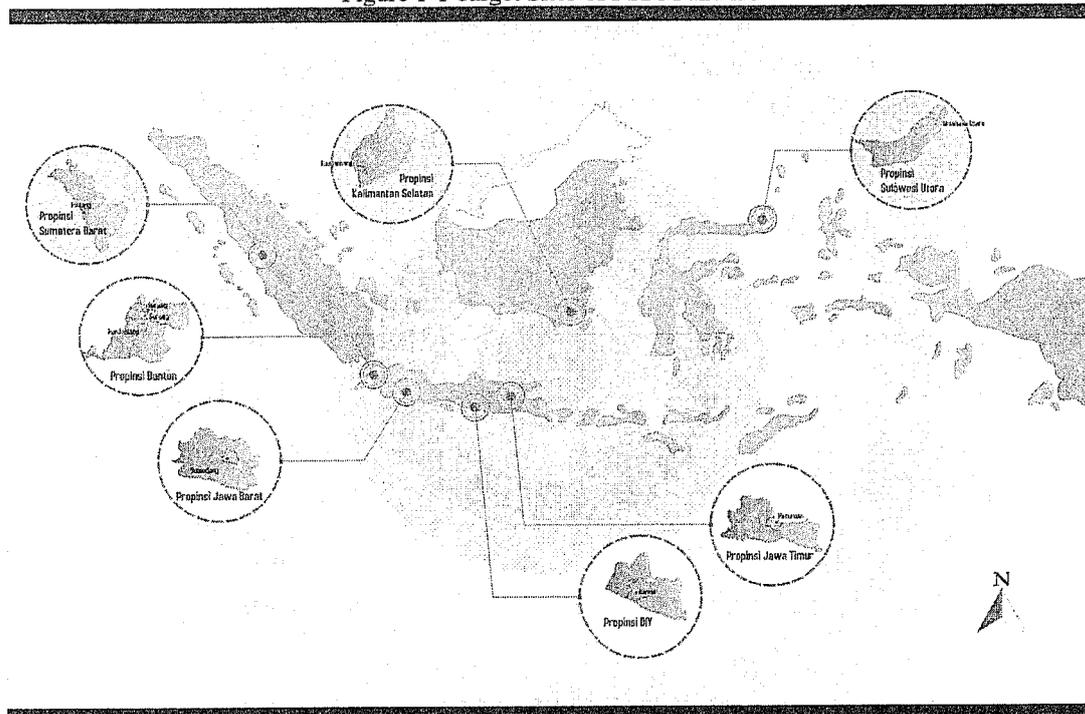


Table 1.2 Target Districts/Cities and Schools

Province	Districts/ Cities	SMP	MTs	Total	Activities
Banten	Serang District	153	165	318	Continuing PSBM reference sites
	Serang City	63	38	101	
	Pandeglang District	126	144	270	
West Java	Sumedang District	84	53	137	Continuing LS reference sites
Yogyakarta	Bantul District	89	17	106	
East Java	Pasuruan District	131	130	261	
West Sumatra	Padang City	81	18	99	LS new target sites
South Kalimantan	Banjarbaru City	18	8	26	
North Sulawesi	North Minahasa District	65	2	67	
total		810	575	1,385	

Source: Ministry of National Education, http://nisn.diknas.go.id/cont/data_statistik/index.php and hearing with each Kabupaten Dinas P&K

3. PROGRESS OF THE PROGRAM

3.1 Achievement of Inputs

(1) Japanese side

Dispatch of Japanese experts

ANNEX 2 shows the list of experts dispatched during the first and second year of the program implementation. The total man/month of the experts sums up to 75 man/month up to the second year of the Program. The experts cover the areas such as program management, education planning, education administration, donor coordination, training management, school management, LS, and education evaluation.

During the program implementation, man/month of the experts was increased. The main reason for the increase of man/month is to enhance coordination activities for LS and to include PSBM experience into the national strategy.

Training in Japan

ANNEX 3 shows the list of counterpart personnel who participated in the counterpart training held in Japan to date. Total of four training courses were conducted in 2009 and 2010. The subjects of the courses are ①LS, and ②Education Administration and School Management.

According to the counterpart training plan developed at the beginning of the program implementation, 54 persons in 2009 and up to 30 persons in 2010 were to be sent to Japan. The total number of persons who completed the counterpart training courses was 63 at the time of the mid-term review. In 2009, 19 persons participated in two-week LS course, 7 persons attended in one-week Education Administration and School Management course, and 16 persons participated in two-week LS course. In 2010, 21 persons attended two-week LS course.

Facility, machinery and equipment

Annex 4 shows the list of equipment provided such as computer(s), digital camera, video camera, projector, fax machine.

Total cost for the implementation of the Program

Total cost of the Program is IDN 25,321,697,634¹ (twenty five billion three hundred twenty one million six hundred ninety seven thousand six hundred thirty four) during fiscal year 2009 and 2010² (See ANNEX 5)

(2) Indonesian side

Assignment of counterpart personnel and cooperative institutions

ANNEX 6 shows the original list of counterpart personnel assigned to the Program.

The Program Director is the Director General of Quality Improvement of Teachers and Education Personnel, MONE. The Program Managers are the Director of Education Personnel, DGQITEP, MONE, the Director of

¹ This figure excludes counterpart training costs.

² The figure for fiscal year 2010 is the estimated amount.

Training Development, DGQITEP, MONE, the Director of Madrasah Education, MORA, and Head of National Center for Education and Training, MORA.

The following persons were listed in the original counterpart personnel list, which was developed at the time of the preliminary study of the Program. It was found that the following personnel were not actively involved in the program implementation:

- Director General of Primary and Secondary Education, MONE
- Director General of Higher Education, MONE
- Director of Teacher Profession, DGQITEP, MONE
- Director of Human Resources, DGHE, MONE

Building and facilities

The Ministry of Education (MONE) allocates an office to the experts within the MONE building. Facilities necessary for program activities such as furniture, internet, local phone line and electricity are provided by the Indonesian side.

Total cost for the implementation of the Program

The total cost for LS activities of the Program is IDN 2,154,815,000³ (two billion one hundred fifty four million eight hundred fifteen thousand) during fiscal year 2009 and 2010⁴. The cost was born by central and local governments.

The total cost for PSBM activities of the Program is IDN 8,045,693,950⁵ (eight billion forty five million six hundred ninety three thousand nine hundred fifty) during fiscal year 2009 and 2010 (See ANNEX 5). The cost was met by local governments at district and city level.

3.2 Activities Implemented

The program activities were carried out as described in the Plan of Operation (See ANNEX 7).

The followings are the activities which were not implemented and/or could have been implemented more effectively.

(National level)

- Collaboration and coordination with other donors on the development of training materials and implementation of training have not been sufficient. For example, the experts could have been involved in the development process of training modules for induction training course of new teachers at earlier stage.

³ This figure does not include the costs of PMPTK in 2010.

⁴ The figure for fiscal year 2010 included in the total amount is the estimated amount.

⁵ This figure does not include the operational costs of 2009.

- National socialization in PSBM was not conducted, but was replaced by development of the District BOS training modules, which integrate experience of PSBM. The modules are under review by DGPSEM, MONE.
- Activity to provide technical advice to P4TK on the training on LS for supervisors, principals and teachers has not been conducted considering the nature of the function of P4TK based on the assessment by the experts.

Guidelines and reports produced by the Program up to date are as follows:

- Guidelines for Disseminating Participatory School-based Management (first draft), September 2009
- Guidelines for MGMP-based LS and School-based LS (first draft), September 2009
- Baseline Survey Report, December 2009
- Endline Survey Report (Java), November 2010
- Program Progress Report 1~3

3.3 Achievement of Outputs

See ANNEX 8 for the detailed information.

The following describes the achievement of each Output based on the indicators in the PDM₁.

Output 1:	At the national level, the capacity of MONE and MORA is developed for implementing its policy to introduce LS and PSBM nation-wide.
Indicators:	1-1 (I&J) Strategy and guideline for dissemination of PSBM and LS developed by MONE and MORA. 1-2 (I) # of monitoring and technical guidance activities conducted by MONE and MORA once per year.

Output 1 is going to be achieved by the end of the Program. Dissemination guidelines for both PSBM and LS (first draft) have been developed by the Program in 2009.

①LS

Both MONE and MORA are using their own guidelines on LS, which have been produced based on the draft guidelines prepared by the Project. Strategy of MONE in LS Dissemination is to involve LPMP in training school supervisors, principals and teachers. In this regards, LPMP provided block grants to 199 pilot schools in 2009. However, such grants were not available to schools in 2010. Strategy for MORA is to conduct TOT on LS at 12 Regional Training Centers under the supervision of Pusdiklat.

The second indicator is partly achieved. Joint Coordination Committee was convened to review the program progress and to provide technical guidance twice a year till now. MONE conducted a LS Best Practice Seminar in 2010 to review progress of the activities conducted by the pilot schools mentioned above.

In regard to the new target sites, facilitators' training was organized 6 times, and school management training was conducted 6 times to date. Technical guidance from the Program was provided at these trainings. At the

reference sites, no special monitoring is conducted by neither MONE nor MORA.

②PSBM

PSBM guideline has been drafted by the Program. As for the strategy of PSBM, it was agreed that the Indonesian side would make financial contribution to the target sites in a form of block grants.

MONE in a form of REDIP-G is supporting activities related to PSBM by itself in nearby Jakarta area as part of the strategy to disseminate the know-how of school planning and budget planning.

The second indicator is partly achieved. Joint Coordination Committee meetings were organized four times up to date for the program review including the progress of the PSBM activities. No other monitoring focusing PSBM is conducted by MORA up to date.

Output 2:	At the provincial level,
	2-1 The capacity of LPMPs and Balai Diklat is developed for continuously conducting training and providing technical guidance on LS to districts and schools.
	2-2 The capacity of education offices is developed for continuously conducting training and providing technical guidance on PSBM to districts and schools.

Indicators:	(LS)
	2-1 (I&J) # of national trainers trained in TOT: 350 per year
	2-2 (I) Sufficient budget allocated to LPMP and Balai Diklat by MONE and MORA for training and technical guidance in each province.
	2-3 (I) Training modules on LS development and included in training programs at LPMPs and Balai Diklat.
	(PSBM)
	2-4 (I&J) # of participants trained in PSBM socialization: representatives from target provinces
	2-5 (I) Sufficient budget allocated to schools in the target sites by central and district governments.
	2-6 (I) Training modules on PSBM developed and included in training programs at provincial education offices.

Output 2 is going to be achieved with further efforts.

①LS

The total number of trainers and other concerned persons who participated in TOT conducted by the Program is 736 till date. The trained trainers include all trainers of LPMP and Balai Diklat, 12 former educational universities, provincial office personnel under MONE and MORA, National and Regional Centers for Education and Training under MORA, school supervisors, principals and teachers in 21 districts. The financial contribution availed to LPMP in 2009 is IDR 10,720,392,000 (ten billion seven hundred twenty million three hundred ninety two thousand). LS modules developed by the Program were utilized in the TOT. Thus those who have participated in the TOT should have LS Training Modules.

②PSBM

Planned socialization on PSBM at national level was cancelled after the formulation of the PDM₁. The reason for cancelling the socialization is due to the change of direction of PSBM. Thus, number of participants trained in PSBM socialization cannot be counted at the time of the mid-term review. Under PSBM component, financial contribution by Indonesian side has been made by the three target sites namely Serang District, Serang City, and Pandeglang District. However, the amounts disbursed were not according to the plan.

In sum, to achieve Output 2, some measures should be taken by both Indonesian and Japanese side in order to achieve the Output by the end of the Program. For instance, the dissemination should be revisited by Indonesian side.

Output 3:	At the reference and target sites,
	3-1 At the continuing LS reference sites, a showcase of LS practice is developed.
	3-2 At the LS new target sites, a model to shows MGMP-based LS implementation mechanism is developed.
	3-3 At the continuing PSBM reference sites, the capacity of the district governments is developed for continuing PSBM with their own resources.

