

4. RESULTS OF THE EVALUATION BY FIVE CRITERIA

4.1 Relevance

Relevance is considered to be **High** for the following reasons.

- 1) Consistency with Indonesian Policies and Needs: The Program is firmly consistent with MOEC RENSTRA (2010-2014) emphasizing improving education quality and relevance. MOEC is executing educational administrations based on their policies which include enhancing community participation, upgrading teachers' capacity and improvement of administrative and fiscal reforms. One notable, recent event is that Novice Teacher Induction Program (Decree No. 27) came into effect in 2010 and LS is incorporated as a core component into the national program to be implemented nation-wide effective from 2013. Another is that MORA's central and regional training centers included LS in their standardized curriculum in 2012. Dynamic teacher upgrading reforms currently undertaking in Indonesia is very conducive to disseminate LS nation-wide.

In addition, PSBM stands in line with the context of decentralization. Essence of PSBM is reflected into BOS which is a national program covering all the primary and junior high schools. Therefore, consistency with the Indonesian policies as well as responding to the needs of the target groups encompassing national and local government officers, educational instructors, supervisors, and principals and teachers with more emphasis on the national and provincial levels is highly evident.

- 2) Consistency with Japanese Policies: The Program is consistent with Japanese global policy on educational assistance which focuses on quality improvement. It is also in line with the latest Japan's Country Assistance Strategy (CAS) for Indonesia (2012) from the viewpoint of promoting south-south cooperation.
- 3) Appropriateness of approach: The Program approach has mostly been appropriate and effective. Points to be noted are as follows:
 - Optimum utilization of experiences of precedent projects (namely Project for Development of Science and Mathematics Teaching for Primary and Secondary Education (IMSTEP) and Strengthening In-Service Teacher Training of Mathematics and Science Education at Junior Secondary Level (SISTTEMS) for LS; Regional Education Development and Improvement Program (REDIP) 1-3 for PSBM),
 - Demonstrating synergy effects of LS and PSBM as they have the common ground to improve school management leading to an educational quality improvements, but "essence of PSBM" should have been well articulated with wide/genuine interpretation, which does not necessarily required "TPK" nor "block grant".
 - Exit strategies for LS and PSBM (i.e. developing reference sites/show cases, resource persons, utilizing existing training mechanism etc.) well functioning with expectation for further strategic utilization
 - Synergy effects with good coordination with relevant projects/programs such as BERMUTU and others as mentioned earlier, and

- Japanese technical comparative advantages particularly in relation to LS on which Japan has accumulated academic and practical knowledge and been a leading country in this field.

4.2 Effectiveness

Effectiveness is considered to be **High** for the following reasons:

- 1) Achievement of Project Purpose: Program Purpose is mostly achieved in light of 3 objectively verifiable indicators as described earlier. At national level, both LS and PSBM (in a wider interpretation) are incorporated into the national programs; At provincial level, human resources as dissemination force of national policies are developed and conducting training/dissemination activities; At district level, LS and PSBM are implemented and disseminated in PELITA sites very actively and expected through TOT participants and in line with the national program implementation in non-PETLIA sites as well. Although comprehensive data about the implementation status in non-PETLIA sites both at provincial and district levels is not available, it is assumed that human resources developed are performing following the national dissemination programs on the ground. As a result, the capacity of central and local governments for implementing LS and PSBM nation-wide is strengthened.
- 2) Contributing factors: As a significant contributing factor is strong commitment and active participation of the 6 resource/partner universities. They have been providing professional support leading the dissemination exercise of LS in collaboration with other stakeholders and through networking among universities. Their contribution to the development of core component of LS in Novice Teacher Induction Program is one example as a commendable contribution. Another major factor is the long history of Japan-Indonesia collaboration in the precedent projects (IMSTEP, SISTTEMS, REDIP etc.) for the last more than 14 years. The current Program has benefited a lot from such experiences, resources, networks cultivated in the precedent efforts.
- 3) Hampering factors: A hampering factor may be a frequent change of principals due to government rotational policy. Since principal is a key in promoting LS and PSBM, it may affect particularly where LS and PSBM have not been well established. Another possible factor is that variety in concept of LS and disseminating modality by different programs such as BERMUTU.

4.3 Efficiency

Efficiency is considered to be **Medium** for the following reasons:

- 1) Achievement of Outputs: All the Outputs 1 (at national level) and Outputs 2 (at reference site and new target site level) are mostly achieved as described earlier, and contributing to the achievement of Program Purpose.
- 2) Optimum utilization of resources of precedent projects: As mentioned earlier, the Program fully utilized experiences and resources developed through the precedent projects (IMSTEP, SISTTEMS, , REDIP) which increased efficiency of the Program.

- 3) Utilization of Inputs: All the inputs from Japanese and Indonesian sides have also been mostly appropriate in terms of quantity, quality and timing. They are efficiently utilized to produce Outputs as planned. However, Japanese budget was increased from the original estimates for strengthening reference/target sites to become model/showcase. The budget increase is regarded as a factor affecting the judgment of efficiency as “medium”.

4.4 Impact

Impact is considered to be **High** for the following reasons:

- 1) Prospect of achievement of Overall Goal: Overall Goal of “quality of junior secondary education is enhanced through LS and PSBM extensively in the nation” is likely to be achieved. A lot of positive impact on schools, teachers and students have already been observed and verified by various surveys. For example, there are significant improvements in teaching-learning process, behavior of teachers and students, motivation to teach and learn etc. In order to ensure to achieve the Overall Goal, it is critical to continue the national programs with quality assured.
- 2) Proposed additional indicators for Overall Goal: In order to assess the achievement of overall goal in post-program evaluation, the following indicators are proposed to be added:

Proposed additional indicators

1. Dissemination capacity and its status indicators :
 - 1) Policy continuity
 - importance of LS in Indonesian education policies continued
 - 2) Coverage :
 - # of principals/supervisors/senior teachers trained
 - # of approved novice teachers after Induction Program
2. Quality improvement indicators:
 - Rates of Drop-out & Repetition
 - at PELITA school level
 - at target district/city level

- 3) Ripple effects/positive impact: There are number of positive impacts observed such as establishing LS association by resource/partner universities, LS clubs, hosting study visits from world-wide (e.g. Cambodia, Nepal, Ethiopia, Thailand and Mongolia), DGHE proposal for group training on LS in Japan and many more. Furthermore, training materials developed by the Program were widely shared with other donor organizations and expected to be utilized under their programs (e.g. USAID’s PRIORITAS⁶) for the nationwide dissemination of LS.

⁶ PRIORITAS (Prioritizing Reform, Innovation and Opportunities for Reaching Indonesia's Teachers, Administrators, and Students)

4.5 Sustainability

Sustainability is considered to be **High** for the following reasons:

- 1) Policy and institutional aspect: Policy environment relevant to LS and PSBM is expected to continue favorably for the following reasons:
 - On top of the present dissemination status, national policy of LS is institutionalized in the Decree No. 27 of Novice Teacher Induction Program, the standardized training curriculum of MORA's training institutions at national and regional levels, the circular letter issued to all the MORA provincial officers from the central MORA to allocate budget for LS etc.
 - On PSBM, its essence is reflected into the national program (BOS). In addition, PSBM and LS have the common ground to improve school management, and these are already adopted in the form of LSBS and/or utilization of BOS for LS activities on the ground.
- 2) Organizational and technical: Sustainability is potentially promising with further strengthening efforts desired for the following reasons:
 - Human resources for dissemination have been developed at various levels with focus on the provincial dissemination forces through TOT, including resource/partner university personnel who are providing professional assistance to improve the quality. It is expected to further strengthen human resources for nation-wide dissemination in terms of quantity and quality.
 - The reference sites (show case/ good practice sites) for LS and PSBM as well as resource persons officially approved are already active in dissemination. It is expected to further utilization strategically together with the national program implementation.
 - There are cases that TOT alumni participants and university lecturers are actively working but on an individual basis. More organizational commitment as well as good coordination among institutions/offices are expected to maximize their efforts.
 - The enhanced collaboration between MOEC and MORA are likely to continue on the ground, but it may not happen so at the central level without extra efforts after the Program completion.
- 3) Financial aspect: Financial sustainability is potentially promising for the following reasons:
 - As mentioned above, since LS and PSBM are all institutionalized and aligned into national programs, there is a solid expectation for budget appropriation from the government. For Novice Teacher Induction Program, it is currently under BERMUTU which will be completed in Dec. 2013, but the government is committed to implement nation-wide starting from Jan. 2013 and onwards. As for BOS, it is also a national commitment as MOEC confirms.
 - Currently already LS and PSBM are implemented or disseminated basically with Indonesian own resources including MGMP block grant from LPMP, local government initiatives, central government budget appropriation and etc.

4.6 Summary of Evaluation by 5 Evaluation Criteria

In summary, the Program has demonstrated a good achievement in terms of 5 evaluation criteria;

“relevance”, “effectiveness”, “impact” and “sustainability” are considered to be “high” with only efficiency as “medium”.

Summary of Five Evaluation Criteria

Criteria	Evaluation Results
Relevance	High
Effectiveness	High
Efficiency	Medium
Impact	High
Sustainability	High

5. CONCLUSION

The Program was formulated in 2008 to be a culmination of achievements and lessons learned accumulated through the then 10 years of Japanese technical cooperation for Indonesia in Basic Education addressing issues of both access to and quality of basic education.

The former programs namely REDIP and SISTTEMS focused primarily on the development and implementation of models on the ground with direct and intensive technical assistance to stakeholders from schools and districts. As a result, it was recognized that the intensive “field based” technical cooperation had produced remarkable achievements in the targeted districts and schools

However, unlike REDIP and SISTTEMS, a major challenge needed to be tackled by the technical cooperation of the Program was to shift its focus from the ground to the policy and institution levels in order to effectively and appropriately integrate the core essence and spirit of the said models into the existing programs and systems run by the Indonesian counterpart. By upstreaming the emphasis of its technical cooperation, JICA intended to support in a holistic manner, the capacity development of Government of Indonesia to produce outputs and impacts nationwide in the long run which are similar to the experiences gained from the target schools and sub-districts supported by the previous programs.

