

PD-AID-930 -

A.I.D. EVALUATION SUMMARY - PART I

ISA 26231

1. BEFORE FILLING OUT THIS FORM, READ THE ATTACHED INSTRUCTIONS
2. USE LETTER QUALITY TYPE, NOT 'DOT MATRIX' TYPE.

IDENTIFICATION DATA

A. Reporting A.I.D. Unit: Mission or AID/W Office (ES# _____)		B. Was Evaluation Scheduled in Current FY Annual Evaluation Plan? Yes <input checked="" type="checkbox"/> Slipped <input type="checkbox"/> Ad Hoc <input type="checkbox"/> Evaluation Plan Submission Date: FY _____ Q _____		C. Evaluation Timing Interim <input checked="" type="checkbox"/> Final <input type="checkbox"/> Ex Post <input type="checkbox"/> Other <input type="checkbox"/>	
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D. Activity or Activities Evaluated (List the following information for project(s) or program(s) evaluated; if not applicable, list title and date of the evaluation report.)					
Project No.	Project /Program Title	First PROAG or Equivalent (FY)	Most Recent PACD (Mo/Yr)	Planned LOP Cost (000)	Amount Obligated to Date (000)
497-0344	Educational Policy and Planning A mid-term evaluation. July 8, 1989	FY 84	9/92	\$ 8,500	\$ 8,500

ACTIONS

E. Action Decisions Approved By Mission or AID/W Office Director		Name of Officer Responsible for Action	Date Action to be Completed
Action(s) Required			
1. An amendment to EPP will be prepared for approval in FY90 which will provide additional funds of \$ 2,000,000.		EPP USAID Proj. Officer	3/90
2. EPP support at the provincial level should be emphasized in the 5 pilot provinces. These 5 provinces should become model programs and regional training centers for training of personnel from the other 22 provincial education offices. Training in MIS, planning and research should be offered at the 5 provincial centers.		Balitbang	7/89 thru PACD
3. Consolidate past gains achieved by EPP by introducing increased capacity at both local and national levels to use databases for improved planning and decision-making, particularly in view of changes in the labor market and economy of the 1990's.		Balitbang	7/89 thru PACD
4. Recruitment of successive short-term technical advisors for periods of 3-6 months in view of difficulty in recruiting a long-term technical advisor to work with provincial sites.		IEES/FSU	1/90 thru PACD

(Attach extra sheet if necessary)

APPROVALS

F. Date Of Mission Or AID/W Office Review Of Evaluation:	(Month) 7	(Day) 8	(Year) 1989
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G. Approvals of Evaluation Summary And Action Decisions:				
Name (Typed)	Project/Program Officer	Representative of Borrower/Grantee	Evaluation Officer	Mission or AID/W Office Director
	Norman Rifkin	Prof. Harsja Bachtjar	Edward Greeley	David N. Merrill
Signature	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
Date	12/4/89		2/6/90	2/14/90

- | | | |
|---|------------------------------------|-------------|
| <p>5. Internal management review should be conducted to establish a brief and clear statement of responsibilities and authority of USAID, FSU, S&T Bureau (AID/Washington) and Balitbang/MOEC.</p> | <p>IEES/FSU/AID/
Balitbang</p> | <p>1/90</p> |
| <p>6. Undertake an update of the Education Sector Assessment which was done in 1986. Emphasis should focus on selected major problem areas. A small core of international experts should work with selected counterparts from Balitbang and other units in the MOEC. The process should emphasize the transfer of technical skills to build capacity at the center and provincial levels of MOEC.</p> | <p>IEES/AID/
Balitbang</p> | <p>9/90</p> |

ABSTRACT

E. Evaluation Abstract (Do not exceed the space provided)

The overall goal of the EPP Project is to improve the quality of education in Indonesia. The purpose of the Project is to contribute to better policy making and planning by assisting the Research and Development Unit (Balitbang Dikbud) of the Ministry of Education and Culture (MOEC) in improving its capabilities in information systems development, policy analysis and policy research.

EPP was originally designed as a \$9.5 million project (AID \$6.5 million, GOI \$3 million) developed in cooperation with MOEC and extending over a 6 year period (July 1984 to September 1990). Amendment 1 of the project extended the project termination date by two years to September, 1992 and added \$2.0 million in additional funds.

The first external evaluation was conducted in June-July 1987 and covered essentially the first two years of the project. This report prepared by Management Systems International is the second external evaluation and covers approximately 3 1/2 years of active life of the Project.

The evaluation team found that considerable progress had been made toward the implementation of earlier evaluation recommendations. The team found that Balitbang's activities in MIS development, policy analysis and policy research were considerably expanded and that its growth in status was reflected in an increased demand for its services throughout the MOEC and other governmental bodies.

The evaluators concluded that the considerable success of the EPP Project could be attributed, in part, to the dedication of a core group of outstanding professionals within Balitbang and to the high quality of the long-term and short-term technical advisors. Other significant factors contributing to the Project's success include the support of Balitbang's role by the Minister of Education and Culture and the commitment of USAID to the Project.