Indicators:	(Continuing LS reference sites)
	3-1 (I&J) # of trained facilitators who can provide technical guidance to other provinces and districts: 10 per year
	3-2 (I&J) # of reference schools with LS activities: 15% per reference district (LS new target sites)
	3-3 (I&J) Strategies for LS introduction developed by the provincial and district governments
	3-4 (I) Sufficient budget allocated for MGMP-based LS by District Education Office and schools
	3-5 (I&J) # of monitoring by LPMP and university resource persons: 12 per year
	3-6 (I&J) # of functioning MGMP-based LS: at least two subjects in each home base (Continuing PSBM reference sites)
	3-7 (I) PSBM guidelines developed by district governments
	3-8 (I&J) School block grant funded by the districts: 100% by the end of the program

Output 3 is expected to be achieved by the end of the Program to some extent. However, potential and/or possible funding source to sustain the activities that contribute to achieving Output 3 needs to be reexamined.

①LS

Approximately 75 resource persons are available who can provide technical guidance to other provinces and districts. Their capacity has been developed by the Program. In the reference sites between 11% and 19% of the schools are conducting LS as reference schools. Provincial and district governments have demonstrated strong will and commitment to introduce LS as core teaching approach in their teachers training program(s) to some extent.

MGMP are organized in the new target sites. Due to financial constraint faced by some MGMP, participation to MGMP, especially from private religious schools is low. Other constraints that disable teachers participating MGMP are as follows:

- There are not enough teachers in small schools. Thus, they cannot be replaced if they leave schools to participate in MGMP.
- Lack of transportation means and budget.

More or less LPMP and university resource persons conduct monitoring as planned, especially in the new target sites. However, frequency of the advisory and monitoring visits by them varies from site to site. Some monitoring persons are in a position to conduct monitoring activities easily compared to others who have other obligations that may require more attention.

As for guidance and monitoring and technical guidance of the program activities have been carried out by the university resource persons, supervisors, and district/city education office personnel, who are assigned to monitor the program activities on the ground. Number of monitoring and technical guidance per year varies depending on what/where/when/by who activities were implemented. As/when required, the said persons and the experts are conducting monitoring and/or providing technical guidance to those who were in need of assistance not only physically but also by telephone and email as much as possible.

②PSBM

- Preparatory meetings in regard to PSBM were held in each district/city in Banten Province in 2009.
- District/City PSBM guidelines are under development by selected team per district/city. The selected team is formed by District/city educational office, supervisors, principals, and teachers.

3.4 Achievement of the Program Purpose

The program purpose is expected to be achieved by the end of the program period.

Project Purpose	The capacity of central and local government for implementing PSBM and LS nation-wide is strengthened.
Indicators	<ol style="list-style-type: none"> 1. Strategy to implement PSBM and LS developed at national level and implemented under coordination between local governments 2. Provincial education offices and teacher training institutions under MONE and MORA conducting PSBM and LS training and disseminating activities 3. District education offices utilize PSBM and LS practices in their education programs.

The result of the achievement level of the program purpose is as follows.

①LS

The first indicator is fulfilled up to date. Strategy to implement LS has been thought at national level. LS has

been practiced at many sites in and out of the target sites. In terms of information and reference sharing, TENDIK homepage is utilized (www.lessonstudy.indonesia.org). The second indicator is achieved to some extent. LS has been conducted under the leadership of provincial education offices and teachers training institutions under MONE and MORA. Some provinces have only completed socialization on LS, and have not practiced LS at school level. The third indicator is achieved to some extent. In collaboration with provincial education offices, district education offices are making efforts to disseminate the concept of LS. Some districts have gone beyond the program target sites to disseminate LS. However, district educational offices need to give same if not more attention towards the implementation stage and monitoring stage of activities related to LS.

②PSBM

The first indicator is partly met up to date. Incorporation of the PSBM essence based on the experience into National Program requires further discussions and negotiations with MONE.

The second indicator is achieved when examining the outputs produced in Banten Province, which is the target province under the Program as planned for the most part.

The third indicator is partly achieved in the target sites. Many schools in the target sites are applying participatory school planning approach. As part of the PSBM activities, a group was formed at sub-district level named TPK. TPK plans and implements activities such as sports competition, art competition, and other activities that students from the sub-district can participate. Through the activities carried out by TPK, synergy and communication between public/private, SMP/MTs, and teachers and students are getting stronger. For example, in Serang city, one TPK, which is funded by the Project, is active and is engaging key persons in the area. Another TPK is formed but is not active due to unavailability of funds in 2010. For those schools that received budget from the local governments and the Project were able to implement school activities as planned, whereas those that Indonesian side was to give sufficient funds are not active.

3.5 Implementation Process of the Program

(1) Implementing Structure

There are four groups that are involved in the program implementation namely Joint Coordination Committee, Program Implementation Team, JICA Program Team (experts) and Resource persons.

Chart of responsible demarcation of the program activities, which were developed to illustrate what each ministry and related offices are held responsible. It was found that the chart is no longer aligned to the current activities according to PDM₁.

(2) Ownership and motivation of Indonesian side

It is assessed that ownership and motivation of Indonesian side is high. In regard to LS, Indonesian side is making own efforts outside the program scope to disseminate LS by organizing socialization and training on LS through LPMP, Balai Diklat and universities. In relation to PSBM, Indonesian side is faced to secure funds to implement activities according to the program plan. Yet, the Program and the concerned personnel from the Indonesian side are working together to overcome this financial obstacle.

(3) Guidance and Monitoring

Progress of the Program is reviewed and discussed during Joint Coordination Meeting(s), other meetings, seminars, workshops and others between the Project and Indonesian side.

JICA Headquarters conducted a consultation mission in December 2009 to review the progress of the Program and to provide advisory to the experts.

4. EVALUATION BY FIVE CRITERIA

4.1 Relevance

Relevance of the Program is high.

(1) Relevancy of the Program to the Government of Indonesia's Policy

No major change has been made to the Government of Indonesia's policy in regard to secondary education since February 2009. The relevance of the program purpose was confirmed when the preliminary study of the Program conducted, and is still in effect. The Strategic Plan (RENSTRA) (2010-2014) indicates in Chapter 5 the importance of continued assistance in junior secondary education.

As access to nine-year compulsory education increased, more attention is shifted to improvement of quality of education. Particularly, MONE recognizes LS is relevant to Indonesia as an effective approach to improve for teachers' quality.

(2) Relevancy to Needs of Target Group

Compared with the time when the preliminary study of the Program is conducted, needs of the target group have not changed. Both MONE and MORA as well as others such as principals, teachers, parents, and students of schools in the reference and target sites under the Program are still struggling to find appropriate system, mechanism and approach to improve quality of school and teachers.

(3) Relevance of the Program to the Government of Japan's Policy

According to the Japanese ODA policies and priorities, programs that address creation of democratic and equitable society includes programs under the education sector. JICA country program for Indonesia promotes support on primary and secondary education.

4.2 Effectiveness

Effectiveness of the Program is moderate.

(1) Probability of Achieving the Program Purpose

The program purpose will be achieved by the end of the Program as long as both Indonesian side and Japanese side meet the agreed commitments such as financial and human resource inputs in a timely manner.

(2) Factors that Promoted and/or Inhibited the Achievement of the Program Purpose

The followings are the major promoting factors:

①LS

- MONE's strong leadership and commitment to incorporate LS into new and existing programs(s) and training course(s), including induction training course for new teachers.
- MORA's strong commitment to promote LS via new and existing training course(s) planned and conducted by Pusdiklat.
- LS is included in BERMUTU, which aims for better education through reformed management and universal teacher upgrading. BERMUTU is implemented in 16 provinces and 75 districts/cities.

②PSBM

- Capacity of counterpart personnel such as district/city education officers, field consultants, principals and teachers in regard to PSBM were developed to a certain level before the beginning of the Project.
- National program such as BOS that captured some elements of the Program particularly in regard to PSBM was designed after the program implementation, and is currently under implementation by Indonesian side.
- A sense of community not only at sub-district but also at school level was increased by participating in PSBM activities

The inhibiting factors of the Program are as follows:

①LS

- LS introduced in BERMUTU is not fully in line with LS introduced and practiced under the Program. Because of the difference in depth of technical guidance extended by both programs, there is some confusion regarding LS on the ground.
- Due to the earthquake hit Padang City in September 2009, some MGMP activities had to be postponed by three months. Yet, concerned schools in Padang City managed to carry out activities related to school-based LS.
- Teachers of private MTs are not able to participate in MGMP in some target sites.
- Number of local resource persons in conducting guidance and monitoring of activities related to LS is not sufficient.

②PSBM

- Local governments have limited budget. Therefore, funds to carry out PSBM activities are limited as well when availed by local governments. In some cases, funding by local governments is not provided to implement activities.
- Essence of PSBM is covered in BOS, which is a national program of Indonesia.

4.3 Efficiency

Efficiency of the Program is moderate.

(1) Production of the Outputs

The output production is going smoothly and adequately to some extent. There are more activities scheduled to be implemented until the end of the Program. At the same time, there are issues faced by the Program especially from the financial point of view.

(2) Inputs Provided by Indonesian Side

There is no problem in regard to the office allocated to the Japanese experts and access to other facilities, as/when required. The financial contribution made by the Indonesian side was mainly utilized for activities related to PSBM and LS at the reference/new target sites in the course of the program implementation. However, the amount of contribution made by the Indonesian side did not match the agreed amount.

(3) Inputs Provided by Japanese Side

10 experts were dispatched to the Program up to the time conducting the mid-term review. They have made efforts to transfer technology applicable to the Indonesian needs. Based on the interviews conducted during the mid-term, it was assessed that the technical inputs provided by the experts were appreciated by the Indonesian as well as efficient to the needs of Indonesian side.

(4) Training in Japan

The participants of the counterpart trainings are actively involved in the project implementation from central level to district level. Their experiences in Japan such as observation of Japanese schools including LS, discussion with university professors and teachers, and learning about Japanese education system, are useful to deepen understanding of LS. It was heard that the training in Japan was relevant and eye opener to the training participants.

Close to the planned number of Indonesian counterpart personnel have participated in the counterpart trainings in Japan up to date. Although positive feedback of the trainings were shared by both Indonesian and Japanese sides, the experts suggested to reducing the number of participants from 30 down to 10 persons per training to be more efficient.

4.4 Impact

There is significant impact from the Program, especially in regard to socialization of LS at national level. The Program is expected to have a certain positive impact. No negative impact is expected at the time of the mid-term review.

(1) Probability of Achieving the Overall Goal

There are prospects that the overall goal will be achieved as an effect of the Program to some extent. Based on the program design of the Program, the capacity of central and local governments for implementing PSBM and LS will be strengthened by the end of the program period. Thus, the concerned persons from the Indonesia side should be able to apply both PSBM and LS across the nation without assistance of the JICA program team.

(2) Positive Impact

The followings are the positive impact of the Program. No negative impact is found at the time of the mid-term review.

① LS

- LS is well accepted by the Indonesian side at all levels (from central level to school level). LS promotes

student-oriented approach when planning classes not only at SMT but also at primary and senior secondary schools.

- The Program verified that LS is cost-effective method enabled teachers to improve their capacity in teaching and coaching students and communicating with students as well as their parents.
- The Program built a sense of ownership of the LS among the counterpart personnel in Indonesia.
- The Program realized the effectiveness of working together in a form of organized group, especially communication between public schools and private schools as well as between SMP and MTs.
- The Program contributed in developing the professional linkage and collaboration among Provincial education office, LPMP and Balai Diklat.

②PSBM

The Program contributed in building relationship and communication between public schools and private schools as well as between SMP and MTs.

4.5 Sustainability

Sustainability of the Program is expected to be moderate. Thus, some measures should be taken from now on to increase the Program's sustainability. What measures need to be taken is highlighted in Chapter 6 Recommendations.

(1) Organizational and Financial

Despite the challenges that are remaining in the Program, the following indicators should be considered as the promoting factors to increase organizational and/or financial sustainability of the Program that be strengthened and/or given more attention by the end of the Program.

①LS

(National level)

- Capacity of approximately 75 local resource persons has been developed in regard to promotion of LS that MONE and MORA can better utilize for dissemination, implementation and monitoring of activities related to LS.
- Capacity of the concerned persons at central level under MONE and MORA has been developed in relation to LS.

(Provincial level)

- Capacity of LPMP, Balai Diklat, and universities has been enhanced to play a critical role in regard to dissemination and implementation of LS although there is a room for improvement.
- Advisory and monitoring mechanism utilizing LPMP and Balai Diklat to provide technical guidance and to review progress of activities related to PSBM is functioning at provincial level although there is a room for improvement.