Based on the results of the evaluation, the Team concludes that the objective of the Program has been mostly achieved with the Indonesian commitment and initiatives facilitated by the technical assistance to adapt the approaches and core essence of PSBM and LS to dynamically evolving education reforms taking place in Indonesia. Particularly, the integration of LS in Novice Teacher Induction Program by MOEC and inclusion of LS into standardized curriculum of MORA’s training institutions are commendable achievements of the Program and deserve special consideration.

As for the assessment of PSBM, however, it should be noted that the Team made its own judgment, giving its careful consideration of what should be the critical essence of PSBM to be sustained in Indonesian educational context. After due consideration, the Team concluded that fundamental significance of PSBM to Indonesian educational context should be the development of holistic capacity of regional educational institutions (particularly school and district levels) to manage their educational activities in an autonomous, transparent and participative/collaborative manner. In addition, collaboration among all schools in each respective area to be supported or coordinated by locally managed mechanism; capacity of the local education administration to respond to the school and local needs; leadership and commitment to improve quality of education demonstrated by principals; and community participation in educational activities were considered to be the important essence of PSBM. In this respect, the Team recommends that the Program need to promote “PSBM” from a wider perspective in local educational context in order to further facilitate the efforts and initiatives of Indonesian C/P to apply the said essence to their own system and mechanism to the extent possible, rather than dealing with “PSBM” in a strict and rigid manner, namely, too much

emphasis on the formality of “block grant” and “TPK”. It should be noted that the results of this evaluation about PSBM component would have been significantly different if the Team made its judgment strictly based on experts’ reports and definition of PSBM emphasized by the Program/the Experts.

Finally, quality of dissemination and practices of PSBM and LS is a critical factor for whether or not the efforts devoted by the Program will bring about enhancement in the quality of junior secondary education beyond the cooperation period. The Team is fully aware and convinced of the critical notion that it generally takes a long time for educational interventions such as LS to induce improvement in academic learning outcomes. However, it should be also understood that any public program explicitly aiming at quality improvement is expected to demonstrate some indication of positive change in student learning. In this context, the quality indicators set for overall goal should have been monitored at least in “core” schools or “show-case” schools so that the effectiveness of the approach towards the overall goal could have been more objectively convincing. In a similar manner, the Team could not judge whether or not the dissemination in non-target provinces and districts had been taking place, particularly for LS since there was no relevant data available for the Study. Both cases show that a functional monitoring and feed-back mechanism is important to measure the impact and ensure the continuous development based on the collaboration between “bottom-up” and “top-down” approaches.

In this way, “quality” remains a major challenge to be addressed in the future nationwide dissemination effort, and thus the Team recommends that the actions be taken in the remaining and beyond cooperation period by respective parties, which are explained in the following section.

6. RECOMMENDATIONS

The Team recommends the following:

1) Ensuring the quality of Induction Program to be launched by PUSBANG-TENDIK

Induction Program integrating the LS approach is now being tried out under BERMUTU Program and expected to be introduced on a full scale in 2013. The team consisting of resource persons at university level has been involved in development of the training contents and implementation of TOT, however, current situation and progress of the program could not be grasped with clarity during the evaluation.

The success of Induction Program totally depends on the depth of knowledge and insight of “local mentors” which are desired to be further cultivated through actual practice and thus Induction Program and capacity development of supervisors, principals and senior teachers need to be approached hand in hand. In this respect, increasing and strengthening the capacity of resource persons as well as field facilitators is to be ensured so that a sufficient number of professionals will be able to support the dissemination at national, provincial and district levels as well as to facilitate the actual implementation at sub-district (MGMP) and school levels.

Thus, the Team considers that it is urgent to elaborate strategies to train and strengthen the human resources (HRD strategies) synchronizing with the implementation of Induction Program as well as the installation of a functional monitoring and feed-back mechanism. In this regard, the followings are suggested:

- PUSBANG-TENDIK to share the relevant information on the current situation and progress of Induction Program with the Expert to discuss and come up with HRD strategies and ideas about a feasible monitoring/follow up mechanism.
- The terminal report of PELITA to include the outline of HRD strategies, a mid-term implementation plan, and a monitoring/feed-back mechanism to be installed for Induction Program as the result of the said discussions. The mid-term implementation plan may include qualitative as well as quantitative information describing the Indonesian overall human resource development prospect for dissemination and implementation of LS in a consolidated manner so as to clearly illustrate the present level of contribution and achievement by the Program in such an overall picture. The format can comprise charts and tables.
- Resource persons from LPTKs to be invited to the discussions for the purpose of identifying and ensuring the necessary technical support from the partner and resource universities of PELITA in the HRD implementation plan.

2) Utilizing reference sites more strategically for effective dissemination

To date, various types of good practices have been developed which deserved to be referred by schools,

district/sub-districts and provinces with a variety of backgrounds and characteristics. Some have been officially designated as “reference (good practice) site”. Since learning from hands-on experiences is more powerful than learning from books and lectures, it is expected the central ministries (MOEC and MORA) take more proactive role in introducing good practices and reference sites of LS and PSBM in an integrated manner to facilitate interactive communication among provincial offices. In this context the Team recommends the following:

- The Experts to provide the comprehensive information on experiences accumulated through the Program to DGBE, OHRDECQAE and MORA including both aspects of LS and PSBM so that they become more sensitized to the different outputs achieved on the ground.
- MOEC and MORA in collaboration with the Experts to effectively and efficiently utilize their existing communication and coordination channels with provincial level (periodical coordination meetings, etc.) to disseminate a variety of good practices.
- The case of West Java to be socialized as a good practice of establishing a functional coordinating mechanism among different stakeholders with strong commitment and leadership by provincial office and the partner university namely UPI backed by MOU. A team of relevant stakeholders should be invited to such an occasion so that provinces can gain direct knowledge from the relevant people at different levels.
- Before the termination of the Program, the list of resource persons to be updated and shared with the central ministries for their further dissemination to the provincial level.

3) Expanding and strengthening resource persons to meet up with an expected increasing demand for the nationwide dissemination.

LPTKs as well as training institutes under MONEC and MORA are expected to play an important role in providing resource persons. Since a resource person’s role goes beyond “story teller” transmitting not only a theory but also insights cultivated by experiences on the ground, more exposure to hands-on experiences is necessary particularly for upbringing of future resource persons. In this respect the following needs to be considered:

- Clear orientation to be given by the central ministries (MOEC, MORA) to their training institutes that periodic participation of their instructors in MGMP based LS need to be ensured as a prioritized task of relevant instructors.
- Commitment and professional leadership of higher authorities of LPTKs to be promoted in order to ensure the participation of their relevant instructors in MGMP LS. In this regard it is suggested that instructors put further efforts to convince the authorities of the merit of participating in MGMP, for example, demonstrating the impact of LS on the students’ learning outcomes, etc.
- Strong linkage with the Group Training on Lesson Study in Japan requested by DGHE under consideration of the government of Japan to be explicitly emphasized when recruiting/selecting

the candidates so as to promote an institutional incentive of the participating universities to demonstrating their strong commitment and leadership in the nationwide LS dissemination.

- DGHE to explore the possibility to provide financial support to recently launched Indonesian Association for Lesson Study so that it can start functioning as a professional body to pull the dissemination and implementation of LS forward.

4) Re-examination of indicators for overall goal and data consolidation

In addition to the above mentioned tasks, the following are recommended in order to assess the achievement of the overall goal in the post-program evaluation appropriately.

- Discussions should be held between the Program/Expert and JICA to identify and decide which indicators to be added for overall goal to measure the level of achievement for dissemination.
- Additional data as a baseline information aligning to indicators for overall goal, namely rates of drop-out and repetition after the beginning of the program from the target schools (e.g. core schools recognized by the Experts) or the target districts need to be consolidated to appropriately demonstrate the direct impacts of the Program on improving quality of education.

7. LESSONS-LEARNED

There are many lessons learned from the Program, and the following are particularly important lessons that are worth considering in future dissemination efforts in Indonesia as well as sharing with other similar programs/projects in different countries.

- 1) Strong commitment of principal backed up by local education administration is a key to success of LS to function as continuous teacher professional development, and thus synergic efforts of school/education management and LS is indispensable. Additionally, ensuring professional support from teacher education universities shall significantly contribute to the enhancement of quality and thus meaningfulness of LS.
- 2) When pursuing sustainability of the “model”, the implementer needs to be careful and clear about what to be sustained, especially when the “model” or some of its component did not fully succeed in being integrated into existing mechanism or being self-functional before the end of intervention period. The case presented here tells us that it is difficult to bring in new system such as “TPK” in a rigid manner. Optimal utilization of existing schemes and mechanisms needs to be prioritized rather than establishing new ones, and more attention needs to be given to the enhancement of the already existing schemes and mechanism rather than being strict about “formality”.
- 3) Enhancement of quality has formed a part of ultimate goals (overall goal) by not only the Program but also the former programs namely REDIP and SISTMES. However, as already mentioned, every one of the programs has faced the challenge of demonstrating quality improvement in an objective and tangible manner since it usually requires a long term process for educational interventions to induce improvement in academic outcomes and thus much emphasis has been given to “process “ rather than “results”. However, we need to be more mindful of the ultimate quality goals and thus relevant indicators need to be monitored and any changes should be tracked. In doing so, the linkage between the interventions or the “model” and quality improvement is expected to be demonstrated. In addition, it can be checked to what extent the model is relevant or effective to quality improvement in the target country context and further adjustment or modifications shall be made if necessary.