Like the earlier evaluation, the team suggested that some attention be devoted to strengthening the relatively tenuous links between information, research and policy. Equally important, with the increase in capabilities of Balitbang, the evaluation endorses the idea of shifting Project emphasis to place more attention to policy research emphasizing questions of external efficiency. Finally, the evaluation recommends that: (1) gains of the Project be consolidated by reinforcing information and research developments both at the center and in the 5 pilot provinces; (2) emphasis should shift from MIS development toward concentration on policy analysis; and (3) additional sources of funding for EPP be sought for the period after FY 1989.

COSTS

1. Evaluation Costs

1. Evaluation Team		Contract Number OR TDY Person Days	Contract Cost OR TDY Cost (U.S. \$)	Source of Funds
Name	Affiliation			
1. Dr. Donald Adams	- Management Systems International	18 work days) \$ 36,534	Project
2. Flemming Heegaard	- Management Systems International	18 work days		Project
3. Dr. Muljani Nurhadi	- IKIP Jogya	18 work days	\$ 3,403	Project

2. Mission/Office Professional Staff

Person-Days (Estimate) _____ 8 _____

3. Borrower/Grantee Professional

Staff Person-Days (Estimate) _____ 10 _____

3

A.I.D. EVALUATION SUMMARY - PART II

S U M M A R Y

J. Summary of Evaluation Findings, Conclusions and Recommendations (Try not to exceed the three (3) pages provided)

Address the following items:

- Purpose of evaluation and methodology used
- Purpose of activity(ies) evaluated
- Findings and conclusions (relate to questions)
- Principal recommendations
- Lessons learned

Mission or Office:

Date This Summary Prepared:

October 4, 1989

Title And Date Of Full Evaluation Report:
Educational Policy and Planning: An
Integrated Information Systems Approach

A Second External Evaluation (July, 1989)

The overall goal of the EPP Project is to improve the quality of education in Indonesia. The purpose of the Project is to contribute to better policy making and planning by assisting the Research and Development Unit (Balitbang Dikbud) of the Ministry of Education and Culture (MOEC) in improving its capabilities in information systems development, policy analysis and policy research.

EPP was originally designed as a \$9.5 million project (AID \$6.5 million, GOI \$3 million) developed in cooperation with MOEC and extending over a 6 year period (July 1984 to September 1990). Amendment 1 of the project extended the project termination date by two years to September, 1992 and added \$2.0 million in additional funds.

The first external evaluation was conducted in June-July 1987 and covered essentially the first two years of the project. This report prepared by Management Systems International is the second external evaluation and covers approximately 3 1/2 years of active life of the Project.

The purpose of this second evaluation was to: (1) review implementation and impact of the EPP Project to date; (2) assess the Project's prospects for further impact and sustainability; and (3) offer a series of recommendations with respect to the Project's ongoing implementation.

The evaluation was conducted by a three person team over in June of 1989. The evaluation team relied extensively on a review of 22 key documents and on 62 in-depth interviews with relevant GOI and USAID officials. An 11 page interview guide was developed for purposes of structuring interviews and summarizing results.

The evaluation team found that considerable progress had been made toward the implementation of earlier evaluation recommendations. The team found that Balitbang's activities in MIS development, policy analysis and policy research were considerably expanded and that its growth in status was reflected in an increased demand for its services throughout the MOEC and other governmental bodies.

The evaluators concluded that the considerable success of the EPP Project could be attributed, in part, to the dedication of a core group of outstanding professionals within Balitbang and to the high quality of the long-term and short-term technical advisors. Other significant factors contributing to the Project's success include the support of Balitbang's role by the Minister of Education and Culture and the commitment of USAID to the Project.

The evaluation report includes the following 30 specific recommendations regarding (1) Project Conceptualization; (2) Project Activities; (3) Institutionalization of Balitbang Dikbud; and (4) Future Project Direction:

A. PROJECT CONCEPTUALIZATION

1. Balitbang should undertake research and analysis focussed on actual cases of policy making and planning. The purpose of such study is to understand better the intricacies of the processes of making and implementation education policies and reforms.
2. Attention should be given to a reconceptualization of the Project. With the rapidly increasing capabilities of Balitbang attention should increasingly be given to their application in policy and planning oriented research and analysis.

B. PROJECT ACTIVITIES

EMIS Activities

3. Balitbang should take full advantage of the resources of the EPP project to integrate and coordinate the central and local development thrusts of MIS development.
4. Since any information system is only as good as the data that go into it, it is imperative that Pusat Information further investigate the accuracy of the data collection.
5. A training plan should be developed which would describe how, in the next six months, workshops would be carried out in the regional centers. Major components would include:
 - (a) Skills training in data analysis and decision-making using databases already established; skills training in creating demand-driven data bases for local and national decision-making, and training in data processing management.
 - (b) The development of a Training-the-Trainers program for the provinces which will be entering into phase I of MIS development.
6. In order to assist local administrators analyze the data, it is recommended that the assumptions underlying the programming of the databases should be examined.
7. EPP/USAID should purchase and distribute single hand calculators to selected planning and administration offices at the district level.
8. Computer programmers and operators in the planning office at the provincial level, to the extent possible, should have had experience working in line units.