(Reference/target sites)

- Capacity of the concerned persons in the reference areas has reasonably improved.
- Schools' ownership in regard to LS has been enhanced.
- Teachers' awareness of their role in teaching has been increased.
- The methodology verified in the Program is viable for quality improvement of teachers.

②PSBM

(National level)

- The experts work closer with those who are implementing BOS at central level
- Allocation of adequate budget to implement PSBM based on the MOU signed between Indonesian side and the Program

(Provincial level)

Demonstrated high commitment to implement PSBM in Banten by the provincial education office. Both financial and human resources have been availed for the program implementation by the provincial education office. The provincial education office has also conducting PSBM activities outside the program target sites. This initiative is a step forward to secure sustainability of the Program.

(Target sites)

Fundraising activities at TPK and/or school level especially targeting the private sector ease financial constrains of schools to organize school activities such as sports competition and art completion. Such competitions are effective ways to increase involvement of students and community in school activities and to build strong trusting relationship between teachers and students.

(2) Technical

The following are among some of the technical aspects that will contribute for sustainability.

①LS

- The training curricula and materials developed by the Program are localized and modified as/when needed by Indonesian side, and are utilized at training programs conducted by MONE and MORA frequently.
- Technical knowledge and skills of teachers at the target sites have been enhanced.
- Some teachers have acquired know-how to facilitate LS.
- LS will be applied in other areas if appropriate dissemination plan is developed before the end of the Program.

②PSBM

- Lessons learned and know-how acquired by the Program are useful and applicable to BOS.
- District PSBM Guidelines is developed, disseminated and utilized on the ground.

5. CONCLUSION

In view of the results of this review based on the five criteria, the Program is considered to have made some significant achievements especially in regard to LS. Relevancy of the Program is high whereas efficiency, effectiveness, and sustainability of the Project are moderate. Impact of the Project will be significant.

The Joint Team confirmed that improvement of teachers' quality and school management continue to be the priority areas, which is the mandate of MONE, MORA, and other concerned organizations, divisions, training center(s). In terms of verifying the methodology for school management improvement and teachers' quality enhancement, the Program has partially demonstrated a viable methodology namely LS and comprehensive school planning including budget planning at school level.

6. RECOMMENDATIONS

The Team recommends each party to take the following actions.

6.1 LS

(1) Promoting utilization of resource persons

Owing to the political and institutional commitment of MONE for the socialization of LS supported by the Program, LS is now widely recognized as an important means of enhancing quality of lessons, and more districts and schools are motivated to introduce LS. As a consequence, more resource persons are needed to facilitate the introduction and implementation of LS to respond to the demand from the ground.

In this regard, MONE (i.e., DGQITEP) has defined Terms of Reference and published the list of selected resource persons, which is a good step to enhance a network of resource persons. It is recommended that information on capacitated resource persons at the national as well as province and district levels, should be constantly updated and widely shared with schools and districts so that LS implementation will be appropriately supported on the demand basis in the areas not covered by the Program.

(2) Ensuring consistency in orientation on LS

LS needs to be introduced to and incorporated into relevant training programs in a consistent manner since various different programs such as BERMUTU, induction program for teachers, head master training and etc., have been and will be introducing LS. Some stakeholders mentioned that messages or orientation on LS provided by different programs are not consistent thus affecting the implementation process on the ground.

In this respect, MONE (i.e., DGQITEP) needs to monitor and ensure that any program incorporating LS under the Directorate gives orientation consistent with the Program and places common emphasis on LS to avoid creating confusion among stakeholders.

(3) Developing means and contents for effectively sharing good practices and relevant information among provinces, districts and schools

The Team recommends that the Indonesian counterpart in collaboration with the experts prepare a comprehensive user friendly information package accompanied with clear and thorough documentation. Such package should illustrate a full cycle of LS implementation and steps to be taken for ensuring the quality of LS by different stakeholders based on the good practices recognized by the Program. If such information is compiled and becomes accessible, schools and local governments of non target areas can effectively follow the concrete steps for the quality LS implementation.

In this regard, a website would be an excellent media to disseminate necessary information including the said package and other relevant documents/data essential for LS implementation such as guidelines, list of resource persons, among others. The Team recognizes the efforts made by DGQITE/MONE for the establishment of a website for LS as a start and it is recommended that MONE further develop and maintain the website user friendly and relevant to the needs of stakeholders such as local governments, training institutions, universities and teachers.

As part of the above mentioned effort, it is recommended that tangible impacts at the school level produced by the LS implementation be analyzed in a scientific manner so that effectiveness (and sustainability) of LS can be easily explained to stakeholders who might consider introducing LSBS or MGMP LS.

(4) Ensuring technical guidance and monitoring for LS activities at different levels

Capacity development of core personnel who can effectively support LS implementation and its facilitation is urgently needed to ensure the quality implementation of School-based Lesson Study (LSBS) as well as MGMP based LS. In this regard, it is recommended that the facilitator training will be a part of regular trainings provided by LPMP and Balai Diklat so that facilitators shall be produced on the continuous basis after the cooperation period. In addition, the teacher colleges/universities have played the significant role in effective LS implementation in reference sites, and ensuring quality intervention by teacher colleges is a key to successful LS implementation. In order to further develop professional capacity of teacher college/universities in LS implementation, academic exchange between Indonesian and Japanese universities can be encouraged strengthening an existing network, although the efforts are to be beyond the framework of the Program.

School supervisors play an important role at the district level for monitoring and supporting school level activities based on the current organizational structure; however, capacity of supervisors both in terms of quantity and quality is not optimal to fulfill such function. In this regard, it is recommended that all supervisors should participate in facilitator training and MGMP based LS for their capacity development and follow up on LSBS implementation in their routine school visit. In Sumedang, the trained facilitators have been recruited as new school supervisors to ensure the quality of guidance and monitoring to be conducted by supervisors. Such an initiative should be explored in other areas.

At the national level, it is important that MONE and MORA monitor the progress the implementation on the ground through LPMP and Balai Diklat in order to develop effective national policies and strategies for quality improvement. In this respect, it is recommended that MONE and MORA need to establish or revitalizing the guidance and monitoring system with the technical support provided by the experts.

(5) Allocating necessary budget for transportation by MORA

The decision by MORA to allocate necessary budget for schools to participate to LS activities was a good step. However at a district level, actual distribution of budget has not yet been materialized and schools are waiting for the available fund. It is recommended that MORA releases the budget in timely manner to support activities on the ground.

(6) Strengthening coordination of stakeholders at province and district level

The Program organizes coordination meeting for key stakeholders at central and provincial level, which has contributed to smooth implementation of the Program. It is expected that such coordination mechanism will be further strengthened for providing opportunity for joint planning to support quality LS implementation in the province by allocating available resources from different organizations.

(7) Introducing Indonesia's experience to other countries

Indonesia has made remarkable progress in implementing LS to improve quality of education. The experience for the past decade would be a good reference for other countries that intends to introduce LS to their national programs as a means of quality improvement. In this regard, it is expected that Indonesia will play an important role at the global level in the LS implementation by sharing its experiences and the know-how to other countries in the form of south-south cooperation.

6.2 PSBM

(1) Allocating adequate budget for PSBM

The Team recommends that Indonesian side allocate adequate budget for implementing PSBM based on the MOU signed by the Program and Indonesian side so that PSBM shall be financially as well as operationally sustainable by the end of the program period in the reference sites. Due to the financial constraint faced by the local governments, actual allocation is still below the expected amount. Indonesian side should make continuous efforts to allocate adequate resources to sustain the activities proposed by TPK and schools, which can contribute to the improvement of educational quality on the ground.

Especially, it is common that private MTs are short of financial resources so that activities for improving quality require additional resources beside operational budget provided by the governments. In this regard, particular attention should be given to such MTs by MORA as well as local governments to ensure the equitable support for achieving quality compulsory education.

(2) Imparting PSBM experiences and the know-how to the implementation of National Program

The REDIP implementation has demonstrated that PSBM approach is effective in increasing accountability and transparency in school management, thus improving the access to and the quality of education. This approach has been adopted in REDIP-G and the Program is implemented in three districts by DGMPSE. In this respect, it is expected that PSBM experiences and know-how be internalized and well captured in the implementation of national scale program such as School Operational Fund (Bantuan Operasional Sekolah: BOS). As a first step, it is recommended that the training modules developed and submitted by the Program be reviewed and utilized in the district BOS training to be organized by MONE.

6.3 Others

(1) Revision of PDM

Some of activities carried out by the Program are not clearly captured by the current PDM. Besides the additional activities, some of the activities stated in the PDM₁ should be revisited based on the result of the mid-term review. Thus it is recommended that JICA in consultation with Indonesian side make necessary changes to the PDM₁.

(2) Organizational restructure of Indonesian Side

The success of the Program so far relies on good collaboration that has been maintained between the Program and Indonesian side. MONE plans an organizational restructure in January 2011 which may result in changes in assignment of counterparts and institutional arrangement for the Program. The Team expects that no negative impacts to the Program will occur by the changes and that collaborative relationship will be maintained.

7. LESSONS LEARNED

In the course of the mid-term review of the Program, the following lessons were drawn for similar projects.

(1) Collaboration between MONE and MORA

The efforts made by the Program to be inclusive covering all schools under both MONE and MORA had positive impacts to schools. Both MGMP activities for LS and TPK activities for PSBM encouraged active interaction and exchange among different type of schools, public/private and SMT/MTs, which led to effective knowledge and experience sharing. To eliminate disparities among schools and to enhance capacity of teachers and schools, collaboration between MONE and MORA are effective and important.

(2) Alignment to national policies

LS is now well accepted as an effective approach to improve the quality of education. The success is due to the policy at central level to disseminate LS nation-wide. It is important that the program activities are always aligned to national policies.

PROGRAM DESIGN MATRIX (PDM₁)

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
- Lesson Study New Target Sites (3): West Sumatera Province (Padang City), South Kalimantan Province (Banjarbaru City), North Sulawesi Province (North Minahasa District)
- Continuing Lesson Study Reference Sites (3): West Java Province (Sumedang District), Yogyakarta Province (Bantul District), East Java Province (Pasuruan District)
- Continuing Participatory School-based Management Reference Sites (3): Banten Province (Serang City, Serang District and Pandeglang District)
- Target Group: National and local government officers, educational instructors, supervisors, principals, teachers

Program Period: From March 2009 to February 2013

(Revised on January 25, 2010)

Program Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>Overall Goal Quality of junior secondary education is enhanced through lesson study (LS) and participatory school-based management (PSBM) extensively in the nation.</p>	<ol style="list-style-type: none"> 1. Improved student pass rate in the national examination (UN) 2. Improved drop-out rate 3. Improved repetition rate 4. Improved teacher's pass rate in the Teacher's professional certification. 	Educational statistics and records	The Indonesian government policy which places importance on the quality improvement of teachers and educational personnel is unchanged.
<p>Program Purpose The capacity of central and local governments for implementing PSBM and LS nation-wide is strengthened.</p>	<ol style="list-style-type: none"> 1. Strategy to implement PSBM and LS developed at national level and implemented under coordination between local governments. 2. Provincial education offices and teacher training institutions under MONE and MORA conduct PSBM and LS training and disseminating activities. 3. District education offices utilize PSBM and LS practices in their education programs. 	Records of interview with the following stakeholders: <ul style="list-style-type: none"> - National government officers - Provincial and district government officers, instructors and supervisors - Supervisors, principals, teachers, parents, etc. 	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