ANNEX 1: Dispatch Records of Japanese Experts

Assignment	Name	Affiliation	Man/Month									
			1st Year		2nd Year		3rd Year		4th Year		Total	
			Indonesia'	Japan	Indonesia'	Japan	Indonesia'	Japan	Indonesia'	Japan	Indonesia'	Japan
1. Team Leader/ Education Planning	Koji Sato	IDCJ	7.50	0.17	6.23	0.00	5.00	0.00	5.33	0.00	24.06	0.17
2. Education Administration/ Donor Coordination	Naomi Takasawa	IDCJ	3.37	0.00	2.33	0.00	2.17	0.00	2.37	0.00	10.24	0.00
3. Teacher Training Management 1	Norimichi Toyomane	IDCJ	2.10	0.00	3.20	0.00	1.20	0.00	0.00	0.00	6.50	0.00
4. Education Administration/ Teacher Training Management 2-1	Yoko (Nishimura) Takimoto [1st-2nd Year] Atsushi Tsukui [3rd-4th Year]	IDCJ	6.73	0.17	5.00	0.17	4.63	0.27	6.40	0.00	22.76	0.61
5. School Management 1	Masaaki Sato [1st-2nd Year] Masatsugu Murase [3rd-4th Year]	IDCJ (Consultant)	1.63	0.00	2.13	0.00	1.63	0.00	0.93	0.00	6.32	0.00
6. Lesson Study 1	Yoshitaka Tanaka	IDCJ	3.00	0.17	4.00	0.00	4.00	0.00	4.00	0.00	15.00	0.17
7. Lesson Study 2-1	Izumi Nishitani	IDCJ (Gunma University)	2.50	0.00	2.17	0.00	1.13	0.00	0.97	0.00	6.77	0.00
8. Education Evaluation/ School Management 2	Shuhei Oguchi	IDCJ	4.33	0.17	5.43	0.00	1.43	0.00	0.00	0.00	11.19	0.17
9. Teacher Training Management 2-2	Mihoko Kikuchi	IDCJ	2.00	0.00	5.00	0.00	0.00	0.00	0.00	0.27	7.00	0.27
# Lesson Study 2-2	Ryo Suzuki	IDCJ			6.00	0.00	5.60	0.00	6.77	0.00	18.37	0.00
			33.16	0.68	41.49	0.17	26.79	0.27	26.77	0.27	128.21	1.39

Annex 2 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, DGIQITEP, 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 FY 2009

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, M.A	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 Menhardi	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	Herni 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. Hadenyani	Madrasah Supervisor, MORA Provincial Office of South Kalimantan
	17	Drs. M. Arde 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 Polli, 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 FY 2010

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

Participants of Counterpart Training in June FY 2011

No	Name	Position
1	Martono, M.Si	Staff of DGQITEP of MOEC
2	Drs. Habibul Fuadi, S.Pd	Head of Curriculum Section of SMP of Education Office of Padang city, West Sumatra province
3	Drs. Darmalis	Principal of SMP 1 of Padang city, West Sumatra province
4	Drs. Firdaus Hazairin	Head of Education Office of Banjarbaru city, South Kalimantan Province
5	Drs. Suradi, M. Pd	Principal of SMP 10 of Banjarbaru city, South Kalimantan Province
6	Magdalena Korah, S.Pd	Principal of SMP 1 Likupang of North Minahasa District of North Sulawesi Province.
7	Jane Esther Sangian, S.Pd, M.Si	Biology teacher of SMP 1 Lauditan of North Minahasa District of North Sulawesi Province
<p>Candidates who could not participate the training :</p> <p>No. 8. Mr. Rohmat was replaced Mr. Nurul due to health condition. Then, Mr. Nurul could not come to Japan because of facing a visa trouble.</p> <p>Drs. Akhri Meinhardi, MM and Isnaen, SE also could not come because of visa problem.</p>		
8	Dr. Rohmat Mulyana Mr. Nurul Islam	Vice head of International Relation of Directorate of Islamic Education of MORA Head of Madrasah Education of Directorata of Islamic Education of MORA
9	Drs. Akhri Meinhardi, MM	Principal of MTs Model in Kota Padang, West Sumatra Province
10	Isnaen, SE	MTs Nurul Hikmah in Banjarbaru city, South Kalimantan Province

Participants of Counterpart Training in June FY 2012

No	Name	Position
1	Dr. Rohmat Mulyana Sapdi	Head, Sub Directorate for International Cooperation, Directorate of Madrasah Education, MORA
2	Mr. Nurul Ialam	Head of Madrasah Education of Directorata of Islamic Education of MORA
3	Drs. Kasmir	Head, Madrasah and Islamic Education Section, Padang City Office-MORA, West Sumatra Province
4	Lilis Suwarti, M.Pd	Math teacher, SMP 10, Padang City, West Sumatra Province
5	Husna Nofri, S.Pd	Physics teacher, SMP 11, Padang City, West Sumatra Province
6	Drs. Akhri Meinhardi,MM	Principal, MTs Model, Padang City, West Sumatra Province
7	Zustina, S.Pd	Physics teacher, SMP10, Banjarbaru City, South Karimantan Province
8	Lingga Sartika, S.Pd	Math teacher, SMP10, Banjarbaru City, South Karimantan Province
9	Ananda Bayu Setiawan	Physics teacher, SMP14, Banjarbaru City, South Karimantan Province
10	Frans Jovanis, S.Pd	Physics teacher, SMP Katholik Kema, North Minahasa District, North Sulawesi Province
11	Charismanto Immanuel Mawey, S.Pd	Physics teacher, SMP Satap Kema Lilang, North Minahasa District, North Sulawesi Province
12	Albert Lintong, S.Pd. M.Pd	Math teacher, SMP 3 Wori, North Minahasa District, North Sulawesi Province

Annex 3 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 HC3HDV1080i	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
7	Microphone of Handycam Video Camera	2	Tripod 785BManfroto	2009	JICA PELITA Office	A	A	None	To be handed over at the end of the Project
		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 4: Budgetary Allocation for the Program by the Japanese side

PELITA Operational Cost (2009-2012)

	JICA*1	
	JPY	IDR
2009	124,500,811	12,932,274,156
2010	120,052,763	12,389,423,478
2011	50,214,150	5,428,556,757
2012	49,143,000	5,509,304,933
Total	349,517,724	36,259,559,323

*1 Excluding counterpart training costs.

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

JICA Cost in Detail (2009-2012) (JPY)

	2009	2010	2011	2012	Total
Operational Cost in General	59,623,165	41,350,000	34,368,000	33,843,000	169,184,165
Master Trainer*1	0	23,256,000	12,000,000	12,000,000	47,256,000
Equipment Purchased	7,278,385	465,000	0	0	7,743,385
Survey Cost	2,360,973	3,296,053	0	3,300,000	8,957,026
PSBM Activities (Field Consultants)	6,550,877	7,354,710	3,846,150	0	17,751,737
PSBM Activities (Block grant)	48,687,411	44,331,000	0	0	93,018,411
Counterpart Training in Japan		1,850,000	2,000,000	1,757,000	5,607,000
Total	124,500,811	121,902,763	52,214,150	50,900,000	349,517,724

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

JICA Cost in Detail (2009-2012) (IDR)

	2009	2010	2011	2012	Total
Operational Cost in General	5,989,208,466	4,267,285,862	3,715,459,459	3,794,058,296	17,766,012,083
Master Trainer*2	0	2,400,000,000	1,297,297,297	1,345,291,480	5,042,588,777
Equipment Purchased	804,056,440	47,987,616	0	0	852,044,056
Survey Cost	250,051,000	340,150,000	0	369,955,157	960,156,157
PSBM Activities (Field Consultants)	710,958,250	759,000,000	415,800,000	0	1,885,758,250
PSBM Activities (Block grant)	5,178,000,000	4,575,000,000	0	0	9,753,000,000
Counterpart Training in Japan					0
Total	12,932,274,156	12,389,423,478	5,428,556,757	5,509,304,933	36,259,559,323

ANNEX 5-1 LIST OF INDONESIAN COUNTERPART AND ADMINISTRATIVE PERSONNEL

(National level)

- Director General of Quality Improvement of Teacher and Education Personnel (DGQITEP), Ministry of National Education (MONE) (Program Director) [from March 2009 to December 2010]

- *DGQITEP was abolished in December 2010, and "Office of Human Resource Development of Education and Culture and Quality Assurance of Education" was established in January 2011.*



- Office of Human Resource Development of Education and Culture and Quality Assurance of Education (OHRDECQAE), Ministry of Education and Culture MOEC (Program Director) [from January 2011 to current]

- Director General of Primary and Secondary Education Management (DGPSEM), MONE [from March 2009 to December 2010]

- *DGPSEM was replaced to "Director General of Basic Education" in January 2011.*



- Director General of Basic Education (DGBE), MOEC [from January 2011 to current]

- Director General of Higher Education, MOEC

- Director General of Islamic Education, MORA

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

- Director of Education Personnel, DGQITEP, MONE (Chief Program Manager) [from March 2009 to December 2010]



Director of Center for Education Personnel Development, OHRDECQAE, MOEC (Chief Program Manager) [from January 2011 to current]

- Director of Training Development, DGQITEP, MONE (Vice-chief Program Manager) [from March 2009 to December 2010]



- Director of Center for Professional Development of Teachers, OHRDECQAE, MOEC (Vice-Chief Program Manager) [from January 2011 to current]

- Director of Teacher Profession, DGQITEP, MONE [from March 2009 to December 2010]



- Director of Center for Education Quality Assurance, OHRDECQAE, MOEC [from January 2011 to current]

- Director of Junior Secondary Education, DGPSEM, MONE (Program Manager) [from March 2009 to December 2010]



- Director of Junior Secondary Schools, DGBE, MONE (Program Manager) [from January 2011 to current]

- Director of Human Resources, DGHE, MOEC (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 Province
- Head, Education & Culture Office of Bantul District, Yogyakarta Province
- Head, Education & Culture Office of Pasuruan District, East Java Province
- Head, Education & Culture Office of Serang City, Banten Province
- Head, Education & Culture Office of Serang District, Banten Province
- Head, Education & Culture Office of Pandeglang District, Banten Province
- Head, Education & Culture Office of Padang City, West Sumatra Province
- Head, Education & Culture Office of Banjarbaru City, South Kalimantan Province

- Head, Education & Culture Office of North Minahasa District, North Sulawesi Province