Policy Analysis Development

9. Activities of the PAG should be extended to meet the increasing demand for policy analysis in education for a larger clientele within the MOEC as well as for other relevant Ministries.
10. Pusat Informatika should continue to recognize the limitations of using Quantitative data bases for policy analysis.
11. The participants of the special policy research studies, particularly those from Kanwils, should be fully informed about the purpose and the design of the studies.

12. Training in policy analysis and planning of the staff at the provincial level should be implemented simultaneously with the development of the information systems.
13. Pusat Informatika should take a leadership role in disseminating management information systems to all provinces.
14. Pusat Informatika should investigate possible alternatives in accommodating policy analysis and research activities within the organizational structure of the Kanwil Planning Division.
15. Since development of policy analysis capability will be needed in all 27 provinces, future in-country and overseas training programs should be prioritized for staff of the five pilot provinces. Those trained should become trainers for the staff of other provinces.

C. INSTITUTIONALIZATION OF BALITBANG DIKBUD

Management

16. The project committees should continue to meet regularly, and as demanded by the nature of the work.
17. Balitbang should do more contracting for R & D activities.
18. For purposes of implementing EMIS capacity the organization needs to become more focussed on project management; Action-Research and Applied Behavioral Science.
19. Balitbang staff working with the MIS component of the EPP project should be assigned specifically to the project by the institution and should not be used for other purposes. A team leader, with deputy status to Dr. Boediono should be appointed as coordinator of the staff working on local development.

Utilization

20. The long term emphasis of EPP and Balitbang at the national level should increasingly be on policy analysis, mid and long range planning.
21. Utilization workshops should be held for 2nd and 3rd echelon education officials in the MOEC and at the provincial level.
22. Balitbang should prepare timely case studies for the Minister of Education and Culture, detailing and illustrating the uses of information and research in policy making and long term planning.
23. In addition to analysis and research undertaken to illuminate policy formulation, research should be undertaken by Balitbang to identify the implications of policies initiated with little prior impact from research or technical analysis of information.
24. The EPP project should document as extensively as possible the clear cases of the utilization of information, analysis or research provided by Balitbang on policy making or planning.

D. FUTURE PROJECT DIRECTIONS

Project Amendment

25. A new amendment to the EPP project should be sought covering FY 1990 through FY(993:
- (a) \$4.21 million in additional funds are recommended to cover costs of needed technical assistance, training and commodities. (See Table 2) Counterpart funds in the amount of \$1.4 million in Rupiah should also be requested; and
 - (b) before extending the Project beyond this period another external evaluation or internal review should be required.
26. The emphasis of EPP support at the provincial level should be in the 5 pilot provinces. It is unlikely that EPP resources will allow it to contribute significantly to the development of MIS, planning and research capabilities in all provinces. The 5 pilot provinces should become exemplar cases and regional training centers for training personnel from the Education offices of other provinces.
27. The primary focus of EPP project over the next two years should be to: (a) consolidate past gains by introducing increased capacity at both local and national levels to use databases for improved planning and decision-making. (Where these activities can be focussed on making education more relevant to the labor market and economy of the 1990's, this effort should be made) and (b) prepare the remaining provinces for the establishment of computerized databases and management information systems.
28. The position of a long term technical advisor to work with provincial sites should be considered. If it proves impossible to recruit for this position, consideration should be given to the recruitment of successive short term technical advisors for period of 3-6 months.

Partnership of EPP and IEES

29. The role of the multiple external actors, EPP, USAID, Florida State University, S&T Bureau (AID Washington) and MOEC/Balitbang should be subjected to internal management review. This review in minimum should result in a brief, clear statement of the responsibilities and authority of each set of actors.
30. An update of the Education Sector Assessment (1986) should be undertaken. The organization of the update should focus on selected major problem areas. A small core of international experts should work with selected counterparts from Balitbang and other units in the MOEC. The process should emphasize transfer of technical skills to build capacity at both the center and provincial levels. The report should be written in Bahasa Indonesia.

Like the earlier evaluation, the team suggested that some attention be devoted to strengthening the relatively tenuous links between information, research and policy. Equally important, with the increase in capabilities of Balitbang, the evaluation endorses the idea of shifting Project emphasis to place more attention to policy research emphasizing questions of external efficiency. Finally, the evaluation recommends that: (1) gains of the Project be consolidated by reinforcing information and research developments both at the center and in the 5 pilot provinces; (2) emphasis should shift from MIS development toward concentration on policy analysis; and (3) additional sources of funding for EPP be sought for the period after FY 1989.

ATTACHMENTS

K. Attachments (List attachments submitted with this Evaluation Summary; always attach copy of full evaluation report, even if one was submitted earlier; attach studies, surveys, etc., from "on-going" evaluation, if relevant to the evaluation report.)