Program Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
			management as means.
<p>Outputs</p> <p>1. At the national level, the capacity of MONE and MORA is developed for implementing its policy to introduce LS and PSBM nation-wide.</p> <p>2. At the provincial level,</p> <p>2-1. The capacity of LPMPs and Balai Diklat is developed for continuously conducting training and providing technical guidance on LS to districts and schools.</p> <p>2-2. The capacity of education offices is developed for continuously conducting training and providing technical guidance on PSBM to districts and schools.</p> <p>3. At the reference and target sites</p> <p>3-1. At the continuing LS reference sites, a showcase of LS practice is developed.</p> <p>3-2. At the LS new target sites, a model to shows MGMP-based LS implementation mechanism is developed.</p> <p>3-3. At the continuing PSBM reference sites, the capacity of the district governments is</p>	<p>1-1 (I & J) Strategy and guideline for dissemination of PSBM and LS developed by MONE and MORA.</p> <p>1-2 (I) # of monitoring and technical guidance activities conducted by MONE and MORA: once per year</p> <p>(LS)</p> <p>2-1. (I & J) # of national trainers trained in TOT: 350 per year.</p> <p>2-2. (I) Sufficient budget allocated to LPMP and Balai Diklat by MONE & MORA for training and technical guidance in each province</p> <p>2-3. (I) Training modules on LS developed and included in training programs at LPMPs and Balai Diklat</p> <p>(PSBM)</p> <p>2-4. (I & J) # of participants trained in PSBM socialization: Representatives from target provinces</p> <p>2-5. (I) Sufficient budget allocated to schools in the target sites by central and district governments.</p> <p>2-6. (I) Training modules on PSBM developed and included in training programs at provincial education offices</p> <p>(Continuing LS reference sites)</p> <p>3-1. (I & J) # of trained facilitators who can provide technical guidance to other provinces and districts: 10 per year</p> <p>3-2. (I & J) # of reference schools with LS activities: 15% per reference district</p> <p>(LS new target sites)</p> <p>3-3. (I & J) Strategies for LS introduction developed</p>	<p>1-1 Action plan and guideline</p> <p>1-2 Records on budget</p> <p>1-3 Guidelines</p> <p>2-1. Records of TOT</p> <p>2-2 Records by TENDIK and Pus Diklat</p> <p>2-3 Records by TENDIK and Pus Diklat</p> <p>2-4 Records by Mandekdasmen and JICA Advisor</p> <p>2-5 Records by Mandekdasmen and District Education Offices</p> <p>2-6 Records by Provincial Education Offices</p> <p>3-1. Records by JICA Team</p> <p>3-2. Records by District Education Offices and JICA Team</p> <p>3-3. Interview to local governments?</p> <p>3-4. Records by District Education Offices and JICA</p>	<p>Personnel reshuffle within the national and sub-national government does not affect the legitimacy of the program.</p>

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Program Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>developed for continuing PSBM with their own resources.</p>	<p>by the provincial and district governments</p> <p>3-4. (I) Sufficient budget allocated for MGMP-based LS by District Education Office and schools</p> <p>3-5. (I & J) # of monitoring by LPMP and university resource persons: 12 per year</p> <p>3-6. (I & J) # of functioning MGMP-based LS: at least for two subjects in each home base</p> <p>(Continuing PSBM reference sites)</p> <p>3-7. (I) PSBM guidelines developed by district governments.</p> <p>3-8. (I & J) School block grant funded by the districts: 100% by the end of the program.</p>	<p>Team</p> <p>3-5. Records by TENDIK</p> <p>3-6. Records by TENDIK</p> <p>3-7. Record by District Education Offices</p> <p>3-8. Record by District Education Offices</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 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>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>2-1. To plan trainings of national trainers (TOT) in LS</p> <p>2-2. To develop the training materials on PSBM and LS</p> <p>2-3. To conduct TOT trainings in LS</p> <p>2-4. To conduct national socialization in PSBM</p> <p>2-5. To provide technical advice to P4TK, LPMP,</p>	<p><u>Inputs</u></p> <p><u>Indonesian side</u></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><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 national trainers.</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>The principals, teachers, parents, etc. are actively involved in the Program activities.</p>	

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Program Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>Pus Diklat and Balai Diklat on the training on LS for supervisors, principals and teachers</p> <p>2-6. To provide technical advice to Banten Province</p> <p>3. To support the PSBM reference sites for their independent PSBM activities</p> <p>3-1. To develop a strategy for PSBM activities in technical, financial and organizational terms</p> <p>3-2. To implement and monitor PSBM activities</p> <p>3-3. To provide technical assistance to district/city education office for developing independent PSBM guideline</p> <p>3-4. To conduct end-line survey</p> <p>4. To strengthen implementation capacity for LS in the continuing references sites</p> <p>4-1. To conduct MGMP facilitator trainings</p> <p>4-2. To provide technical advice on LS in MKKS, MGMP and SMP/MTs</p> <p>4-3. To conduct end-line survey</p> <p>5. To introduce and disseminate LS in the new target sites</p> <p>5-1. To conduct socialization on LS</p> <p>5-2. To conduct technical exchange with the 3 target sites in Java.</p> <p>5-3. To conduct base-line survey</p> <p>5-4. To develop a plan for implementing LS</p> <p>5-5. To conduct MGMP facilitator trainings</p> <p>5-6. To conduct school management trainings</p> <p>5-7. To implement and monitor MGMP activities applying LS</p> <p>5-8. To organize evaluation workshops</p> <p>5-9. To conduct end-line survey</p>	<p>5. Cost for technical exchange activities between the reference sites and the new target sites</p> <p>6. Equipment and materials necessary for the implementation of the Program</p>		<p><u>Preconditions</u></p> <ul style="list-style-type: none"> - MONE (DGPSEM, DGQITEP & DGHE) is committed to taking the initiative in disseminating PSBM and LS. - MORA (DGIE, RDETI) commits to the Program.

ANNEX 2: Dispatch Records of Japanese Experts

Assignment	Name	Affiliation	Man/Month					
			1st Year		2nd Year		Total	
			Indonesia	Japan	Indonesia	Japan	Indonesia	Japan
1. Team Leader/ Education Planning	Koji Sato	IDCJ	7.50	0.17	6.23	0.00	13.73	0.17
2. Education Administration 1/ Donor Coordination	Naomi Takasawa	IDCJ	3.37	0.00	2.33	0.00	5.70	0.00
3. Teacher Training Management1	Norimichi Toyomane	IDCJ	2.10	0.00	3.20	0.00	5.30	0.00
4. Education Administration 2/ Teacher Training Management2 -1	Yoko (Nishimura) Takimoto	IDCJ	6.73	0.17	5.00	0.17	11.73	0.34
5. School Management1	Masaaki Sato	IDCJ (Consultant)	1.63	0.00	2.13	0.00	3.76	0.00
6. Lesson Study 1	Yoshitaka Tanaka	IDCJ	3.00	0.17	4.00	0.00	7.00	0.17
7. Lesson Study2-1	Izumi Nishitani	IDCJ (Gunma University)	2.50	0.00	2.17	0.00	4.67	0.00
8. Education Evaluation/ School Management2	Shuhei Oguchi	IDCJ	4.33	0.17	5.43	0.00	9.76	0.17
9. Teacher Training Management 2-2	Mihoko Kikuchi	IDCJ	2.00	0.00	5.00	0.00	7.00	0.00
10. Lesson Study 2-2	Ryo Suzuki	IDCJ			6.00	0.00	6.00	0.00
			33.16	0.68	41.49	0.17	74.65	0.85

Annex 3 List of Participants of Counterpart Training in Japan

Participants of Counterpart Training in July FY2009

No	Name	Position
1	Arief Antono	Deputy Director for Teacher Education, DGHE, MONE
2	Abi Sujak	Head of Sub-Division Program, Dit.of Education Personnel, DGQITEP, MONE
3	Budi Supriyatno	Head of Section of Planning&Program, Dit.of Education Personnel, DGQITEP, MONE
4	Zubaidi	Head of Sub-Division, Personnel, DGIE, MORA
5	Aden Daenuri	Head of Sub-Division, Training, RDETI, MORA
6	Eko E. Koswara	Head of Provincial Dinas P&K, Banten Province
7	Hafidi, ZA	Head of Dinas Kab. P&K, Serang City
8	Abdul Ghafur	Staff of Sub-Division Program, Dit.of Education Personnel, DGQITEP, MONE
9	Purnomo Hadi	Staff of Sub-Division HRD, Dit.of Training Development, DGQITEP, MONE
10	Elvira Dayana	Staff of Sub-Division HRD, Dit.of Training Development, DGQITEP, MONE
11	Mochammad Zen	Widyaiswara, LPMP, West Java
12	Woro Esthi Hartiwi	Widyaiswara, LPMP, Yogyakarta
13	Muhyidin Dimhari	Widyaiswara, LPMP, East Java
14	Yan Agustyansyah	Widyaiswara, LPMP, Banten
15	Gugus Setyobo	Widyaiswara, LPMP, West Sumatera
16	Zaenal Fanani	Widyaiswara, LPMP, South Kalimantan
17	Welly B. Koloay	Widyaiswara, LPMP, North Sulawesi
18	Asrul	Dean of FMIPA, UNP
19	Achmad Sofyan	Dean of Education Department, UNLAM
20	Rudi Repi	Dean of FMIPA, UNP
21	Nur Amin	Head of Dinas P&K, Kota Padang
22	Syamlan Arpan	Head of Dinas P&K, Kota Banjarbaru
23	Jeane S. Rumagit	Section Head of Basic Education in Dinas P&K, Kab. North Minahasa
24	Z. Amril Widana	Principal, Kota Padang
25	Herliansyah	Principal, Kota Banjarbaru
26	Lilie N. Wuisan	Principal, Kab. North Minahasa

* Gray shaded area are the participants for Education Administration and School Management (7 members) and others are Lesson Study participants (19 members).

Participants of Counterpart Training in November FY2009

New No	Old No	Name	Position/Institution
1	1	Otong Kusnadi, S.Si	Staff of Planning Program, Directorate of Education Personnel, DGQITEP-MONE
2	2	Drs. Burhasman, MA	Head of Provincial Dinas P&K of West Sumatera Province
3	3	Drs. Bambang Sutrisno, M.Pd	Head of Primary and Secondary Education of Dinas P&K Kota Padang, West Sumatera
4	4	Drs. H. Osman Husein	School Supervisor of Education Office of Dinas P&K Kota Padang, West Sumatera
5	5	Drs. M. Hasbi	Principal of SMPN 21 Padang, Kota Padang, West Sumatera
	6	Dra. Reflinas	Head of Madrasah (Junior Secondary Islamic Education) Section, MORA Provincial Office of West Sumatera
	7	Dra. Nur Asni, MA	Madrasah Supervisor, MORA Provincial Office of West Sumatera
	8	Drs. Kasmir	Head of Madrasah Section, MORA Office of Kota Padang, West Sumatera
	9	Drs. Akhri Mennardi	Principal of MTs N Padang, West Sumatera
6	10	Dra. Purnamawati, MM	Widyaiswara, Balai Diklat, West Sumatera
7	11	H. Ardabili, S.Pd	Head of Provincial Dinas P&K of South Kalimantan Province
8	12	Muhammad Sidik, Ws, S.Pd, MM	Head of Primary and Secondary Education of Dinas P&K Kota Banjarbaru, South Kalimantan
9	13	Drs. H. Haili	School Supervisor of Dinas P&K Kota Banjarbaru, South Kalimantan
10	14	Hemi Tri Mahanani, S.Pd	Principal of SMPN5 Banjarbaru, Kota Banjarbaru, South Kalimantan
	15	Drs. Amal Fathulloh, M.Pd.I	Head of Madrasah (Junior Secondary Islamic Education) Division, MORA Provincial Office of South Kalimantan
	16	Drs. Haderiyani	Madrasah Supervisor, MORA Provincial Office of South Kalimantan
	17	Drs. M. Ande BR	Head of Madrasah Section, MORA Office of Kota Banjarbaru, South Kalimantan
	18	Hairani, S.Pd.I	Principal of MTs S Banjarbaru, South Kalimantan
11	19	Mahyudinnor, S.Pd, M.Pd	Widyaiswara, Balai Diklat, South Kalimantan
12	20	Drs. Djouhari Kansil, M.Pd	Head of Provincial Dinas P&K of North Sulawesi Province
	21	Drs. Handry Katuuk	Head of Dinas P&K Kabupaten North Minahasa, North Sulawesi
13	22	Jefry Tumengkol, S.Pd	Head of Curriculum Section of Dinas P&K Kabupaten, North Minahasa, North Sulawesi
14	23	Hetty Wuisan Polii, S.Pd	Principal of SMPN3 Airmadidi, Kabupaten North Minahasa, North Sulawesi
	24	Drs. Sahril Sumaela	Head of Madrasah (Junior Secondary Islamic Education) Division, MORA Office of North Sulawesi Province
	25	Drs. Alex K. Usman, M.Pd	Madrasah Supervisor, MORA Provincial Office of North Sulawesi
	26	Djanwar Abdul BA	Head of Madrasah Section, MORA Office of Kabupaten North Minahasa, North Sulawesi
	27	Naima Bakari, S.Pd	Principal of MTs Biharul Ulum, Kabupaten North Minahasa, North Sulawesi
15	28	Muhammad Anwar, S.Pd	Widyaiswara, Balai Diklat, North Sulawesi
16	29	Kusnadi, SH.S.Mi	DGPSEM, MONE

* Participants in the gray column are ones canceled to participate in the training.