** 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

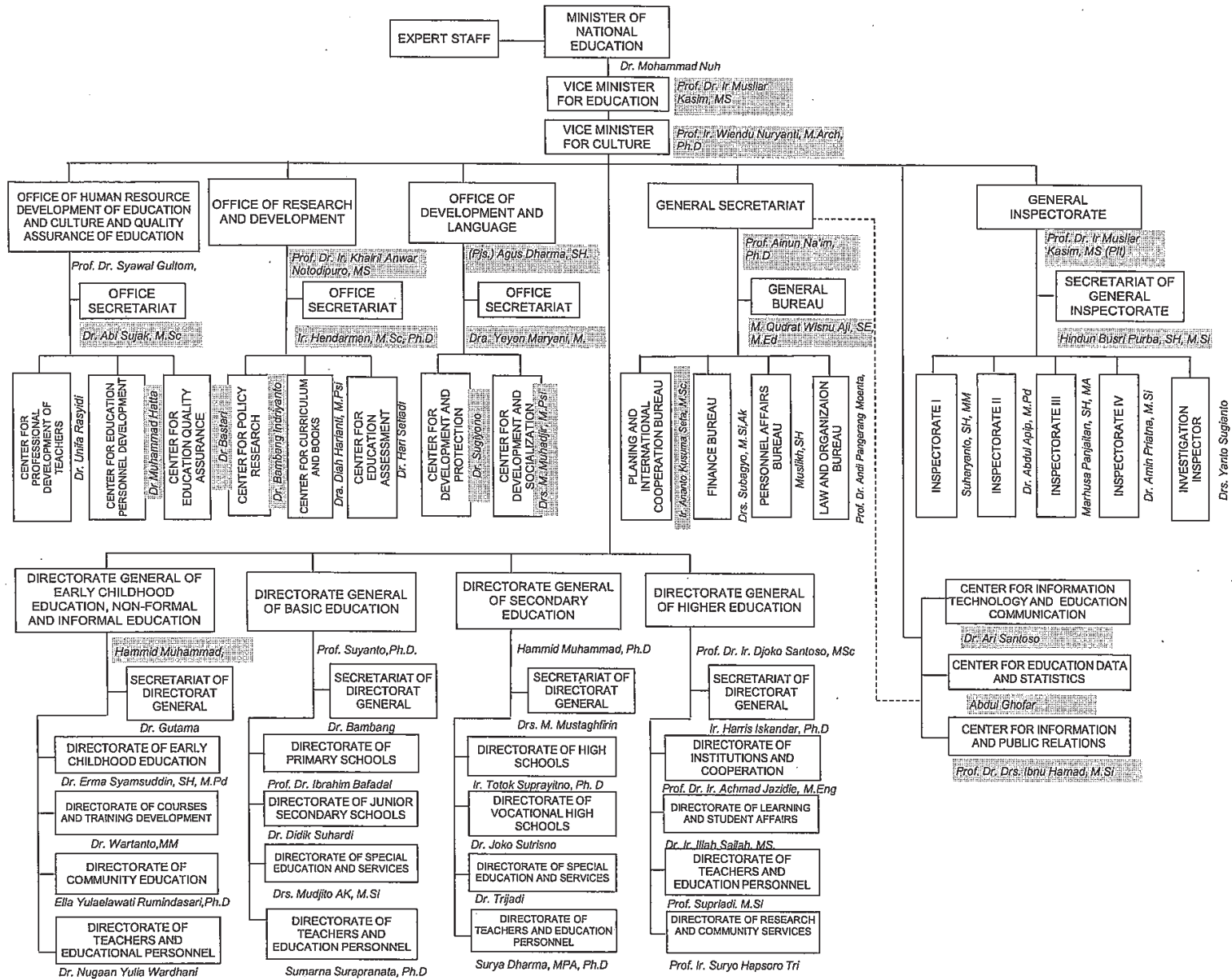
Dean of Faculty of Mathematics and Science, Manado University

N.B. At the provincial level, there is collaboration with the relevant representatives from Institute for Quality Assurance for Teachers (called 'LPMP' in Indonesian term) under OHRDECQAE, MOEC

N.B. At the provincial level, there is collaboration with the relevant representatives from Regional Training Center (called 'Balai Diklat' in Indonesian term) under Head of Research, Development, Education and Training Institute, Ministry of Religious Affairs (MORA)

N.B. At the provincial and district levels, there is collaboration with the relevant representatives from regional offices of MORA

ORGANIZATION STRUCTURE
MINISTRY OF EDUCATION AND CULTURE, REPUBLIC OF INDONESIA



Annex 6: Budgetary Allocation for the Program by the Indonesian Side

PELITA Operational Cost (2009-2012): Lesson Study

	Indonesia (IDR)						
	PMPTK Pusbang-	Sumedang	Bantul	Pasuruan	Padang	Banjarbaru	Minahasa Utara
2009	898,115,000 ^{*2}	100,000,000	90,000,000	141,000,000	117,700,000	90,000,000	100,000,000
2010	N/A	75,000,000	32,000,000	216,000,000	168,000,000	84,000,000	150,000,000
2011	N/A	75,000,000	50,480,000	130,000,000	150,000,000	54,000,000	150,000,000
2012	N/A	45,000,000	50,480,000	714,900,000	300,000,000	54,000,000	150,000,000
Total	898,115,000	295,000,000	222,960,000	1,201,900,000	735,700,000	282,000,000	550,000,000
Grand Total (IDR)	4,185,675,000						

*1 Excluding counterpart training costs.

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

PELITA Operational Cost (2009-2012): PSBM

	Indonesia (IDR)			
	Kab. Serang	Kota Serang	Pandeglang	
2009	2,889,310,000	616,470,000	724,349,950	← Operation costs not yet included
2010	2,044,314,000	1,354,000,000	417,250,000	
2011	2,100,000,000	0	380,000,000	← Kab.Serang does not apply block grant system, but apply item-wise activity.
2012	1,194,000,000	688,250,000	350,000,000	← Kab.Serang does not apply block grant system, but apply item-wise activity.
Total	8,227,624,000	2,658,720,000	1,871,599,950	
Grand Total (IDR)	12,757,943,950			

*For Banten, block grant and KIT operational costs.

ANNEX 7

PROGRAM DESIGN MATRIX (PDM)

Program Title: Program for Enhancing Quality of Junior Secondary Education

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

(Drafted on August 11, 2008)

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

Program Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>strengthened at the regional level.</p> <p>3. The capacity of implementing PSBM and LS is strengthened in the reference sites and developed in the target sites.</p>	<p>instructors, NCET & RCET instructors, university lecturers, etc.) fostered in TOT</p> <p>2-2. No. of regional participants (supervisors, principals, teachers, etc.) in the training at P4TK, LPMP, CET and BET</p> <p>2-3. Training plan and manuals at P4TK, LPMP, NCET and RCET</p> <p>(In Banten Province)</p> <p>3-1. No. & percentage of sub-districts to which district/city governments allocate the budget (APBD) for PSBM</p> <p>3-2. PSBM guidelines</p> <p>(In other than Banten Province)</p> <p>3-3. No. & percentage of MKPS applying PSBM and LS</p> <p>3-4. No. & percentage of MKKS applying PSBM and LS</p> <p>3-5. No. & percentage of MGMP activities applying LS</p> <p>3-6. No. & percentage of SMP/MTs applying PSBM and LS</p>	<p>2-2. Records of training at P4TK, LPMP, NCET and RCET</p> <p>2-3. Training plan and manuals at P4TK, LPMP, NCET and RCET</p> <p>3-1. Budget documents</p> <p>3-2. Guidelines</p> <p>3-3. Baseline and endline surveys</p>	
<p>Activities</p> <p>1-1 To survey the local needs of PSBM and LS</p> <p>1-2 To support planning, coordination and poliymaking on the dissemination of PSBM and LS</p> <p>1-3 To provide technical advice to the regional governments which adopt PSBM & LS on their own initiatives</p> <p>1-4 To conduct monitoring and evaluation on the dissemination of PSBM & LS at the regional level</p> <p>1-5 To collaborate and coordinate with other donors on the development of training materials and training itself</p> <p>1-6 To organize a dissemination forum inviting various educational stakeholders and other development partners</p>	<p>Inputs</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>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</p>	

Program Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>2-1. To plan the training of master trainers (TOT) 2-2. To develop the training materials on PSBM and LS 2-3. To conduct TOT training 2-4. To provide technical advice to P4TK, LPMP, NCET and RCET on the training for supervisors, principals and teachers 2-5. To provide technical advice to the provincial educational & religious offices on the promotion of PSBM and LS</p> <p>3-1. To support the 3 target sites in Banten Province for their independent PSBM activities 3-1-1. To develop a strategy for PSBM activities in technical, financial and organizational terms 3-1-2. To implement and monitor PSBM activities 3-1-3. To provide technical assistance to district/city education office for developing independent PSBM guideline 3-1-4. To conduct endline survey</p> <p>3-2. To support strengthening of LS in the 3 target sites in Java 3-2-1. To conduct MGMP facilitator training 3-2-2. To provide technical advice on LS in MKKS, MGMP and SMP/MTs 3-2-3. To conduct endline survey</p> <p>3-3. To introduce and disseminate LS in the new 3 target sites outside Java. 3-3-1. To conduct socialization on LS 3-3-2. To conduct technical exchange with the 3 target sites in Java. 3-3-3. To conduct baseline survey 3-3-4. To develop a plan for implementing LS 3-3-5. To conduct LS facilitator training 3-3-6. To conduct school management training 3-3-7. To implement and monitor MGMP activities applying LS 3-3-8. To organize evaluation workshops</p>	<p><u>Japanese side</u></p> <p>1. Experts - Project manager/Educational planning - Educational administration/Donor coordination - Training management - Lesson study - Mathematics education - Science education - Educational evaluation</p> <p>2. Counterpart training in Japan 3. Budget for PSBM in the 3 target sites in Banten Province 4. Cost for training of master trainers 5. Cost for technical exchange between the resource and partner universities 6. Equipment and materials necessary for the implementation of the Program</p>		<p>harmonious manner.</p> <p>The principals, teachers, parents, etc. are actively involved in the Program activities.</p> <hr/> <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) is cooperative to the Program.