Adams, Heegaard, Nurhadi ; Education Policy and Planning : An Integrated Information Systems Approach. A Second External Evaluation. Presented to the Agency for Research and Development, Ministry of Education and Culture, Republic of Indonesia and the United States Agency for International Development, Jakarta, Indonesia. Dated July 8, 1989.

COMMENTS

L. Comments By Mission, AID/W Office and Borrower/Grantee On Full Report

USAID/Jakarta accepts and endorses the findings and recommendations of this report with the following exceptions:

B. Project Activities

No. 7 EPP/USAID should purchase and distribute single hand calculators to selected the planning and administration offices at the district level.

Recommendation: We believe that hand calculators are necessary, but that they should be provided by the GOI.

No. 12 Training in policy analysis and planning of the staff at the provincial level should be implemented simultaneously with the development of the information systems.

Recommendation: Although we generally agree with integration of information systems development and policy analysis training, we do not believe it practical to do both simultaneously.

D. Future Project Directions

No. 25 A new amendment to the EPP project should be sought covering FY 1990 through FY 1993:

(a) \$4.21 million in additional funds are recommended to cover costs of needed technical assistance, training and commodities. (See Table 2) Counterpart funds in the amount of \$1.4 million in Rupiah should also be requested; and

(b) before extending the Project beyond this period another external evaluation or internal review should be required.

Recommendation: We believe that a \$4.21 million amendment is excessive. A \$2.0 million amendment is more appropriate.

No. 26 The emphasis of EPP support at the provincial level should be in the 5 pilot provinces. It is unlikely that EPP resources will allow it to contribute significantly to the development of MIS, planning and research capabilities in all provinces. The 5 pilot provinces should become exemplar cases and regional training centers for training personnel from the Education offices of other 22 provinces.

Recommendation: Is important and appropriate. We wish to highlight this. Although minimal support will be given to EMIS beyond the five pilot provinces, the "spread" effect of these pilots should be maximized.

(continued)

8'

Continuation

Block L. Comments by Mission, AID/W Office and
Borrower/Grantee on Full Report

No. 27 The primary focus of EPP project over the next two years should be to: (a) consolidate past gains by introducing increased capacity at both local and national levels to use databases for improved planning and decision-making. (Where these activities can be focused on making education more relevant to the labor market and economy of the 1990's, this effort should be made) and (b) prepare the remaining provinces for the establishment of computerized databases and management information systems.

Recommendation: EPP needs to respond to new Bureau priorities. The amendment should move EPP toward OM/OS directions.

Partnership of EPP and IEES

No. 29 The role of the multiple external actors, EPP, USAID, Florida State University, S&T Bureau (AID Washington) and MOEC/Balitbang should be subjected to internal management review. This review in minimum should result in a brief, clear statement of the responsibilities and authority of each set of actors.

Recommendation: We do not believe that a management review at this late date is justified. We acknowledge the problem, however, and will seek appropriate role clarification.

No. 30 An update of the Education Sector Assessment (1986) should be undertaken. The organization of the update should focus on selected major problem areas. A small core of international experts should work with selected counterparts from Balitbang and other units in the MOEC. The process should emphasize transfer of technical skills to build capacity at both the center and provincial levels. The report should be written in Bahasa Indonesia.

Recommendation: Since the World Bank has just completed a sector study of Basic Education, we do not believe that the Education Sector Assessment needs to be updated.

Return to EHL

Date: July 8, 1989

XD-ARH-930-1

15N 66230

EDUCATION POLICY AND PLANNING:
AN INTEGRATED INFORMATION SYSTEMS APPROACH

A SECOND EXTERNAL EVALUATION

Presented to the Agency for Research and Development
Ministry of Education and Culture
Republic of Indonesia

and

The United States Agency for International Development
Jakarta, Indonesia

Submitted by:

Don Adams, Team Leader

Flemming Heegaard, Management and Training Specialist

Muljani A. Nurhadi, Educational Economist

Management Systems International
600 Water street SW
Washington D.C.

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EXECUTIVE SUMMARY

The overall goal of the EPP Project is to improve the quality of education in Indonesia. The purpose of the Project is to contribute to better policy making and planning by assisting the Research and Development unit (Balitbang Dikbud) of the Ministry of Education and Culture (MOEC) in improving its capabilities in information systems development, policy analysis and policy research.

EPP was originally designed as a \$0.5 million project developed in cooperation with MOEC extending over a 6 year period (July 1984 to September 1990). Amendment 1 of the project extended the project termination date by two years to September, 1992 and added \$2.0 million in additional funds. (AID 56.5 - 1202)

The first external evaluation was conducted in June-July 1987 and covered essentially the first two years of the project. This report is the second external evaluation and covers approximately 3 1/2 years of active life of the Project. [The evaluation team relied on documents and in-depth interviews for data and information. An interview guide was prepared and served primarily to initiate discussions.]

The recommendations of the first external evaluation team emphasized: (1) the need for improved organization and management of Balitbang; (2) the need for a more demand-driven orientation to the information and research activities; and (3) the importance of limiting provincial activities to 3 carefully selected pilot sites.