* New number of 16 (Old number of 29), Kusnadi, SH. S. Mi is one who participates in this training under the other program.

Participants of Counterpart Training in June FY2010

No	Name	Position / Institution
1	Drs. Agus Wahyu Sodikin	Head of Human Resources Division, BINDIKLAT, MONE-DGQITEP
2	Widia Kersana, ST	Staff of Planning Program, Directorate of Education Personnel, MONE- DGQITEP
3	Dr. Saefudin	Head of Section, Human Resources Sub Directorate of Islamic Education, MORA
4	Waryadi, M.Pd	Pus Diklat, MORA
5	Drs. Maswar, MA	Head of Madrasah Division, West Sumatera Province
6	Drs. Amal Fatulloh, M.PD	Head of Madrasah Division, South Kalimantan Province
7	Drs Sahril Sumaela	Head of Madrasah Division, North Sulawesi Province
8	Drs.M.Sumarjo	Head of Curriculum Section, Bantul Education Office, Yogyakarta Province
9	Drs. Azizi Muchtar, M.PD	Head of Curriculum Section, Kota Padang Education Office, West Sumatera Province
10	Drs. Syafriandi	Local Coordinator, FMIPA UNP
11	Prof Dr Sutarto Hadi, M.Sc.	Local Coordinator, FKIP UNLAM
12	Drs. Jantje Ngangi, MS	Local Coordinator, FKIP UNLAM
13	Drs. Mukhtar Hendrawan	Principal, SMPN 1 Rancakalong Sumedang
14	Hartanto, S.Pd	Mathematics Teacher, SMPN 1 Pamulihan Sumedang
15	Drs. Sunarso	Principal, SMPN 1 Imogiri Bantul
16	Putut Agus Wandono, S.PD	Mathematics Teacher, SMP 1 Sewon
17	Drs. Tahak	Principal, SMPN 2 Grati, Pasuruan
18	Drs. Ustadi	Physics Teacher, SMPN 2 Pandaan, Pasuruan
19	Ryna Rachmawati, S.Pd., M.Ed	Balai Diklat Keagamaan, West Java
20	Nurul Kamilati, M.Pd, M.Ed	Balai Diklat Keagamaan, Central Java
21	Ninik Supriyati, S.Si	Balaik Diklat Keagamaan, East Java

Annex 4 List of Equipment provided under the Program

No.	Name of Equipment	Qty	Brand/Model	Year	Place to keep	Condition	Usage	Problems	Remarks
1	Computer	3	PC Monitor/LG + CPU/Simbadd	2009	JICA PELITA Office	A	A	None	To be handed over at the end of the Project
		3	Laptop Aspire 4730Z/Acer	2009	JICA PELITA Office	A	A	None	To be handed over at the end of the Project
		1	Laptop Aspire 4740G/Acer	2010	JICA PELITA Office	A	A	None	To be handed over at the end of the Project
		2	Laptop Aspire 4741/Acer	2010	JICA PELITA Office	A	A	None	To be handed over at the end of the Project
2	Mobile Phone	2	NOKIA 5130	2009	JICA PELITA Office	A	A	None	To be handed over at the end of the Project
3	Printer	1	HP P2055dn Laser Jet	2009	JICA PELITA Office	A	A	None	To be handed over at the end of the Project
4	Digital Camera	1	Canon Ixus	2009	JICA PELITA Office	A	A	None	To be handed over at the end of the Project
5	Video Camera	39	SONY Handycam DCR-SR.65	2009	MGMP of target districts	A	A	None	Already handed over to MGMP
		1	SONY Handycam/HDR HC3HDTV1080i	2009	JICA PELITA Office	A	A	None	To be handed over at the end of the Project
		39	Monopod M6/Excell	2009	MGMP of target districts	A	A	None	Already handed over to MGMP
6	One Leg Stand for Handycam Video Camera	1	Monopod UP-4000/Velbon	2009	JICA PELITA Office	A	A	None	To be handed over at the end of the Project
		39	Tripod U8000/Silk	2009	MGMP of target districts	A	A	None	Already handed over to MGMP
		2	Tripod 785BManfroto	2009	JICA PELITA Office	A	A	None	To be handed over at the end of the Project
7	Microphone of Handycam Video Camera	41	SONY ECMHST1	2009	MGMP of target districts	A	A	None	Already handed over to MGMP
8	Projector	1	EPSON EMP-750	2009	MGMP of target districts	A	A	None	Already handed over to MGMP
9	Software for Editing News Letter	1	Corel	2009	JICA PELITA Office	A	A	None	To be handed over at the end of the Project
10	FAX Machine	1	KX-FP701CX/Panasonic	2009	JICA PELITA Office	A	A	None	To be handed over at the end of the Project

Category of Condition (Annual average)

A: Excellent
 B: Fair
 C: Poor
 D: Unable to use

Category of Usage (Annual average)

A: Every week
 B: Every other week
 C: Every month
 D: Less than every month

Annex 5

PELITA Operational Cost (2009-2010)

	JICA *1		Indonesia (IDR)						
	JPY	IDR	PMPTK	Sumedang	Bantul	Pasuruan	Padang	Banjarbaru	Minahasa Utara
2009	124,500,811	12,932,274,156	898,115,000*2	100,000,000	90,000,000	141,000,000	117,700,000	90,000,000	100,000,000
2010	120,052,763	12,389,423,478	N/A	75,000,000	0	141,000,000	168,000,000	84,000,000	150,000,000
Total	246,403,574	25,321,697,634	898,115,000	175,000,000	90,000,000	282,000,000	285,700,000	174,000,000	250,000,000
Grand Total (IDR)	25,321,697,634		2,154,815,000						

*1 Excluding counterpart training costs.

*2 Share of BINDIKLAT for UPI, UNY and UM is not included.

	Indonesia (IDR)		
	Kab. Serang	Kota Serang	Pandeglang
2009	2,889,310,000	616,470,000	724,349,950
2010	2,044,314,000	1,354,000,000	417,250,000
Total	4,933,624,000	1,970,470,000	1,141,599,950
Grand Total (IDR)	8,045,693,950		

←operation costs not yet included

*For Banten, block grant and KIT operational costs.

JICA Cost in Detail (2009-2010) (JPY)

	2009*1	2010*1
Operational Cost in General	59,623,165	41,350,000
Master Trainer*2	0	23,256,000
Equipment Purchased	7,278,385	465,000
Survey Cost	2,360,973	3,296,053
PSBM Activities (Field Consultants)	6,550,877	7,354,710
PSBM Activities (Block grant)	48,687,411	44,331,000
Counterpart Training in Japan		1,850,000
Total	124,500,811	121,902,763

*1:FY2009 is actual, whereas FY2010 is estimated costs.

*2:Master Trainer Cost for 2009 (JPY21,221,697=IDR2,254,104,000) is included in Operationa Cost in General.

JICA Cost in Detail (2009-2010) (IDR)

	2009	2010
	5,989,208,466	4,267,285,862
	0	2,400,000,000
	804,056,440	47,987,616
	250,051,000	340,150,000
	710,958,250	759,000,000
	5,178,000,000	4,575,000,000
	12,932,274,156	12,389,423,478

ANNEX 6 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 7 Plan of Operation

		The 1st Year of Project											
		2009										2010	
year	month	3	4	5	6	7	8	9	10	11	12	1	2
		Indonesian school year											
Domestic Work													
[1]	Discussion and planning for program implementation	<input type="checkbox"/>											
[2]	Draft IC/R, National Inception Meeting (JCG 1)	<input type="checkbox"/>											
Work in Indonesia in the 1st Year													
[3]	Strengthening Planning and Coordination Capacity (Central Level)												
[3-1]	Needs Survey on PSBM and LS (1)												
[3-2]	Technical Assistance on planning, coordination and policy-making for disseminating PSBM and LS												
[3-3]	Technical advice to the regional governments which adopt PSBM & LS on their own initiatives												
[3-4]	Monitoring and evaluation on the dissemination of PSBM & LS at the regional level												
[3-5]	Collaboration and coordination with other donors on the development of training materials and training itself												
[3-6]	Draft and submit a comprehensive plan of training teachers and educational personnel												
[3-7]	Draft and submit a comprehensive manual of training teachers and educational personnel												
[3-8]	Education Development Harmonization Forum (1)												
[3-9]	Draft a Guideline of disseminating PSBM and LS (Draft)												
[4]	Strengthening Dissemination Capacity (Regional Level)												
[4-1]	Planning the training of master trainers (TOT) for the 1st year												
[4-2]	Developing the training materials on the PSBM and LS for the 1st year												
[4-3]	Master Trainers Training for the 1st year												
[4-4]	Technical advice to P4TK, LPMP, NCET and RCET on the training for supervisors, principals and teachers												
[4-5]	Technical advice to the provincial educational & religious offices on the promotion of PSBM and LS												
[5]	Strengthening Implementation Capacity of PSBM activities (Banten Province)												
[5-1]	Developing a strategy for PSBM activities in technical, financial and organizational terms												
[5-2]	Socialization on PSBM												
[5-3]	Establishment of Kecamatan Education Development Team and Proposal Writing Workshop												
[5-4]	Implementation and monitoring PSBM activities												
[5-5]	Accounting training (1)												
[5-6]	Evaluation workshops (1)												
[5-7]	Technical assistance to district/city education office for developing independent PSBM guideline												
[6]	Strengthening Implementation Capacity of LS activities (3 Reference Provinces in Java)												

		The 1st Year of Project											
		2009											
		2010											
		3	4	5	6	7	8	9	10	11	12	1	2
		Indonesian school year											
year	month												
[6-1]	MGMP facilitator training (1) (2) (3) (4)												
[6-2]	Technical advice on LS in MKKS, MGMP and SMP/MTs												
[7]	Strengthening Implementation Capacity of LS activities (New Target Sites in 3 Provinces)												
[7-1]	District Inception Meeting on LS												
[7-2]	Developing a plan for implementing LS												
[7-3]	Technical Exchange Program with the 3 target sites in Java (1)												
[7-4]	Facilitator training (1) (2) (3)												
[7-5]	School management training (1) (2) (3) (4)												
[7-6]	Implementation and monitoring MGMP activities applying LS												
[7-7]	Evaluation workshops(1)												
[8]	Counterpart training in Japan for the 1st year (1) (2)												
[9]	Baseline survey (New 3 target sites outside Java)												
[10]	Draft and submit Progress Report (1) (2)												
[11]	Joint Coordinating Committee (JCC) (2) (3)												
[12]	Draft and submit Project Completion Report for the 1st year												

■ Work in Indonesia ▨ Work by Indonesian CP ▩ Work by Sub-contract
 ▤ School holiday □ Domestic Work

Plan of Operation (Realized)