Program Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
3-3-9.To conduct endline survey			

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 	<p>Educational statistics and records</p>	<p>The Indonesian government policy which places importance on the quality improvement of teachers and educational personnel is unchanged.</p>
<p>Program Purpose The capacity of 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. 	<p>Records of interview with the following stakeholders;</p> <ul style="list-style-type: none"> - National government officers - Provincial and district government officers, instructors and supervisors - Supervisors, principals, teachers, parents, etc. 	<p>MONE and MORA's policies which place importance on PSBM and LS remains unchanged.</p> <p>Local governments place importance on enhancement of quality of education as a goal and participatory school-based</p>

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 show 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>

Program Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
developed for continuing PSBM with their own resources.	<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>Activities</p> <p>1-1 To survey the local needs of PSBM and LS</p> <p>1-2 To support planning, coordination and policy-making on the dissemination of PSBM and LS</p> <p>1-3 To provide technical advice to the regional governments which adopt PSBM & LS on their own initiatives</p> <p>1-4 To conduct monitoring and evaluation on the dissemination of PSBM & LS at the regional level</p> <p>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>Inputs</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>	

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 9

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.

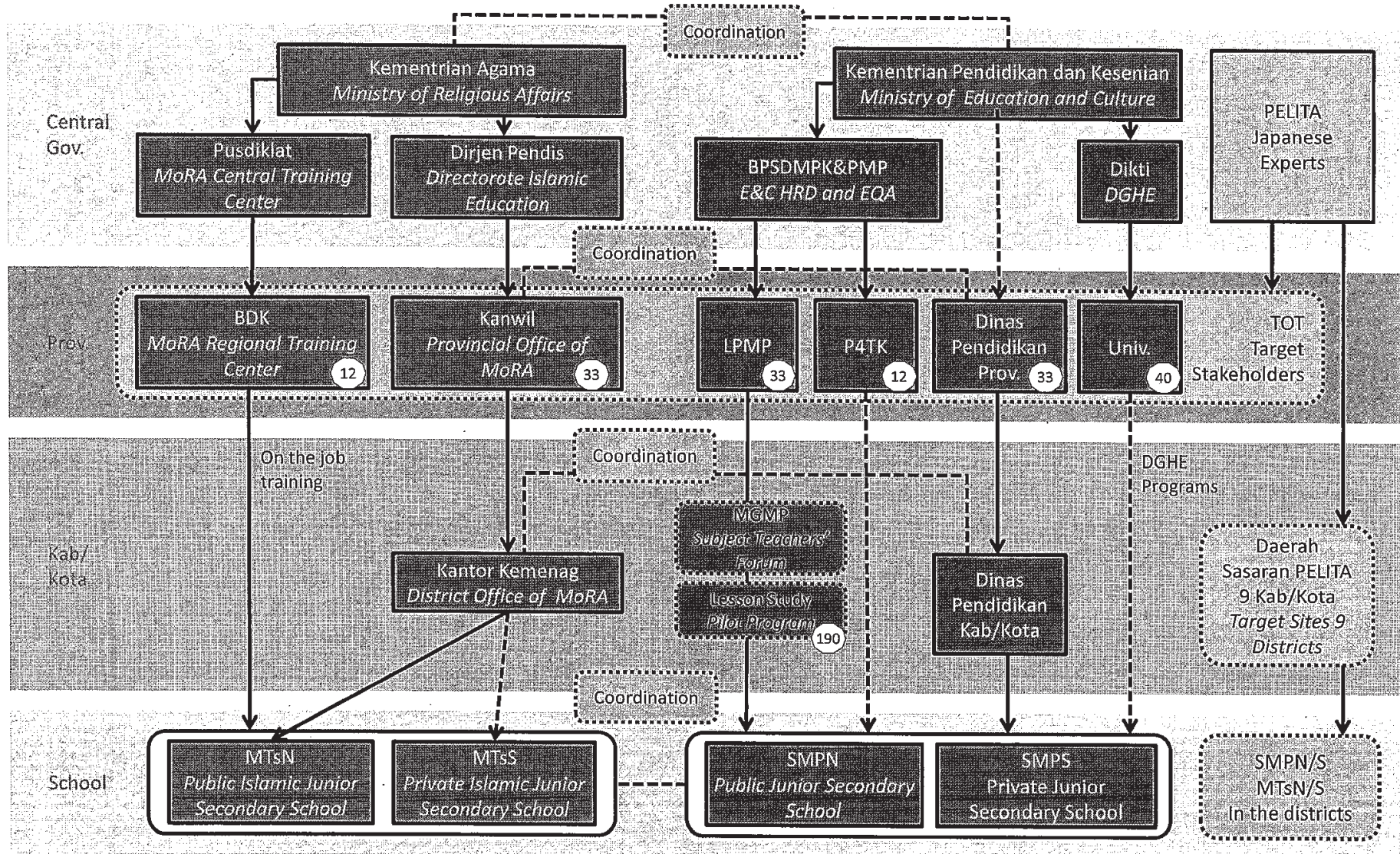
¹ Note: Local governments means: provinces, districts and cities.

Program Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>Outputs</p> <p><u>1. At the national level</u></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><u>2. At the reference and target sites</u></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. (J&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 education office</p>	<p>Personnel reshuffle within the national and sub-national government does not affect the legitimacy of the program.</p>

Program Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>【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>【 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 Indonesian side 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 Japanese side 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><u>2. At the reference and target sites</u> [LS reference sites] 2-1. To strengthen implementation capacity for LS in the references sites 2-1-1. To conduct MGMP facilitator trainings 2-1-2. To provide technical advice on LS in MKKS, MGMP and SMP/MTs 2-1-3. To conduct end-line survey</p> <p>[LS new target sites] 2-2. To introduce and disseminate LS in the new target sites 2-2-1. To conduct socialization on LS 2-2-2. To conduct technical exchange with the 3 target sites in Java. 2-2-3. To conduct base-line survey 2-2-4. To develop a plan for implementing LS 2-2-5. To conduct MGMP facilitator trainings 2-2-6. To conduct school management trainings 2-2-7. To implement and monitor MGMP activities applying LS 2-2-8. To organize evaluation workshops 2-2-9. To conduct end-line survey</p> <p>[PSBM reference sites] 2-3. To support the PSBM reference sites for their independent PSBM activities 2-3-1. To develop a strategy for PSBM activities in technical, financial and organizational terms 2-3-2. To implement and monitor PSBM activities 2-3-3. To provide technical assistance to district/city education office for developing independent PSBM guideline 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.

ANNEX 10. PELITA Working Structure



Annex 11 Resource Persons List (LS)