The second external evaluation team believes that considerable progress has been made toward the implementation of the earlier recommendations. Balitbang is a very different organization in 1989 than it was in 1987. Its activities in MIS development, policy analysis and policy research are considerably expanded. The growth in status of Balitbang is reflected in the increased demand for its services throughout the MOEC and from other governmental bodies. The impact and utility of the Balitbang's efforts in information system development, policy analysis and policy research are now widely acknowledged by officials throughout the MOEC.

The considerable success of the EPP Project in part, can be attributed to the dedication of a core group of outstanding professionals within Balitbang and to the high quality of the long-term and short-term technical advisors. Other significant factors contributing to the success include the support of Balitbang's role by the Minister of Education and Culture and the commitment of USAID to the Project.

The conceptualization of the Project is viewed by the evaluation team as basically sound. However, the cautionary statements of the earlier evaluation concerning the sometimes tenuous links between information, research and policy are supported by the second evaluation team. Equally important, with the increase in capabilities of Balitbang, the Project has developed to a stage where reconceptualization is in order. Consideration is being given to shifting Project emphasis in the direction of even more attention to policy research emphasizing questions of external efficiency.

Balitbang is moving toward firmer institutionalization. It has had continued support from the Minister of Education and is acquiring recognition from Bappenas and a number of other governmental bodies. The DGs in general are enthusiastic about the potential contribution of Balitbang to their planning and implementation activities. And, ministerial decrees have given Pusat Informatika responsibility to coordinate all MIS activities within the education sector.

As the Project moves from its experimental phase more fully into implementation, certain conclusions may be drawn. The gains of the Project need to be consolidated by reinforcing information and research developments both at the center and in the 5 pilot provinces. As MIS developments mature emphasis should shift toward concentration on policy analysis development. As demands for the services of Balitbang increase human and financial resources will be severely strained. EPP funds clearly are insufficient to continue the appropriate level of supportive activity beyond FY 1989.

RECOMMENDATIONS

A. PROJECT CONCEPTUALIZATION

1. Balitbang should undertake research and analysis focussed on actual cases of policy making and planning. The purpose of such study is to understand better the intricacies of the processes of making and implementing educational policies and reforms.
2. Attention should be given to a reconceptualization of the Project. With the rapidly increasing capabilities of Balitbang attention should increasingly be given to their application in policy and planning oriented research and analysis.

B. PROJECT ACTIVITIES

EMIS Activities

3. Balitbang should take full advantage of the resources of the EPP project to integrate and coordinate the central and local development thrusts of MIS development.
4. Since any information system is only as good as the data that go into it, it is imperative that Pusat Informatika further investigate the accuracy of the data collection.

5. A training plan should be developed which would describe how, in the next six months, workshops would be carried out in the regional centers. Major components would include:

(a) Skills training in data analysis and decision-making using databases already established; skills training in creating demand-driven data bases for local and national decision-making, and training in data processing management.

(b) The development of a Training-the-Trainers program for the provinces which will be entering into phase I of MIS development.

6. In order to assist local administrators analyze the data, it is recommended that the assumptions underlying the programming of the databases should be examined.

7. EPP/USAID should purchase and distribute single hand calculators to selected (the) planning and administration offices at the district level.

8. Computer programmers and operators in the planning office at the provincial level, to the extent possible, should have had experience working in line units.

Policy Analysis Development

9. Activities of the PAG should be extended to meet the increasing demand for policy analysis in education for a larger clientele within the MOEC as well as for other relevant Ministries.
10. Pusat Informatika should continue to recognize the limitations of using Quantitative data bases for policy analysis.
11. The participants of the special policy research studies, particularly those from Kanwils, should be fully informed about the purpose and the design of the studies.
12. Training in policy analysis and planning of the staff at the provincial level should be implemented simultaneously with the development of the information systems.
13. Pusat Informatika should take a leadership role in disseminating management information systems to all provinces.
14. Pusat Informatika should investigate possible alternatives in accommodating policy analysis and research activities within the organizational structure of the Kanwil Planning Division

15. Since development of policy analysis capability will be needed in all 27 provinces, future in-country and overseas training programs should be prioritized for staff of the five pilot provinces. Those trained should become trainers for the staff of other provinces.

C. INSTITUTIONALIZATION OF BALITBANG DIKBUD

Management

16. The project committees should continue to meet regularly, and as demanded by the nature of the work.

17. Balitbang should do more contracting for R & D activities.

18. For purposes of implementing EMIS capacity the organization needs to become more focussed on project management; Action-Research and Applied Behavioral Science.

19. Balitbang staff working with the MIS component of the EPP project should be assigned specifically to the project by the institution and should not be used for other purposes. A team leader, with deputy status to Dr. Boediono should be appointed as coordinator of the staff working on local development.

Utilization

20. The long term emphasis of EPP and Balitbang at the national level should increasingly be on policy analysis, mid and long range planning.
21. Utilization workshops should be held for 2nd and 3rd echelon education officials in the NOEC and at the provincial level.
22. Balitbang should prepare timely case studies for the Minister of Education and Culture, detailing and illustrating the uses of information and research in policy making and long term planning.
23. In addition to analysis and research undertaken to illuminate policy formulation, research should be undertaken by Balitbang to identify the implications of policies initiated with little prior impact from research or technical analysis of information.
24. The EPP project should document as extensively as possible the clear cases of the utilization of information, analysis or research provided by Balitbang on policy making or planning.