		The 1st Year of Project											
		2009										2010	
year	month	3	4	5	6	7	8	9	10	11	12	1	2
Indonesian school year		/				/				/			
Domestic Work													
[1]	Discussion and planning for program implementation	□											
[2]	Draft IC/R, National Inception Meeting (JCC 1)	□											
Work in Indonesia in the 1st Year													
[3]	Strengthening Planning and Coordination Capacity (Central Level)												
[3-1]	Needs Survey on PSBM and LS(1)		■	■	■	■	■	■	■	■	■	■	■
[3-2]	Technical Assistance on planning, coordination and policy-making for disseminating PSBM and LS		■	■	■	■	■	■	■	■	■	■	■
[3-3]	Technical advice to the regional governments which adopt PSBM & LS on their own initiatives			■	■	■	■	■	■	■	■	■	■
[3-4]	Monitoring and evaluation on the dissemination of PSBM & LS at the regional level			■	■	■	■	■	■	■	■	■	■
[3-5]	Collaboration and coordination with other donors on the development of training materials and training itself		■	■	■	■	■	■	■	■	■	■	■
	Draft and submit a comprehensive plan of training teachers and educational personnel												
	Draft and submit a comprehensive manual of training teachers and educational personnel												
[3-6]	Education Development Harmonization Forum (1)					■							
[3-7]	Draft a Guideline of disseminating PSBM and LS (Draft)							■					
[4]	Strengthening Dissemination Capacity (Regional Level)												
[4-1]	Planning the training of master trainers (TOT) for the 1st year		■	■	■	■	■	■	■	■	■	■	■
[4-2]	Developing the training materials on the PSBM and LS for the 1st year		■	■	■	■	■	■	■	■	■	■	■
[4-3]	Master Trainers Training for the 1st year					■	■	■	■	■	■	■	■
[4-4]	Technical advice to P4TK, LPMP, NCET and RCET on the training for supervisors, principals and teachers					■	■	■	■	■	■	■	■
[4-5]	Technical advice to the provincial educational & religious offices on the promotion of PSBM and LS					■	■	■	■	■	■	■	■
New	Assistance for the program led by MONE							■	■	■	■	■	■
New	Sample monitoring after Master Trainers Training									■	■	■	■
[5]	Strengthening Implementation Capacity of PSBM activities (Banten Province)												
[5-1]	Developing a strategy for PSBM activities in technical, financial and organizational terms		■	■	■	■	■	■	■	■	■	■	■
[5-2]	Socialization on PSBM		■										
[5-3]	Establishment of Kecamatan Education Development Team and Proposal Writing Workshop			■	■	■	■	■	■	■	■	■	■
[5-4]	Implementation and monitoring PSBM activities					■	■	■	■	■	■	■	■
[5-5]	Accounting training (1)									■	■	■	■

		The 1st Year of Project											
		2009										2010	
year	month	3	4	5	6	7	8	9	10	11	12	1	2
Indonesian school year		[shaded]						[shaded]					
[5-6]	Evaluation workshops (1)												
[5-7]	Technical assistance to district/city education office for developing independent PSBM guideline												
[6]	Strengthening Implementation Capacity of LS activities (3 Reference Provinces in Java)												
[6-1]	MGMP facilitator training (1) (2) (3) (4)												
[6-2]	Technical advice on LS in MKKS, MGMP and SMP/MTs												
New	Advices for district education office's planning of LS in Java												
[7]	(New Target Sites in 3 Provinces)												
[7-1]	District Inception Meeting on LS												
[7-2]	Developing a plan for implementing LS												
[7-3]	Technical Exchange Program with the 3 target sites in Java (1)												
[7-4]	Facilitator training (1) (2) (3)												
[7-5]	School management training (1) (2) (3) (4)												
[7-6]	Implementation and monitoring MGMP activities applying LS												
[7-7]	Evaluation workshops (1)												
[8]	Counterpart training in Japan for the 1st year (1) (2)												
[9]	Baseline survey (New 3 target sites outside Java)												
[10]	Draft and submit Progress Report (1) (2)												
[11]	Joint Coordinating Committee (JCC) (2) (3)												
[12]	Draft and submit Project Completion Report for the 1st year												

■ Work in Indonesia ■ Work by Indonesian CP ■ Work by Sub-contract
 □ School holiday □ Domestic Work

Plan of Operation for the 2nd Year		The 2nd Year of Project											
		2010											
		3	4	5	6	7	8	9	10	11	12	1	2
year	month	Indonesian school year											
Domestic Work		[1] Counterpart Training in Japan (2nd year)											
Work in Indonesia in the 1st Year		[2] Strengthening Planning and Coordination Capacity (Central Level)											
	[2-1]	Assistance for MONE's and MORA's planning and coordination capacity											
	[2-2]	Technical Assistance on Planning, Coordination and Policy-making for Disseminating PSBM and LS											
	[2-3]	Monitoring and Evaluation on the Dissemination of PSBM & LS at the Regional Level											
	[2-4]	Collaboration and Coordination with other Education Development Partners on the Development of Training Materials and Training itself											
	[2-5]	Draft and submit a comprehensive manual of training teachers and educational personnel											
	[2-6]	Education Development Harmonization Forum (2)											
	[3-1]	Planning the training of master trainers (101) for the 2nd year											
	[3-2]	Developing the training materials on LS for the 2nd year											
	[3-3]	Master Trainers Training for the 2nd year											
	[3-4]	Technical Advice to P4TK, LPMP, NCET and RCET on the Training for Supervisors, Principals and Teachers											
	[3-5]	Technical Advice to the Provincial Dinas P&K & Provincial Office-MORA on the Promotion of PSBM and LS											
	[4-1]	Developing a strategy for PSBM activities in technical, financial and organizational terms											
	[4-2]	Socialization on PSBM											
	[4-3]	Establishment of Kecamatan Education Development Team and Proposal Writing Workshop											
	[4-4]	Implementation and monitoring PSBM activities											
	[4-5]	Accounting training											
	[4-6]	Evaluation workshops (2)											
	[4-7]	Technical assistance to district/city education office for developing independent PSBM guideline (draft)											
	[6]	Endline survey (3 reference sites in Java)											
	[6-1]	MGMP facilitator training (5) (6) (7) (8)											
	[6-2]	Technical advice on LS in MKKS, MGMP and SMP/MTs											
	[7]	Drafting and submitting Progress Report (3)											
	[8]	Joint Coordinating Committee (JCC) (4)											
	[9-1]	Technical Exchange Program with the 3 target sites in Java (2) in the new sites											
	[9-2]	Technical Exchange Program with the 3 target sites in Java (3) in the new sites											
	[9-3]	Facilitator training (4) (5) (6) in the new sites											
	[9-4]	School management training (5) (6) in the new sites											
	[9-5]	Implementation and monitoring MGMP activities applying LS in the new sites											
	[9-6]	Evaluation workshops (2) in the new sites											
	[10]	Joint Coordinating Committee (JCC) (5)											
	[11]	Drafting and submitting Progress Report (4)											
	[12]	Draft and Submission of 2nd Year Project Completion Report											

Work in Indonesia
 Work by Indonesian CP
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 School holiday
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		year	2010												2011	
		month	3	4	5	6	7	8	9	10	11	12	1	2		
		Indonesian school year														
[9-3]	School Management Training (5)(6)		[Pattern]						[Pattern]						[Pattern]	
[9-4]	Implementation and Monitoring of MGMP activities applying Lesson Study		[Pattern]													
[9-5]	Evaluation Workshop (2)		[Pattern]													
[10]	Public Relation Activities		[Pattern]													
[11]	Joint Coordinating Committee (JCC) (5)		[Pattern]													
[12]	Draft and Submission of Progress Report (4)		[Pattern]													
[13]	Draft and Submission of 2nd Year Project Completion Report		[Pattern]													

■ Work in Indonesia ■ Work by Indonesian CP ■ Work by Sub-contract
 ■ School holiday □ Domestic Work

Annex 8: Achievement Grid (As of November 2010)

	No.	Objectively Verifiable Indicators	Means of Verification	Progress
Overall Goal	1	Improved student pass rate in the national examination (UN).	Educational statistics and records	It will be assessed at the end of the program.
	2	Improved drop-out rate	Educational statistics and records	It will be assessed at the end of the program.
	3	Improved repetition rate	Educational statistics and records	It will be assessed at the end of the program.
	4	Improved teacher's pass rate in the Teacher's professional certification	Educational statistics and records	It will be assessed at the end of the program.
Project Purpose	1	Strategy to implement PSBM and LS developed at national level and implemented under coordination between local governments.	Records of interview with National government officers	<p>[LS]* Strategy of TENDIK of DGQITEP at MONE to disseminate LS nationwide is to deploy LPMP in each province, which gives training to school supervisors, principals and teachers. Regarding this, JICA Expert Team implements TOT. After TOT, TENDIK provides block grants for 199 piloting schools (Rp 50million/school) through LPMP in 2009. LPMP conducted Lesson Study Introduction Training for districts and cities. In 2010, TENDIK cannot provide the block grants because of their budget shortage. In 2011, TENDIK plans to provide block grants again. TENDIK plans to incorporate LS into induction programs for new teachers and principals (2010: 44,000 2011:50,000 2012:80,000).</p> <p>[LS]* Strategy of BINDIKLAT of DGQITEP at MONE to disseminate LS is to deploy P4TK and provincial core trainer teams under the WB project, BERMUTU covering 16 provinces.</p> <p>[LS]* Strategy of Central Training Center (Pusdiklat) of MORA to disseminate LS nationwide is to deploy trainers of 12 Regional Training Centers (BDK) in Indonesia, which gives training to Islamic school (MTs) supervisors, principals and teachers. Regarding this, JICA Expert Team implements TOT for these trainers. After TOT, in 2011, Pusdiklat authorizes Lesson Study Training Guidelines and instruct all BDK to use the Guidelines to disseminate Lesson Study to MTs. In 2010, Pusdiklat already did trials at 7 BDK. In addition, Pusdiklat has already incorporated LS into some existing courses, and implemented Diklat D Tempat Kerjer (on-site training) focusing on LS.</p> <p>[PSBM]* DGPSEM of MONE, learnt from the experience of PPMBs (REDIP-G) since 2004, has a plan to provide BOS (school operational assistance) training for district education offices all over Indonesia in 2011. This is the national program. When they conduct the training, essence and experience of PSBM-PELITA is incorporated into BOS training manuals. The Expert Team has developed the modules.</p> <p>[PSBM]* Islamic Education of MORA plans to provide block grants to MTs in 3 districts and city in Banten Province for their sustainability.</p>

No.	Objectively Verifiable Indicators	Means of Verification	Progress
2	Provincial education offices and teacher training institutions under MONE and MORA conduct PSBM and LS training and disseminating activities.	Records of interview with Provincial government officers, instructors and supervisors	[LS] Three provinces in Jawa Island have conducted LS socialization to all districts in the provinces by 2010. Provincial governments, LPMP (under PMPTK-MONE), Balai Diklat (MORA Regional training center), LS partner universities, and business sector have allocated budget to support LS introduction at significant number of schools and MGMP in non-target districts (WJ: 6 Kab/Kota, YGY: all 5 Kab/Kota, EJ: 7 Kab/Kota). Refer 2.4 of PELITA Progress Report 3 for detail information. Education Dinas and LPMP in the three new target provinces in outer islands have started LS socialization to entire districts in the provinces in 2010.
			[PSBM] Education Dinas of Banten Province replicated REDIP/PSBM program with their own budget in Kab. Lebak for 3 years from 2007 to 2009. Dinas Education Dinas of Banten Province has also pledged budget allocation to provide block grant for all elementary schools and junior secondary schools in the province starting in 2011. Provincial office of MORA is also planning to provide block grant to at least 10 % of MTs in the 3 target districts in 2011.
3	District education offices utilize PSBM and LS practices in their education programs.	Records of interview with district government officers, instructors and supervisors, principals, teachers, parents, etc.	[LS] LS is incorporated into district education strategy, and certificates are provided to participants in LS trainings. Budget is secured to promote LS. [PSBM] All districts are now drafting its own PSBM guidelines. PSBM activities are incorporated into education plan. However, level of budget as agreed in MOU was not disbursed in 2009 and 2010.
Outputs	1-1 (I & J) Strategy and guideline for dissemination of PSBM and LS developed by MONE and MORA.	Action plan and guideline	*Please refer to the progress of project purpose.
	1-2 (I) # of monitoring and technical guidance activities conducted by MONE and MORA: once per year.	Records on budget	[LS] In 2010, MONE conducted evaluation workshop for 180 pilot schools for LS. Good practice and challenges were discussed at the workshop and report is being consolidated for disseminations to all districts. JICA expert team developed a monitoring format for LS activities through LPMP, and some LPMP have submitted the monitoring report to MONE using the format.
	2-1 (I & J) # of national trainers trained in TOT: 350 per year.	Records of TOT	[LS] In 2009, the number of participants was 382. In 2010, the number of participants was 354. TOT has covered all trainers of LPMP, MONE and Balai Diklat, MORA. 12 former educational universities' lecturers, provincial educational office personnel, provincial office personnel of MORA, MONE personnel, the central educational training center trainers of MORA, school supervisors, principals and teachers in 21 districts were the participants of the TOT in 2010. They were selected because they will act as trainers of LS in each province.
	2-2 (I) Sufficient budget allocated to LPMP and Balai Diklat by MONE & MORA for training and technical guidance in each province.	Records by TENDIK and Pus Diklat	[LS] LS dissemination trainings targeting school supervisors, principals and teachers in 30 province by LPMP in 2009: Rp10,720,392,000 LS block grants for 199 piloting schools and school 199 supervisor teams in 2009: Rp20,400,000.