Province	Position	Organization	Name	Specified Area	Office Number	Cellphone	E-mail
West Java	University	UPI	Pak Sumar Hendayana Ph.D	Management of LS, Pendamping		(022) 200 7139	sumar_hendayana@yahoo.co
West Java	University	UPI	Pak Prof. Dr. H. Didi Suryadi, M.Ed	Management of LS, Pendamping		(022) 200 7139	ddsuryadi1@gmail.com
West Java	University	UPI	Pak Dr. Asep Supriatna	Management of LS, Pendamping		(022) 200 7139	supriatna_asep@yahoo.de
West Java	University	UPI	Pak Drs. Harun Imansyah, M.Ed	Management of LS, Pendamping		(022) 200 7139	harunupi05@yahoo.com
West Java	University	UPI	Pak Ridwan Efendi, M.Pd	TOT/on-site trained dosen		(022) 200 7139	readonee@yahoo.com
West Java	University	UPI	Ibu Rini Solihat, M.Si	TOT/on-site trained dosen (Biology)		(022) 200 7139	r_solihat@yahoo.co.id
West Java	University	UPI	Ibu Dr. F.M. Titin Supriyanti, M.Si	TOT/on-site trained dosen		(022) 200 7139	
West Java	University	UPI	Pak Drs. Suhara	On-site trained dosen (Biology)		(022) 200 7139	suhara_bio@yahoo.com
West Java	University	UPI	Pak Drs. Cornelis Jacob, M.Pd	On-site trained dosen		(022) 200 7139	cjacob@upi.edu
West Java	University	UPI	Ibu Dra. Siti Sriyati, M.Si	Pendamping, Biology		(022) 200 7139	siti_sriyati@yahoo.com
West Java	University	UPI	Pak Drs. Hikmat, M.Si	Pendamping, Physics		(022) 200 7139	hikmat_ap@yahoo.com
West Java	University	UPI	Ibu Dra. Encum Sumiaty, M.Si	Pendamping, Math		(022) 200 7139	e.sumiaty@yahoo.com
West Java	Dinas P&K	Dinas P&K Sumedang	Pak Timbul Kusdijantono	Kabid Dikmen		081 321 746 060	timbul_ang@yahoo.co.id
West Java	Dinas P&K	Dinas P&K Sumedang	Pak Drs. Edi Suwardi	Kasie Mutu Tenaga Pendidik		081 223 179 22	edswardi@yahoo.co.id
West Java	Dinas P&K	Dinas P&K Sumedang	Pak Adang Sujana	Pengawas		081 320 517 809	adang_aji@yahoo.co.id
West Java	Dinas P&K	Dinas P&K Sumedang	Pak Usep Diky Hadiyan, M.Pd	Pengawas		081 320 634 499	usep_69@yahoo.com
West Java	Dinas P&K	Dinas P&K Sumedang	Pak Yayat Ruhiat Sonjaya, S.Pd	Pengawas		081 322 388 250	
West Java	Dinas P&K	Dinas P&K Sumedang	Ibu Nunung Nurhayati, M.MPd	Pengawas		081320489789	nunung_nur17@yahoo.com
West Java	Kepala Sekolah	SMPN1 Rancakalong	Pak Drs. Muhtar Hendrawan	LSBS/MGMP		081 322 971 993	
West Java	Kepala Sekolah	SMPN1 Tomo	Pak Drs. Encang Jana, M.Pd	LSBS/MGMP		081 324 935 175	encang_jana@yahoo.com
West Java	Kepala Sekolah	SMPN2 Conggeang	Pak Edeng Sutarya	LSBS/MGMP		081 320 207 086	
West Java	Facilitator / Guru	SMPN1 Jatigede	Pak Sofwan Gozali, S.Pd., M.Pd	Math		081 124 8841	sofwangozali@yahoo.co.id
West Java	Facilitator / Guru	SMPN7 Sumedang	Pak Edih Martin, S.Pd., MM	Math		(0261) 911 5732	edmarhadi@yahoo.co.id
West Java	Facilitator / Guru	SMPN2 Tanjungsari	Ibu Helsy Elseila, S.Pd	Biology		081 321 049 939	ehelsy@yahoo.com
West Java	Facilitator / Guru	SMP IT Imam Bukhari	Pak Otoh Rusmana	IPA		081 321 781 931	otohrusmana@yahoo.co.id
West Java	Facilitator / Guru	MTs Sumedang	Pak Budiman	Math		081 394 157 441	goesboed_mtsn_thea@yahoo
West Java	Facilitator / Guru	SMPN1 Tomo	Pak Aes Suhaeli	Biology		085 724 388 460	
West Java	Facilitator / Guru	SMPN5 Sumedang	Pak Soni Darma Jatnika, S.Pd	IPA		081 321 891 655	sonidarma@yahoo.com
West Java	Facilitator / Guru	SMPN 1 Jatinangor	Tri Budianti, S.Pd	Math		081320746497	tri.budianti@yahoo.com
West Java	Facilitator / Guru	SMPN 1 Tanjungsari	Eni Heniwati, S.Pd			085220853752	heniwatie@yahoo.com
Yogja	University	UNY	Pak Sukirman	Management of LS, Pendamping		081 227 190 13	sukirman_mipa@yahoo.com
Yogja	University	UNY	Pak Dr. Yosaphat Sumardi,	Management of LS, Pendamping		081 560 492 02	syosapat@yahoo.com
Yogja	University	UNY	Pak Suratsih, M.Si	Management of LS, Pendamping		081 568 856 71	suratsih_h@yahoo.co.id
Yogja	University	UNY	Yuni Wibowo, M.Pd	TOT/on-site trained dosen		085 743 419 810	unus_ar@yahoo.com
Yogja	University	UNY	Dr. Eli Rohaeti	TOT/on-site trained dosen		085 678 963 65	rohaetieli@yahoo.com
Yogja	University	UNY	Mathilda Susanti, M.Pd.	On-site trained dosen, Math		081 579 059 95	mathilda.uny@gmail.com
Yogja	University	UNY	Edi Istiyono, M.Si.	On-site trained dosen, Physics		081 215 933 40	edi_istiyono_uny@yahoo.co.id
Yogja	University	UNY	I Made Sukarna, M.Si.	On-site trained dosen, Chemistry		085 292 039 276	made_sukarna@uny.ac.id
Yogja	University	UNY	Pak Satino, M.Si	Biology		081 328 747 067	gsatino@yahoo.com
Yogja	University	UNY	Pak Fauzan	Math		085 628 586 54	fauzan6364@yahoo.co.id
Yogja	Dinas P&K	Dinas P&K Bantul	Pak M. Sumarjo	Kasi Kurtendik		087 834 534 456	
Yogja	Dinas P&K	Dinas P&K Bantul	Ibu Partini, S.Pd., M.A	Kasi Pengembangan dan Sarpras		081 568 731 21	dikdasbantul@yahoo.co.id
Yogja	Kepala Sekolah	SMPN1 Banguntapan	Ibu Sarjiyem, M.Si	LSBS/MGMP		081 392 908 686	busar-bantul@yahoo.co.id
Yogja	Kepala Sekolah	SMPN1 Srandakan	Pak Drs. Sri Indra Dwiyatno, S.Pd	LSBS/MGMP		081 595 425 97	srsansan@yahoo.co.id
Yogja	Kepala Sekolah	SMPN1 Sewon	Ibu Rr. Ani Prihati Handayani, M.Pd	LSBS/MGMP	0274 - 367 648	081 578 937 105	rr.anip@yahoo.com
Yogja	Facilitator / Guru	SMPN1 Banguntapan	Pak Drs. Kuwatono, M.Pd	Math		081 328 228 655	kuwatono60@yahoo.com
Yogja	Facilitator / Guru	SMPN1 Dlingo	Pak Parjo, S.Pd	Biology		088 828 841 09	parjosp@yahoo.co.id
Yogja	Facilitator / Guru	SMPN1 Bantul	Pak Wiharno	Math			
Yogja	Facilitator / Guru	SMPN1 Srandakan	Ibu Tri Susiami	IPA	0274 - 717 1301		trisusiami@ymail.com
Yogja	Facilitator / Guru	MTs Gondowulung	Ibu Asih Budiati, S.Pd., M.Sc	Biology		081 328 003 090	

Yogja	Facilitator / Guru	SMPN1 Sewon	Pak Putut Agus Wandono, S.Pd	Math		081 794 131 17	putut67@plasa.com
Yogja	Facilitator / Guru	SMPN3 Banguntapan	Pak Rifai, S.Pd	Math		085 643 381 254	rifai_btp3@yahoo.co.id
Yogja	Facilitator / Guru	MTs Bantul Kota	Pak Drs. Miftakhul Bakhri			085 868 041 204	gus_miftah@ymail.com
Yogja	Facilitator / Guru	SMPN2 Bantul	Ibu Kuwatini, S.Pd	Fisika		081 931 713 375	
East Java	University	UM	Pak Dr. Istamar Syamsuri, M.Pd	Management of LS, Pendamping	(0341) 587 966	081 555 599 63	
East Java	University	UM	Pak Dr. Ibrohim, M.Si	Management of LS, Pendamping	(0341) 587 966	081 334 021 119	ibrohim_vds@yahoo.com
East Java	University	UM	Pak Drs. Ridwan Joharmawan, M.Si	Management of LS, Pendamping	(0341) 587 966	081 233 154 04	joharmawan@yahoo.com
East Java	University	UM	Pak Drs. Abdulloh Fuad, M.Si	Management of LS, Pendamping	(0341) 587 966	081 136 3054	afuadum@yahoo.com
East Java	University	UM	Sugiyanto, S.Pd., M.Si	TOT trained dosen	(0341) 587 966		
East Java	University	UM	Muntholib, M.Si	TOT /on-site trained dosen	(0341) 587 966	081 357 886 665	kiddies_07@yahoo.com.au
East Java	University	UM	Sri Rahayu Lestari, S.Pd., M.Si	On-site trained dosen	(0341) 587 966	081 233 148 32	sri.rahayu.lestari@bio.um.ac.i
East Java	University	UM	Ir. Hendro Permadi, M.Si	TOT trained dosen	(0341) 587 966	081 136 0464	edonkku@yahoo.com
East Java	University	UM	Drs. Muchtar A. Karim, M.A	Management of LS, Pendamping	(0341) 587 966	081 334 798 225	
East Java	University	UM	Purwanto, S.Pd., M.Si	TOT trained dosen	(0341) 587 966		
East Java	University	UM	Pak Parno, M.Si	On-site trained dosen	(0341) 587 966	081 136 2235	parno@fisika.um.ac.id
East Java	University	UM	Ibu Dra. Sri Rahayu, M.Ed	On-site trained dosen	(0341) 587 966	081 233 948 25	rahayu.sri@hotmail.com
East Java	Dinas P&K	Dinas P&K Pasuruan	Pak Drs. H. Iswahyudi	Kabid SMP/SMA			
East Java	Dinas P&K	Dinas P&K Pasuruan	Pak Ibnu Wahyudi, S.Pd	Kasi SMA/SMK (Kurikulum)		081 233 552 18	sagita_dc@hotmail.com
East Java	Dinas P&K	Dinas P&K Pasuruan	Pak Hasbullah	Kasi Sarpras Bid. SL	0343 - 432 194		subdinsi@yahoo.co?
							smpn2grati@yahoo.co.id
							www.smpn2grati-
East Java	Kepala Sekolah	SMPN2 Grati	Pak Drs. Tahak, M.Pd	LSBS/MGMP	0343 - 482 432	081 233 886 82	smpn2grati.blogspot.com
East Java	Kepala Sekolah	SMPN2 Gempol	Ibu Tri Setyo Astutik	LSBS/MGMP	0343 - 634 141	081 562 532 52	smpn2gempol@ymail.com
East Java	Kepala Sekolah	SMPN1 Kejayan	Ibu Tanti Rahayu, M.Pd	LSBS/MGMP	0343 - 423 969	081 231 953 30	tanti_rahayu60@yahoo.com
East Java	Facilitator / Guru	SMPN2 Grati	Pak Muchammad Muchlis, S.Pd	Fisika	0343 - 482 432	(0343) 779 8501	muchammadmuchlis@yahoo.
East Java	Facilitator / Guru	SMPN1 Purwosari	Pak Drs. H. Ustadi	Fisika	0343 - 631 950	085 233 309 311	ustadipandaan@yahoo.com
East Java	Facilitator / Guru	SMPN1 Prigen	Pak Mohammad Lutfi	IPA	0343 - 880 425	085 855 260 933	smpn1prigen@yahoo.co.id
East Java	Facilitator / Guru	SMPN2 Gempol	Pak Dwi Prasetyo, S.Pd	Math	0343 - 634 141	081 231 011 212	smpn2gempol@ymail.com
East Java	Facilitator / Guru	SMPN2 Gempol	Ibu Yayuk Sudarwati, S.Pd	Fisika	0343 - 634 141	081 252 458 525	sudarwatiyayuk@yahoo.com
East Java	Facilitator / Guru	SMPN2 Gempol	Ibu Lilis Suryani, S.Pd	Biology	0343 - 634 141	081 793 310 66	smpn2gempol@ymail.com
East Java	Facilitator / Guru	SMPN2 Beji	Pak Untung	Biology			
East Java	Facilitator / Guru	SMPN2 Bangil	Pak Firdaus	Math			
East Java	Facilitator / Guru	SMPN1 Prigen	Ibu Khumi Laila	English	0343 - 880 425	085 259 486 060	mila_m2m@yahoo.com
East Java	Facilitator / Guru	SMPN2 Prigen	Ibu Restu Andayani, M.Pd	Math	0343 - 882 868/770	081 217 750 84	maryotogunawan@yahoo.com