D. FUTURE PROJECT DIRECTIONS

Project Amendment

25. A new amendment to the EPP project should be sought covering FY 1990 through FY 1993:

(a) \$ 4.21 million in additional funds are recommended to cover costs of needed technical assistance, training and commodities. (See Table 2) Counterpart funds in the amount of \$1.4 million in Rupiah should also be requested; and

(b) before extending the Project beyond this period another external evaluation ^{or} internal review should be required.

26. The emphasis of EPP support at the provincial level should be in the 5 pilot provinces. It is unlikely that EPP resources will allow it to contribute significantly to the development of MIS, planning and research capabilities in all provinces. The 5 pilot provinces should become exemplar cases and regional training centers for training personnel from the Education offices of other provinces.

27. The primary focus of EPP project over the next two years should be to: (a) consolidate past gains by introducing increased capacity at both local and national levels to use databases for improved planning and decision-making. (Where

these activities can be focussed on making education more relevant to the labor market and economy of the 1990's, this effort should be made) and (b) prepare the remaining provinces for the establishment of computerized databases and management information systems.

28. The position of a long term technical advisor to work with provincial sites should be considered. If it proves impossible to recruit for this position, consideration should be given to the recruitment of successive short term technical advisors for periods of 3-6 months.

Partnership of EPP and IEES

29. The role of the multiple external actors, EPP, USAID, Florida State Univeristy, S&T Bureau (AID Washington) and MOEC/Balitbang should be subjected to internal management review. This review in minimum should result in a brief, clear statement of the responsibilities and authority of each set of actors.

30. An update of the Education Sector Assessment (1986) should be undertaken. The organization of the update should focus on selected major problem areas. A small core of international experts should work with selected counterparts from Balitbang and other units in the MOEC. The process should emphasize transfer of technical skills to build capacity at both the center and provincial levels. The report should be written in Bahasa Indonesia.

SECOND EXTERNAL EVALUATION REPORT ON
THE EDUCATIONAL POLICY AND PLANNING PROJECT (EPP)

BACKGROUND AND EVALUATION DESIGN

This report is the second external evaluation of the project titled, "Education Policy and Planning: An Integrated Information and Systems Approach (EPP)". The overall goal of the EPP is to improve the quality of education in Indonesia. The purpose is to contribute to better formulation, implementation and monitoring of educational policies and long range plans by assisting the Ministry of Education and Culture (MOEC) in acquiring, analyzing, and utilizing more complete and accurate information. The focus of assistance within MOEC is in the Office of Educational and Cultural Research and Development (Balitbang Dikbud) and includes five main elements:

- (1) To increase staff capacity for policy research and analysis;
- (2) To improve internal management;
- (3) To complete studies of key policy issues;
- (4) To assist the Center for Informatics (Pusat Informatika) in establishing an information system relevant to policy and planning needs; and
- (5) To support experimentation with planning and information systems at the provincial level.

Background

EPP was created as a \$ 9.5 million project in cooperation with MOEC for a six year period (July, 1984 to September, 1990). The project loan agreement and project grant agreement were signed in June, 1984 and February, 1985 respectively. These agreements provided an aid contribution of \$ 6,500,000 to cover long and short term technical assistance; US, third country and in-country training; commodities (Computers, supporting software and vehicles); special studies of key policy issues; and other costs (evaluation, contingency, inflation). The contribution of GOI for both cash and in-kind support costs (in Rupiah equivalent) was \$ 3,000,000. The project was amended in June, 1988 to secure additional funding of \$ 2.0 million (\$1.0 million loan and \$1.0 grant) and to extend the PACD two additional years until September 1992.

The implementation of the project is divided into two phases. Phase one covers the early years of the project and was designed largely as a period of experimentation and exploration of alternatives in the development of an information system master plan for supporting policy formulation and long range planning. Some policy-related research was also initiated during the period. Phase two is designed as a period of implementation of the developed information systems and the further development and application of policy research and policy analysis. Implementation of many of the EPP activities began with the approval by the Steering Committee of the overall MIS plan " An Integrated Management Information System for Educational and Cultural Policy and Planning".

Some training and commodity purchases took place in the calendar year (CY) 1985. However, project activities became fully operational with the arrival of the first long term consultant during the first quarter of CY 1986. Therefore, the second external evaluation covers a period of approximately three and one half years. This evaluation undertakes a review and assessment of the appropriateness of project strategy and assumptions, and examines improvements and progress in achieving purposes and objectives. With regard to assistance to Balitbang the evaluation assesses changes in EMIS development, capacity in Balitbang for policy research and analysis, and support of information systems and policy analysis at the provincial level. Also reviewed is the institutionalization of Balitbang within MOEC.

This evaluation thus attempts to examine critically the past and to make recommendations for the future. In light of past performance and in the current institutional context it attempts to identify what changes are needed and feasible.