No.	Objectively Verifiable Indicators	Means of Verification	Progress
2-3	(I) Training modules on LS developed and included in training programs at LPMPs and Balai Diklat	Records by TENDIK and Pus Diklat	[LS] In the 6 program sites (provinces), Provincial Dinas, LPMP, Provincial Office-MORA and Balai Diklat-MORA use the LS modules developed and delivered at TOT conducted by the Program. (Additional info) LPMP in Central Java Province, has used LS modules developed by State University of Yogyakarta (UNY) since 2006. P4TK in Yogyakarta and East Java Provinces use LS modules developed by BERMUTU (WB project).
2-4	(I & J) # of participants trained in PSBM socialization: Representatives from target provinces	Records by Mandekdasmen and JICA Advisor	[PSBM] Prospected National Socialization was not conducted (after the formulation of PDM1). It was replaced by development of the training modules.
2-5	(I) Sufficient budget allocated to schools in the target sites by central and district governments.	Records by Mandekdasmen and District Education Offices	[PSBM] <2009> Serang: Rp.2,635.6 million (28TPK & 237 Schools) Serang City: Rp.391.47 million (6TPK & 88 Schools) Pandeglang: Rp.700 million (13TPK & 74 Schools) <2010> Serang : Rp.1,988.56 million (16TPK & 92 Schools) Serang City : Rp.260.3 million (6TPK & 31 Schools) Pandeglang : Rp.380 million (13TPK & 90 Schools)
2-6	(I) Training modules on PSBM developed and included in training programs at provincial education offices	Records by Provincial Education Offices	[PSBM] Training modules on PSBM have been developed and included in training programs at provincial education offices. However, the quality of reviewing proposals is poor. Education Office of Banten has plan to disburse block grant for primary and junior secondary schools in the province in 2010 and 2011. Necessary training is to be conducted in prior to implementation.
3-1	[LS reference sites] (I & J) # of trained facilitators who can provide technical guidance to other provinces and districts: 10 per year	Records by JICA Team	[LS] There are 75 resources persons whose capacity have been developed for LS.
3-2	(I & J) # of reference schools with LS activities: 15% per reference district	Records by District Education Offices and JICA Team	[LS] SMD: 26 Schools (19% of the total schools) , BTL: 13 Schools (12%) , PSR: 29 Schools (11%: note that PSR has quite a many small private MTs)

No.	Objectively Verifiable Indicators	Means of Verification	Progress
3-3	[LS new target sites] (I & J) Strategies for LS introduction developed by the provincial and district governments	Interview to local governments	[LS] West Sumatera: In the Document called "Technical Assistance on Academic and Management", prepared by Dinas Province, LS is stated as one of the means to "Improve quality of education". Kota Padang: LS is stated as one of the activities to be implemented in the "Annual Program Activities". South Kalimantan: No reference on LS is made so far. Kota Banjarbaru: Stated on the in the city's official document. North Sulawesi: Stated as one of the 40 educational activities of the province.
3-4	(I) Sufficient budget allocated for MGMP-based LS by District Education Office and schools	Records by District Education Offices and JICA Team	[LS]All the kabupaten/kota secure the budget. Some principals, however, do not provide transportation payment for the MGMP participants. Thus, there is a difficult condition in some MGMP (especially in Kab. North Minahasa). However, the reasons of absentees can be other factors such as there are not enough teachers in small schools so that they have to teach for every day, and we cannot conclude that the lack of transportation is the only reason of absenteeism.
3-5	(I & J) # of monitoring by LPMP and university resource persons: 12 per year	Records by TENDIK	[LS] West Sumatera LPMP: In 2009, monitoring was conducted 9 times per HB. In 2010, it was 9 times per HB during only the 1st semestaer. UNP: In 2009, monitoring for Math was conducted 20 times per HB, and for Science it was 60 times per HB. In 2010, it was 6 times per HB for Math, 18 times per HB for Science./HB during only the 1st semester. South Kalimantan LPMP: In 2009, monitoring was conducted 6 times per HB. In 2010, it was 11 imes per HB during only the 1st semester. UNLAM: In 2009, monitoring for Math was conducted 20 times per HB, for Science was 40 times per HB. In 2010, it was 4 times for Math, and 8 times for Science per HB during only the 1st semester. North Sulawesi LPMP: monitoring was conducted at 6 times per HB. In 2010, it was 18 times per HB per HB. The number of monitoring for 2010 captures the 1st semester. UNIMA: In 2009, monitoring was conducted for Math 10 times per HB, for Science 16 times per HB. In 2010, it was 4 times for Math and 5 times for Science per HB during only the 1st semester. When monitoring was conducted by LPMP, monitoring sheet which was developed by the Program was utilized in 2010.

No.	Objectively Verifiable Indicators	Means of Verification	Progress
3-6	(I & J) # of functioning MGMP-based LS: at least for two subjects in each home base	Records by TENDIK	<p>[LS] [Functioning MGMP-based LS of Math & Science] Padang: 8, Bandarbaru: 2, Minahasa Utara: 6 (In all districts all MGMP established under the Program is functioning)</p> <p>[MGMP-based LS dissemination to other subjects] Padang: English, Indonesian and Social Studies at district level. Besides, 4 out of 8 HB conduct Religious Studies. Banjarbaru: English at district level using IDR 15 million from LPMP. Minahasa Utara: English at district level using IDR 15 million from LPMP.</p>
3-7	[PSBM] PSBM guidelines developed by district governments.	Record by District Education Offices	[PSBM] PSBM guidelines at district level is under development. In 2009, the Program conducted preparatory meetings in 3 district/kota (target sites) in Banten. In 2010, PSBM guidelines development team in each site was established (3 teams). Each team have persons from District Implementation Team such as head of SMP division, head of curriculum section and head of Islamic education section, supervisor(s) for SMP and MTs, principals from selected SMPs and MTs (see page. 25, the progress report)..
3-8	(I & J) School block grant funded by the districts: 100% by the end of the program.	Record by District Education Offices	[PSBM] Kab. Serang received IDR 4,933,624,000, Kota Serang was IDR 1,970,470,000, and Pandeglang was 1,141,599,950 in 2009 and 2010 (amounts given in 2009 do not include operational costs of Indonesian side).

Source: Program Progress Report 3 (August 2010), JICA Project Team (November 2010)

2. プロジェクト現地要員

番号	担当業務	氏名	常勤/ 非常勤	2009年		2010年	
				開始年月	終了年月	開始年月	終了年月
1	バンテン州フィールドコンサルタント	Mr. H. Engkos Kosasih	常勤	2009/4/1	2010/1/1	2010/4/1	2011/1/1
2	バンテン州フィールドコンサルタント	Mr. H. Sarmat Ms. S.Pd	常勤	2009/4/1	2010/1/1	2010/4/1	2011/1/1
3	バンテン州フィールドコンサルタント	Mr. Endang Suherman, S.Pd.	常勤	2009/4/1	2010/1/1	2010/4/1	2011/1/1
4	バンテン州フィールドコンサルタント	Mr. Ahmad Hidayat, S.Pd.	常勤	2009/4/1	2010/1/1	2010/4/1	2011/1/1
5	バンテン州フィールドコンサルタント	Dr. Akhmad Sodik, M.Ag	常勤	2009/4/1	2010/1/1	2010/4/1	2011/1/1
6	バンテン州フィールドコンサルタント	Mr. Asep Opik Akbar	常勤	2009/4/1	2010/1/1	2010/4/1	2011/1/1
7	バンテン州フィールドコンサルタント	Mr. Utang Ali Mukhtar	常勤	2009/4/1	2010/1/1	2010/4/1	2011/1/1
8	バンテン州フィールドコンサルタント	Mr. Harunajaya. E. Drs	常勤	2009/4/1	2010/1/1	2010/4/1	2011/1/1
9	バンテン州フィールドコンサルタント	Ms. Hendrawati, S.S	常勤	2009/4/1	2010/1/1	2010/4/1	2011/1/1
10	バンテン州フィールドコンサルタント	Mr. N. Abdurrosyid Siddiq, S.Ag	常勤	2009/4/1	2010/1/1	2010/4/1	2011/1/1
11	バンテン州フィールドコンサルタント	Mr. Juhroni M. Pd.	常勤	2009/4/1	2010/1/1	2010/4/1	2011/1/1
12	ローカルコンサルタント(ジャカルタ勤務)	Mr. Ricky Djodjono	常勤	-	-	2010/8/1	2010/12/1
13	ローカルコンサルタント(ジャカルタ勤務)	Ms. Endriyani Widyastuti	常勤	-	-	2010/8/1	2010/12/1
14	日本人コーディネーター(ジャカルタ勤務)	Ms. Rie Takahashi	常勤	2009/3/1	2010/1/1	2010/3/1	2011/2/1
15	秘書(ジャカルタ勤務)	Ms. Ade Rita Rahayu	常勤	2009/3/1	2010/1/1	2010/3/1	2011/2/1
16	リサーチアシスタント(ジャカルタベース)	Ms. Nia Kurniawati	常勤	2009/3/1	2010/1/1	-	-
17	リサーチアシスタント(ジャカルタベース)	Ms. Martrisa Canda Chaniago	常勤	2009/3/1	2010/1/1	-	-
18	リサーチアシスタント(ジャカルタベース)	Mr. Muhammad Arif Romdhoni	常勤	2009/10/1	2009/12/1	-	-
19	リサーチアシスタント(ジャカルタベース)	Mr. Deni Hutajulu	常勤	2009/10/1	2009/12/1	-	-
20	リサーチアシスタント(ジャカルタベース)	Mr. Adhitya Syarif Subangsa	常勤	2009/4/1	2010/1/1	2010/3/1	2011/2/1
21	リサーチアシスタント(ジャカルタベース)	Mr. I Gusti Gede Irawan Putra	常勤	2009/3/1	2010/1/1	2010/3/1	2011/2/1
22	リサーチアシスタント(ジャカルタベース)	Mr. Ahmad Supriatno	常勤	2009/6/1	2010/1/1	2010/3/1	2011/2/1
23	リサーチアシスタント(ジャカルタベース)	Mr. Achmad Tsabith	常勤	2009/10/1	2009/12/1	2010/3/1	2011/2/1
24	リサーチアシスタント(ジャカルタベース)	Ms. Risky Ayunni	常勤	-	-	2010/5/1	2011/2/1
25	リサーチアシスタント(ジャカルタベース)	Ms. Khairuna Adriani Edison	常勤	-	-	2010/7/1	2011/2/1
26	リサーチアシスタント(ジャカルタベース)	Mr. Tb. Mulyadi, S	常勤	2009/4/1	2010/1/1	2010/3/1	2011/1/1
27	通訳(地方)	Ms. Pitriawati	非常勤	2009/4/1	2010/1/1	2010/3/1	2011/1/1
28	通訳(地方)	Ms. Wahyu Anugrah	非常勤	2009/4/1	2010/1/1	2010/3/1	2011/1/1
29	通訳(地方)	Ms. Dyah Intan	非常勤	2009/3/1	2010/1/1	2010/3/1	2011/1/1
30	通訳(地方)	Mr. Jovan Restofel Basir	非常勤	2009/11/1	2010/1/1	2010/3/1	2011/1/1
31	通訳(地方)	Ms. Primy Siso	非常勤	2009/11/1	2010/1/1	2010/3/1	2011/1/1
32	通訳(地方)	Ms. Sri Winarni	非常勤	2009/4/1	2010/1/1	-	-
33	通訳(地方)	Ms. Eka Koesuma Wardhany	非常勤	2009/6/1	2010/1/1	-	-
34	通訳(地方)	Ms. Yusnita Febrianti	非常勤	2009/6/1	2010/1/1	-	-
35	通訳(地方)	Mr. Herditya Wahyu Widodo	非常勤	2009/9/1	2010/1/1	2010/3/1	2011/1/1
36	通訳(地方)	Ms. Asmi Rumanayanti	非常勤	2009/6/1	2010/1/1	2010/3/1	2011/1/1
37	通訳(地方)	Ms. Monica Prima Sari	非常勤	2010/1/1	2010/1/1	2010/3/1	2011/1/1
38	通訳(地方)	Ms. Sakinah Nurul Fazni	非常勤	2010/1/1	2010/1/1	2010/3/1	2011/1/1
39	通訳(地方)	Ms. Ayuning Puspururi	非常勤	-	-	2010/4/1	2011/1/1
40	通訳(地方)	Ms. Fatmawati Djafri	非常勤	-	-	2010/6/1	2011/1/1
41	通訳(地方)	Mr. Puspito Yudha Anggara	非常勤	-	-	2010/9/1	2011/1/1