ANNEX 12

Resource Persons List (PSBM)

No.	Nama	Jabatan Saat ini dan Institusi	Jabatan ketika Program PELITA - PSBM/REDIP/PRIMA-P
Provinsi Banten			
1	Dr. Ajak Moeslim	Kepala Dinas Pariwisata	Kepala Dinas Pendidikan dan Kebudayaan
2	Aep Junaedi	Kabid Dikdas, Dinas Pendidikan	-
3	Edwind Adhi Pratama	Staf Dikdas, Dinas Pendidikan	-
4	Ubik Baehaqi	Kabid Mapenda, Kanwil Kemenag	-
5	Uus Dusru	Kasi Mapenda, Kanwil Kemenag	-
6	Ahmad Musaddiq Edy	Staf Mapenda, Kanwil Kemenag	-
Kota Serang			
7	Tb.Urip Henus S, S.Pd, M.Si	Kepala Dinas Pendidikan dan Kebudayaan	-
8	M. Aminudin S.Pd	Kabid Bina SMP, Dinas Pendidikan	-
9	Agus Prayogo M.Pd	Pengawas, Dinas Pendidikan	Kabid Bina SMP
10	H. Ujang A. Tawanijaya, M.Pd	Kasi Kurikulum, Dinas Pendidikan	-
11	Drs. Bachraeni, M.Si	Kabid SD, Dinas Pendidikan	Kabid Bina SMP
12	Ahmad Mulyadi (Ucu)	Staf SMK Kota Serang	Staf Bidang Bina SMP
13	Yumaya, M.Pd	Pengawas Dinas Pendidikan	Kabid Bina SMP
14	Andang, S.Pd	Pengawas, Dinas Pendidikan	-
15	Drs. Munji, M.Si	Kasi Mapenda, Kantor Kemenag	-
16	Syamsul Anwar Kasa, S.Si	Fasilitator Lokal (MTs Alkhaeriyah Pipitan)	-
17	Edi Ruspandi, S.Pd	Fasilitator Lokal (SMPN 11 Kota Serang)	-
18	Didin	Fasilitator Lokal (MTs Al Battani Taktakan)	-
19	Maman	Fasilitator Lokal (SMP Al Azhar Serang)	-
20	Diah	Fasilitator Lokal (SMPN 9 Kota Serang)	-
Kabupaten Serang			
21	Drs.H.Daud Fansuri, M.Pd.	Kepala Dinas Pendidikan dan Kebudayaan	Kabid Pemuda dan Olahraga, Dinas Pemuda, Olahraga, Kebudayaan dan Pariwisata
22	H. Sarjuddin, S.Pd, M.Pd.	Kabid Pembinaan Pendidikan SMP, Dinas Pendidikan	-
23	Dra. Hj. Elis Yulaeti, M.Pd.	Kasi Kurikulum dan Peningkatan Mutu SMP, Dinas Pendidikan	-
24	Drs.H.Yahya Saleh, M.Pd.	Anggota Dewan Pendidikan	Kepala Dinas Pendidikan dan Kebudayaan
25	Drs. Nurhasan, M.Si.	Kasi Kemitraan Kanwil Kementerian Agama	Kepala Seksi Mapenda
26	Panca Sugara, M.Pd	Fasilitator Lokal (SMP Muhammadiyah Pontang)	-
27	Drs. Syihabuddin	Fasilitator Lokal (MTs An Nawawi Tanara)	-
28	Dody Mulyana, M.Pd	Fasilitator Lokal (SMPN 2 Kramatwatu)	-
29	Mujahid	Fasilitator Lokal (MTs Lambangsari, Bojonegara)	-
30	Siti Nurhela, M.Pd	Fasilitator Lokal (SMP PGRI Cikande)	-
31	Drs. Omanudin, MM	Fasilitator Lokal (MTs Negeri Cikeusal)	-
32	Silfiatun Saqila	Fasilitator Lokal (MTsN Anyer)	-
33	Muhamad Taufik Rohman	Fasilitator Lokal (MTs. Al-Khairiyah Sindanglaya, Cinangka)	-
34	Sriyono, S.Pd, M.Pd	Fasilitator Lokal (SMPN 2 Cikeusal)	-
35	Sri Wahyuni	Fasilitator Lokal (SMPN 1 Tunjung Teja)	-
Kabupaten Pandeglang			
36	Abdul Aziz, SH	Kepala Dinas Pendidikan dan Kebudayaan	-
37	Drs.Undang Suhendar, M.Pd.	Staf Ahli Bupati	Kepala Dinas Pendidikan dan Kebudayaan
38	Dra.Hj.Siti Ay Mumiwati, M.Pd.	Kabid SMA/SMK, Dinas Pendidikan dan Kebudayaan	Kabid SMP, Dinas Pendidikan dan Kebudayaan
39	Warso, M.Pd.	Kasi Kurikulum, Dinas Pendidikan	-
40	Drs.Nurhasan	Sekretaris Dinas Pendidikan	Kabid SMP, Dinas Pendidikan dan Kebudayaan
41	Drs. Misra M.Si	Kasi Mapenda	-
42	Tati Jumiaty, S.Pd	Fasilitator Lokal (MTsN Pandeglang 2, Labuan)	-
43	Aat Rohyatudin, S.Pd	Fasilitator Lokal (MTs Annizhomyyah, Labuan)	-
44	Akhbar Muaziz, S.Pd.I	Fasilitator Lokal (SMPN 3 Mandalawangi)	-
45	Suhada, S.Pd	Fasilitator Lokal (MTs Anwarul Hidayah, Menes)	-
46	Zezen Zaenudin, A.Md	Fasilitator Lokal (MTs Kadu Kawung, Saketi)	-
47	Christi Natalia Astuti, S.S	Fasilitator Lokal (SMPS Darma Cahya Purnama, Panimbang)	-
48	Dadan, S.Pd	Fasilitator Lokal (SMPN 1 Banjar)	-
49	Aceng S.Pd	Fasilitator Lokal (SMPN 1 Jiput)	-
50	Ruli Purnama, S.Pd	Fasilitator Lokal (SMPN 1 Cimanuk)	-
51	Reni Suwenti, S.Pd.I, MM	Fasilitator Lokal (MTs Syeh Mansur Cimanuk)	-
Konsultan Lapangan			
52	Drs. H. Engkos Kosasih	Konsultan Lapangan Propinsi dan Kota Serang	-
53	Juhroni M. Pd.	Konsultan Lapangan Kota Serang	-
54	H. Sarmat Ms. S.Pd	Konsultan Lapangan Kab. Serang	-

No.	Nama	Jabatan Saat ini dan Institusi	Jabatan ketika Program PELITA - PSBM/REDIP/PRIMA-P
55	Endang Suherman	Konsultan Lapangan Kab. Serang	-
56	Ahmad Hidayat, S. Pd	Konsultan Lapangan Kab. Serang	-
57	Dr. Akhmad Sodik, M.Ag	Konsultan Lapangan Kab. Serang	-
58	Asep Opik Akbar, MA	Konsultan Lapangan Kab. Serang	-
59	Drs. Utang Ali Mukhtar	Konsultan Lapangan Kab. Pandeglang	-
60	Drs. H.E Harunajaya	Konsultan Lapangan Kab. Pandeglang	-
61	Hendrawati, S.S	Konsultan Lapangan Kab. Pandeglang	-
62	Abdurrosyid Siddiq	Konsultan Lapangan Kab. Pandeglang	-
Provinsi Jawa Tengah			
Kabupaten Brebes			
63	Dr. Angkatno, M.Pd	Kepala Dinas Pendidikan dan Kebudayaan	Kepala Bidang SMP
Kabupaten Pekalongan			
64	Dra. Hj. Siti Masruroh	Kabid Pemberdayaan Perempuan dan Perlindungan Anak	Kabid SMP, Dinas Pendidikan
Konsultan Lapangan			
65	Drs. Heriyanto, MBA	Dosen UNNES	Konsultan Lapangan
66	Drs. St. Sunarto, MS	Dosen UNNES	Konsultan Lapangan
67	Wiyono, MA	Pensiun Dosen UNNES	Konsultan Lapangan
68	Drs. Sugiarto, MM	Pengawas Dinas Pendidikan Kab. Kebumen	Konsultan Lapangan
69	Drs. Juhadi, M.Si	Dosen UNNES	Konsultan Lapangan
70	Dr. Ahmad Sofwan	Dosen UNNES	Konsultan Lapangan
71	Drs. A. Gunawan Sudyanto	Pensiun Pengawas Dinas Pendidikan	Konsultan Lapangan
72	Dra. Sri Rejeki Urip, M.Hum	Dosen UNNES	Konsultan Lapangan
73	Drs. Martono M.Si	Dekan Fak Ekonomi, UNNES	Konsultan Lapangan
Provinsi Sulawesi Utara			
74	Drs. A. S. P. Mongan, M.Sc.Ed	Pengawas Dinas Pendidikan	Pengawas Dinas Pendidikan
75	Drs. J. S. J. Wowor M.Si	Kepala Dinas Pendidikan	Kabid SMA, Dinas Pendidikan
Kota Bitung			
76	E.N. Mantiri SPd.	Kepala Bidang Bina SMP	Kasubdin SLTP
Konsultan Lapangan			
77	Jahja Djodjoko M.Ed	-	Konsultan Lapangan
78	Drs. Martha Watania	Pengawas Dinas Pendidikan Propinsi Sulawesi Utara	Konsultan Lapangan
79	Drs. Petrus Kolantung	-	Konsultan Lapangan
80	Dr. Daniel C. Kambey	-	Konsultan Lapangan
81	Ricky Djodjoko	Konsultan or staff PRIMA-K	Konsultan Lapangan
82	Drs. Elisa F. A. Regar, M.Hum	-	Konsultan Lapangan
83	Dra. Diane Joke Wowor, M.Hum	-	Konsultan Lapangan
Provinsi Sulawesi Selatan			
Kabupaten Wajo			
84	Drs. Muhammad Haris, M.Si	-	Kasi Dinas Pendidikan
85	Drs. Syupriadi Mujibu	-	Konsultan Lapangan
86	Bakri Uny, ST	-	Konsultan Lapangan
Kabupaten Jeneponto			
87	Megawati, S.Pd, M,Pd	Dinas Pendidikan	Dinas Pendidikan
88	Badulu B, Spd	Kepala SMP	Kepala TPK
89	Ir. Agung Nugroho	-	Konsultan Lapangan
90	Widiastuti ST	-	Konsultan Lapangan
Kabupaten Barru			
91	Drs. Ansar Tahir	Kabid Dinas Pendidikan	Kasi Dinas Pendidikan
92	Drs. Umar M	-	Pengawas SMP
93	H.Abdullah Rahim	-	Konsultan Lapangan
94	H. Saharuddin Sulle	-	Kepala UPTD/Ketua TPK Tanete Riaja
PELITA / REDIP / PRIMA-P			
95	Prof Dr. H. Winarno Surakhmad M.Sc.Ed	-	National Consultant, REDIP
96	I Gusti Gede Irawan	Research Assistant, REDIP and PELITA	-
97	Tb.Mulyadi	Research Assistant, REDIP and PELITA	-
98	Endriyani Widayastuti	Research Assistant, REDIP and PRIMA-P	-