Evaluation Design

The methodology employed in this evaluation emphasized intensive open-ended interviews with actors who have been involved in key roles in the implementation of the EPP project or who were in positions to be affected by the outcomes of the

project. These respondents were selected with the assistance of the EPP team, USAID staff, Balitbang Dikbud, and other MOEC officials. They represented perspectives from the USAID, national and international points of view (see Appendix 2 for list of respondents).

The interviews were guided by a basic questionnaire developed by the team on the basis of concerns posed in the scope of work, the EPP Project Paper, the Project Amendment, and EPP Project documents. The instrument was crudely piloted with EPP and Balitbang personnel and was then adapted as necessary to the role and area of expertise of the selected respondents. The interview guide thus was used as a means to initiate discussion but not limit the range or depth of the interview (see Appendix 1 for basic Interview Guide). The main basis for analysis of collected information was the team's own observations and judgments derived from the team members' knowledge and experience in evaluating educational development projects in third world nations.

Achievements To Date: Planned vs Actual Inputs

It is too early to assess the long term quality and impact of most project outputs. However, it is possible to compare the planned inputs with actual inputs. Table 1 shows the status of

Project inputs as of 1 July 1989. Under the category of technical assistance the table reflects the early resignations of the first chief of party and the first policy analyst. Also indicated are the decisions to extend the information specialist and to add a provincial support advisor.

Training programs with one major exception are proceeding essentially as planned. Some difficulty has been encountered in arranging short-term, off-shore courses because of language constraints and the limited availability of such training.

Commodities expenditures thus far for software and supporting materials and equipment are much less than was anticipated. This condition reflects the discovery of the need to develop locally new software to meet Project needs.

A major condition, and a threat to the continuation of EPP through the Amendment period, suggested by Table 1 is the impending budget crisis particularly in funds for technical assistance and commodities. More attention will be given to this potential problem in section 5 of this report.

Table 1: AID Inputs

Input	Original Targets	Revised Targets	Completed 1 July 1989
1. Technical Assistance			
- Chief-of-party	4.0 PY	3.5 PY	2.7
- Policy Analyst	3.0 PY	3.0 PY	1.0
- Information Specialist	1.5 PY	4.0 PY	3.5
- Provincial Support Advisor	-	2.0 PY	0.0
- Short-term Advisors	1.0 PY	2.0 PY	1.2
2. Training			
- Masters degrees	10 degrees	6 degrees	5 degrees
- Doctorate degrees	4 degrees	6 degrees	0 degrees ¹
- 1 year certificate	6 certificates	6 certificates	3 certificates
- Short term courses (off-shore)	20 courses	20 courses	5 courses
- Short-term workshops, etc (in-country)	14 workshops/yr	25 workshops/yr	all targets surpassed
- English Language training	100 PM	100 PM	45 PM
3. Commodities (\$000)			
- Computer hardware/software	1,209	1,209	93.3
- Project vehicles	33	33	25
4. Special Studies			
	5	8	2 ²
5. External Evaluations			
	2	3	1 ³