PROGRAM DESIGN MATRIX (PDM₂)

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
- Lesson Study New Target Sites (3): West Sumatera Province (Padang City), South Kalimantan Province (Banjarbaru City), North Sulawesi Province (North Minahasa District)
- Lesson Study Reference Sites (3): West Java Province (Sumedang District), Yogyakarta Province (Bantul District), East Java Province (Pasuruan District)
- Participatory School-based Management Reference Sites (3): Banten Province (Serang City, Serang District and Pandeglang District)
- Target Group: National and local government officers, educational instructors, supervisors, principals, teachers

Program Period: From March 2009 to February 2013

(Revised on January 25, 2011)

Program Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>Overall Goal Quality of junior secondary education is enhanced through lesson study (LS) and participatory school-based management (PSBM) extensively in the nation.</p>	<ol style="list-style-type: none"> 1. Improved student pass rate in the national examination (UN) 2. Improved drop-out rate 3. Improved repetition rate 4. Increased number of certified teachers 	Educational statistics and records	The Indonesian government policy which places importance on the quality improvement of teachers and educational personnel is unchanged.
<p>Program Purpose The capacity of central and local governments¹ for implementing LS and PSBM nation-wide is strengthened.</p>	<ol style="list-style-type: none"> 1. Strategy to implement LS and PSBM developed at national level and implemented under coordination with local governments. 2. Provincial education offices and teacher training institutions under MONE and MORA conduct LS and PSBM training and disseminating activities. 3. District education offices utilize LS and PSBM experiences in their education programs. 	Records of interview with the following stakeholders <ul style="list-style-type: none"> - National government officers - Provincial and district government officers, instructors and supervisors - Supervisors, principals, teachers, parents, etc. 	MONE and MORA's policies which place importance on LS and PSBM remain unchanged. Local governments place importance on enhancement of quality of education as a goal and participatory school-based management as means.

¹ Note: Local governments means: provinces, districts and cities.

Program Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>Outputs</p> <p>1. At the national level</p> <p>1-1. The capacity of MONE and MORA is developed for implementing its policy to introduce LS nation-wide.</p> <p>1-2. The capacity of LPMPs and Balai Diklat is developed for conducting training on LS.</p> <p>1-3. The capacity of MONE is developed for introducing essence of PSBM to national program.</p> <p>2. At the reference and target sites</p> <p>[LS reference sites]</p> <p>2-1. At the LS reference sites, a showcase of LS practice is developed.</p> <p>[LS new target sites]</p> <p>2-2. At the LS new target sites, a showcase of MGMP-based LS implementation mechanism is developed.</p>	<p>1-1-1. (I & J) Strategy and guideline for dissemination of LS developed by MONE and MORA.</p> <p>1-1-2. (I) # of monitoring and technical guidance activities conducted by MONE and MORA: once a year</p> <p>1-2-1. (I & J) % of participants from LPMPs and Balai Diklat to TOT: A least 70% of lecturers per LPMP and Balai Diklat.</p> <p>1-2-2. (I) Sufficient budget allocated to LPMP and Balai Diklat by MONE & MORA for training in each province</p> <p>1-2-3. (I) Training modules on LS developed and included in training programs at LPMPs and Balai Diklat</p> <p>1-3-1. (I&J) In national programs, training modules to enhance local governments are developed based on PSBM experiences and utilized by MONE.</p> <p>[LS reference sites]</p> <p>2-1-1. (I & J) Strategies for LS dissemination developed by the provincial and district governments</p> <p>2-1-2. (I & J) # of trained facilitators who can provide technical guidance to other provinces and districts: 40 persons</p> <p>2-1-3. (I & J) % of LSBS reference schools: 15% per reference district</p> <p>[LS new target sites]</p> <p>2-1-1. (I & J) Strategies for LS implementation developed by the district governments</p> <p>2-2-2. (I) Sufficient budget allocated for MGMP-based LS by District Education Office and schools</p> <p>2-2-3. (I & J) At least a half of MGMP sessions are monitored by LPMP/university resource persons/districts</p> <p>2-2-4. (I & J) MGMP-based LS for at least two subjects are functioning in each home base.</p>	<p>1-1-1. Action plan, guideline and records on budget</p> <p>1-1-2. Monitoring reports</p> <p>1-2-1. Records of TOT</p> <p>1-2-2. Records by TENDIK and Pus Diklat</p> <p>1-2-3. Records by TENDIK and Pus Diklat</p> <p>1-3-1. Training modules</p> <p>[LS reference sites]</p> <p>2-1-1. Interview to local governments.</p> <p>2-1-2. Records by JICA Team</p> <p>2-1-3. Records by District Education Offices and JICA Team</p> <p>[LS new target sites]</p> <p>2-2-1. Interview to local governments.</p> <p>2-2-2. Records by District Education Offices and JICA Team.</p> <p>2-2-3. Records by district education office</p> <p>2-2-4. Records by district</p>	<p>Personnel reshuffle within the national and sub-national government does not affect the legitimacy of the program.</p>

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Program Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>【PSBM reference sites】 2-3. At the PSBM reference sites, the capacity of the local governments is developed for PSBM with their own resources.</p>	<p>【 PSBM reference sites】 2-3-1. (I) Training modules on PSBM developed and included in training programs at provincial education offices and PSBM guidelines developed by district governments. 2-3-2. (I & J) Sufficient budget allocated to schools in the target sites by central (MORA) and/or local governments.</p>	<p>education office 【 PSBM reference sites】 2-3-1. Record by District Education Offices 2-3-2. Record by District Education Offices</p>	
<p>Activities 1. At the national level 1-1-1 To survey the local needs of LS 1-1-2 To support planning, coordination and policy- making on the dissemination of LS 1-1-3 To provide technical advice to the regional governments which adopt LS on their own initiatives 1-1-4 To conduct monitoring and evaluation on the dissemination of LS at the regional level 1-1-5 To collaborate and coordinate with other donors on the development of training materials and implementation of training 1-1-6 To organize dissemination forums inviting various educational stakeholders and other development partners 1-2-1 To plan trainings of national trainers (TOT) in LS 1-2-2 To develop the training materials on LS 1-2-3 To conduct TOT trainings in LS 1-2-4 To provide technical advice to P4TK, LPMP, Pus Diklat and Balai Diklat on the training on LS for supervisors, principals and teachers 1-3-1 To survey the local needs of PSBM 1-3-2 To support planning, coordination and policy-making on the dissemination of PSBM 1-3-3 To collaborate and coordinate with other</p>	<p>Inputs <u>Indonesian side</u> 1. Counterpart personnel at the national and regional level 2.Resource and partner 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 <u>Japanese side</u> 1. Experts - Project manager/Educational planning - Educational administration/Donor coordination - Training management 1&2 - School-based management - Lesson study 1&2 - Educational evaluation 2. Counterpart trainings in Japan 3. Budget for PSBM in the 3 target sites in Banten Province 4. Cost for training of national trainers 5. Cost for technical exchange activities between the reference sites and the new target sites 6. Equipment and materials necessary for the implementation of the Program</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>The principals, teachers, parents, etc. are actively involved in the Program activities.</p>

Program Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>donors on the development of training materials and implementation of training</p> <p>1-3-4 To organize dissemination forums inviting various educational stakeholders and other development partners</p> <p>2. At the reference and target sites</p> <p>[LS reference sites]</p> <p>2-1. To strengthen implementation capacity for LS in the reference sites</p> <p>2-1-1. To conduct MGMP facilitator trainings</p> <p>2-1-2. To provide technical advice on LS in MKKS, MGMP and SMP/MT's</p> <p>2-1-3. To conduct end-line survey</p> <p>[LS new target sites]</p> <p>2-2. To introduce and disseminate LS in the new target sites</p> <p>2-2-1. To conduct socialization on LS</p> <p>2-2-2. To conduct technical exchange with the 3 target sites in Java.</p> <p>2-2-3. To conduct base-line survey</p> <p>2-2-4. To develop a plan for implementing LS</p> <p>2-2-5. To conduct MGMP facilitator trainings</p> <p>2-2-6. To conduct school management trainings</p> <p>2-2-7. To implement and monitor MGMP activities applying LS</p> <p>2-2-8. To organize evaluation workshops</p> <p>2-2-9. To conduct end-line survey</p> <p>[PSBM reference sites]</p> <p>2-3. To support the PSBM reference sites for their independent PSBM activities</p> <p>2-3-1. To develop a strategy for PSBM activities in technical, financial and organizational terms</p> <p>2-3-2. To implement and monitor PSBM activities</p> <p>2-3-3. To provide technical assistance to district/city education office for developing independent PSBM guideline</p> <p>2-3-4. To conduct end-line survey</p>			<p><u>Preconditions</u></p> <ul style="list-style-type: none"> - MONE (DGPSEM, DGQITEP & DGHE) is committed to taking the initiative in disseminating LS and PSBM. - MORA (DGIE, RDETI) commits to the Program.

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4. 収集資料リスト

番号	名前	言語	収集先
1	Implementasi Pembelajaran D1 SMP Negeri1 Situraja, Kabupaten Sumedang, 10 November 2010	インドネシア語	MGMP Matematika Kelompok G, Kabupaten Sumedang
2	Rencana Pelaksanaan Pembelajaran Kelas IX SMT Negeri 2, Kab. Pasuruan	インドネシア語	Lilis Suryani, S.Pd, SMP Negeri 2 Gempol
3	Kementerian Agama Kabupaten Pasuruan #MTsN Prigen Madrasah Percontohan Lesson Study" Seksi Madrasah & Pendidikan Agama Pada Sekolah Umum (MAPENDA)	インドネシア語	Jl. Dr. Wahidlan Sudiro Husodo 5A Pasuruan
4	Mendorong Perubahan Budaya Mengajar Guru Melalui Lesson Study Berbasis Sekolah Implementasi LSBS di MTs Negeri Prigen Kab. Pasuruan Jawa Timur	インドネシア語	Madrasah Tsanawiyah Negeri Prigen Jl. Trawas Lumbangreggo
5	Lembar Observasi Pembelajaran Dalam Kegiatan Lesson Studt Berbasis Sekola II SMP Negeri 1 Sukorejo	インドネシア語	
6	Peraturan Menteri Pendidkan Nasional Nomor 27 Tahun 2010 Tentang Program Induksi Bagi Guru Pemula Dengan Rahmat Tuhan Yang Maha Esa Menteri Pendidkan Nasional	インドネシア語	国民教育省
7	Desain Program Diklat Di Tempat Kerja (DDTK) Materi Lesson Study	インドネシア語	宗教省中央教育・研修セン ター
8	Kurikulum Dan Silabus Diklat Di Tempat Kerja Materi Lesson Study	インドネシア語	宗教省中央教育・研修セン ター
9	Pedoman Penyekenggaraan Pendidikan Dan Pelatihan DI Tempat Kerja Materi Lesson Study Untek Pengawas, Guru Dan Kepala Madrasah (MI/MTs/MA) DI Lingkungan Kemanterian Agamaenterian Agama Republik Indonesia Badan Litbang Dan Diklat Pusdiklat Tenaga Teknis Keagamaan, 2010	インドネシア語	宗教省中央教育・研修セン ター
10	Booklet Informasi Diklat Program Diklat Tenaga Teknis Keagamaan Pusat Dan Daerah Tahun 2009	インドネシア語	Departmen Agama RI Badan Litbang Dan Diklat Pusdiklat Tenaga Teknis Keagamaan Tahun 2009
11	The BERMUTU Project The Ministry of National Education	英語	国民教育省
12	ESWG Donor Matrix 2009 Nov (Part 3: Preparation)	英語	増田専門家
13	ESWG Donor Matrix (Current)	英語	増田専門家