Annex 13 Plan of Operation (Realized)

		The 1st Year of Project											
		2009										2010	
		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	
		3	4	5	6	7	8	9	10	11	12	1	2
		Indonesian school year											
[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												
[7]	New Advices for district education office's planning of LS in Java (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
 Domestic Work

Plan of Operation for the 2nd Year (Realized)		The 2nd Year of Project											
		2010										2011	
year	month	3	4	5	6	7	8	9	10	11	12	1	2
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]	Technical Assistance on Planning, Coordination and Policy-making for Disseminating PSBM and LS												
[2-2]	Establishing LS Resource Person Network												
[2-3]	Technical Advice to the Regional Governments which adopt PSBM & LS on their own initiatives												
[2-4]	Monitoring and Evaluation on the Dissemination of PSBM & LS at the Regional Level												
[2-5]	Technical Assistance for PSBM with a JICA Expert in MONE- DGPSEM												
[2-6]	Collaboration and Coordination with other Education Development Partners on the Development of Training Materials and Training itself												
[2-7]	Draft and submit a comprehensive manual of training teachers and educational personnel												
[2-7]	Education Development Harmonization Forum (2)												
[3]	Strengthening Dissemination Capacity (Regional Level)												
[3-1]	Planning the training of master trainers (TOT) for the 2nd year												
[3-1]	Training for the TOT trainers of Sub-contract universities												
[3-2]	Developing the training materials on LS for the 2nd year												
[3-2]	Master Trainers' Training (2nd year) (Sub-contracted)												
[3-3]	Monitoring of the 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												
[3-5]	Assistance for coordination among provincial level institutions												
[4]	Strengthening Implementation Capacity of PSBM activities (Banten Province)												
[4-1]	Development of a Strategy for PSBM activities												
[4-2]	Socialization on PSBM												
[4-3]	Establishment of Kecamatan Education Development Team and Participatory School Planning Workshop												
[4-4]	Implementation and Monitoring PSBM activities												
[4-5]	Accounting training												
[4-5]	Local Facilitator Training												
[4-6]	Evaluation Workshops (2)												
[4-7]	Technical Assistance to Kabupaten/kota Education Office for Developing PSBM guideline (draft)												
[5]	End-line Survey (3 target sites in Java)												
[6]	Strengthening Implementation Capacity of LS activities (3 Reference Provinces in Java)												
[6-1]	MGMP facilitator training (5) (6) (7) (8)												
[6-2]	Technical Advice on Lesson Study in MKKS, MGMP and SMP/MTs												
[6-3]	LS Core Schools' Development												
[7]	Draft and Submission of Progress Report (3)												
[8]	Joint Coordinating Committee (JCC) (4)												
[9]	Strengthening Implementation Capacity of LS activities (New Target Sites in 3 Provinces)												
[9-1-1]	Technical Exchange with the 3 target sites in Java (2)												

		year	2010										2011	
		month	3	4	5	6	7	8	9	10	11	12	1	2
		Indonesian school year	[Hatched pattern]											
[9-1-2]	Technical Exchange with the 3 target sites in Java (3)													
[9-2]	MGMP Facilitator Training (4) (5) (6)													
[9-3]	School Management Training (5) (6)-(7)													
[9-3]	School Management Training (5) (6)													
[9-4]	Implementation and Monitoring of MGMP activities applying Lesson Study													
[9-5]	Evaluation Workshop (2)													
[10]	Public Relation Activities	2												
[11]	Joint Coordinating Committee (JCC) (5)													
[12]	Draft and Submission of Progress Report (4)													
[13]	Draft and Submission of 2nd Year Project Completion Report													

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

Plan of Operation for the 3rd Year (Realized)

		The 3rd Year of Project												
		Year	2011										2012	
		Month	4	5	6	7	8	9	10	11	12	1	2	3
		School Calendar in Indonesia	[Hatched pattern]											
Domestic Work		[1] Counterpart Training in Japan (3rd year)												
Work in Indonesia in the 3rd Year		[2] Capacity Building for Dissemination (Central Level)												
	[2-1] Technical Assistance on Planning, Coordination and Policy-making for Disseminating PSBM and LS													
	[2-2] Technical advice to the regional governments which adopt PSBM & LS on their own initiatives													
	[2-3] Monitoring and evaluation on the dissemination of PSBM & LS at the regional level													
	[2-4] Collaboration and coordination with other donors on the development of training materials and training itself													
	[2-5] Producing LS introduction video [Additional Work]													
[3] Capacity Building for Dissemination (Regional Level)		[3-1] Contract supervision workshop for Master Trainer Training [Additional Work]												
	[3-2] Development of the Training Materials of Master Trainer Training (3rd year)													
	[3-3] Implementation of Master Trainer Trainers' Training (3rd year)													
	[3-4] Monitoring Master Trainer Trainers' Training (3rd year)													
	[3-5] Technical advice to provincial education offices and MORA provincial offices which disseminate PSBM and LS [Additional Work]													
[4] Capacity Building for Implementation of PSBM Activities (Banten Province)		[4-1] Development of a Strategy for PSBM activities												
	[4-2] Implementation and Monitoring PSBM activities													
	[4-3] Training local facilitators [Additional Work]													
	[4-4] Technical assistance to kabupaten/kota education office for developing PSBM guideline (Final)													
[5] Strengthening Implementation Capacity of LS activities (3 Reference Provinces in Java)		[5-1] Increasing the number of school-based LS and strengthening its activity [Additional Work]												
	[5-2] Technical exchange program among School-based LS schools [Additional Work]													
	[5-3] Capacity building of LS resource persons													
	[5-4] Technical support for LS core schools (showcase for school-based LS) [Additional Work]													
[6] Draft and submit Progress Report (5)		[7] Joint Coordinating Committee (JCC) Meeting (6)												
[8] Strengthening Implementation Capacity of LS activities (New Target Sites in 3 Provinces)		[8-1] Facilitator training (7) and (8)												
	[8-2] Implementation and monitoring MGMP activities applying LS													
[9] Publicity work [Additional Work]		[10] Joint Coordinating Committee (JCC) Meeting (7)												
[11] Draft and submit a Guideline of disseminating PSBM and LS (Draft Final)		[12] Draft and submit Progress Report (6)												
[13] Draft and Submission of 3rd Year Project Completion Report														

Work in Indonesia
 Domestic Work
 Work by Indonesian CP
 Work by Sub-contract

Plan of Operation for the 4th Year (Realized)

		The 4th Year of Project											
Year		2012											
Month		4	5	6	7	8	9	10	11	12	1	2	
School Calendar in Indonesia		[Hatched]				[Hatched]				[Hatched]			
Domestic Work													
[1]	Counterpart Training in Japan (4th year)												
Work in Indonesia in the 4th Year													
[2]	Capacity Building for Dissemination (Central Level)												
[2-1]	Draft and submit a Guideline of disseminating PSBM and LS (Final)												
[2-2]	Technical Assistance on planning, coordination and policy-making for disseminating LS												
[2-3]	Technical advice to the regional governments which adopt LS on their own												
[2-4]	Monitoring and evaluation on the dissemination of PSBM & LS at the regional level												
[2-5]	Collaboration and coordination with other donors												
[2-6]	Education Development Harmonization Forum (3)												
[3]	Capacity Building for Dissemination (Regional Level)												
[3-1]	Contract supervision workshop for Master Trainer Training [Additional Work]												
[3-2]	Implementation of Master Trainer Trainers' Training (4th year)												
[3-3]	Monitoring Master Trainer Trainers' Training (4th year)												
[3-4]	Establishing provincial platform for disseminating LS among provincial institutions												
[4]	PSBM Reference Site: 3 Kabupaten and Kota in Banten Province [Additional Work]												
[4-1]	Monitoring the use of Kab./kota own PSBM guidelines [Additional Work]												
[5]	3 LS Reference Sites: 3 kab./kota in Java [Additional Work]												
[5-1]	Establishing school-based LS good practice model at the kabupaten level [Additional Work]												
[5-2]	Technical support for core schools of school-based LS [Additional Work]												
[6]	New Target Sites: 3 Kab./Kota Outside of Java												
[6-1]	Technical Exchange Program with the 3 target sites in Java												
[6-2]	MGMP Facilitator training												
[6-3]	Implementation and monitoring MGMP activities applying LS												
[6-4]	Endline survey implementation and submission of the report												
[7]	Publicity Work												
[8]	Draft and submit Progress Report (7)												
[9]	Joint Coordinating Committee (JCC) Meeting (8)												
[10]	Draft and submit Project Completion Report (Draft)												
[11]	Joint Coordinating Committee (JCC) Meeting (9)												
[12]	Draft and Submission of 4th Year Project Completion Report												
[13]	Draft and submit Project Completion Report (Final)												

Work in Indonesia
 Domestic Work
 Work by Indonesian CP
 Work by Sub-contract

Ramadan and its holiday