Notes: 1. 5 in process
 2. 5 ongoing, 1 not started
 3. 1 ongoing

PROJECT CONCEPTUALIZATION:
STRATEGY AND ASSUMPTIONS

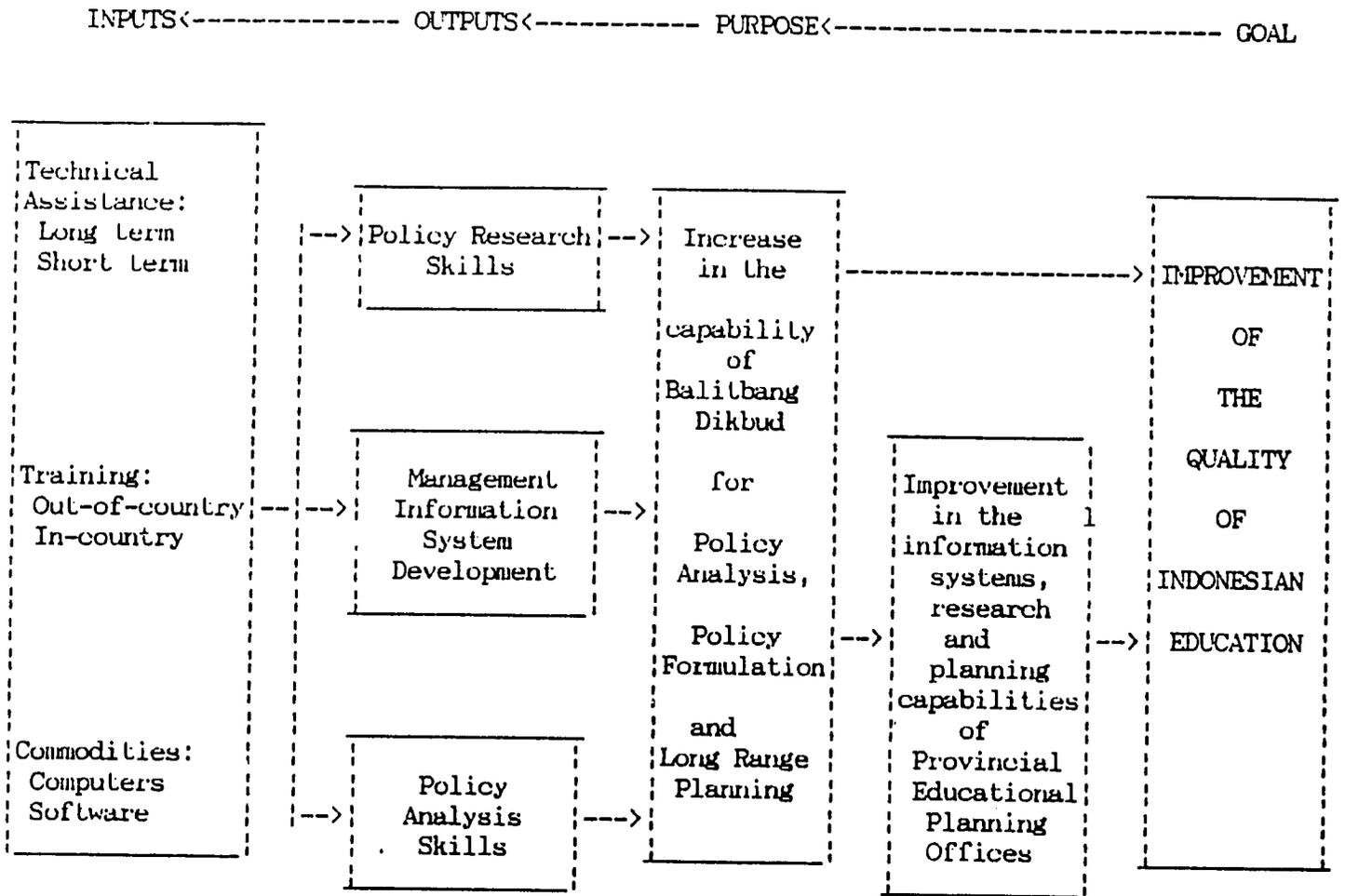
Figure 1 conceptualizes the EPP Project. The Project documents show some inconsistencies in discussing purpose. The logical Framework as found in Project Paper Amendment #1 identifies purpose as follows: "to formulate better policies and long-range plans based on more complete and accurate information and better analysis". This statement could be read as indicating that the demonstration of the development of better policies, not merely the building of capacity, is the project purpose. Discussion in most documents, however, describe a rationale reflected in Figure 1. The importance of utilization of the increased capability of Balitbang Dikbud in policy making and planning is repeatedly inferred but not often recognized in the statement of purpose. The assumption is made in this report that the utilization and application of management information systems, research and analysis in policy making and long term planning are important ends sought by EPP.

Underlying the several "elements" quoted above from the Project paper and imbedded in Figure 1 are four general strategies and assumptions:

- (1) Balitbang Dikbud with technical assistance, training and new technology can develop an improved information system, produce quality policy-relevant research and develop policy analysis capacity;

FIGURE 1

CONCEPTUALIZATION OF EPP PROJECT



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- (2) The MOEC and other national bodies will be supportive of experimental attempts to build information systems and conduct research to improve planning and policy making at the provincial level; and
- (3) Information, analysis and research developed by Balitbang Dikbud will improve the effectiveness of policy making and long range planning.
- (4) Improved policy making and planning will contribute to the overall quality of Indonesian education.

In terms of Assumption 1, the first external evaluation team concluded that significant progress had been made in data collection, data analysis and information development.

The development of new capabilities in Balitbang Dikbud is discussed in detail under sections 3 and 4 of this report. In sum, however, this evaluation team was favorably impressed with the quality and magnitude of the productivity of Balitbang Dikbud over the period between external evaluations. There is no doubt, for example, that the EPP inputs of technical assistance, training and commodities have been well utilized and have resulted in substantial improvement in the information skills, research abilities and sophistication in policy analysis within Pusat Informatika.

In terms of Assumption 2, the first evaluation report noted that additional effort was warranted in research and planning in selected provinces where the quality of Kanwil staff was adequate.

The effort to improve MIS capabilities at the provincial level has proceeded well at the three pilot sites. Indeed, MIS development has taken place much more rapidly than anticipated by the first external evaluation team. Rather than being resisted as some observers anticipated, the computer has been well received and has contributed to a new level of enthusiasm and commitment in the planning offices of the pilot Provinces. Initial planning is now underway to move from the experimentation stage to the development of MIS and planning capabilities in all 27 provinces. Further discussion of activities involving the provinces is found in sections 3 and 4.

Examining the validity of Assumption 3 is difficult due to the complexities and often murkiness of the processes of policy making and planning. The first external evaluation team pointed out that policy decisions are often determined by political processes and preferences. However, it was concluded that MOEC officials tended to argue that the policy making process can often be influenced by available information and research.

The second external evaluation team supports the cautionary

statements found in the earlier evaluation report. Clearly, availability of relevant information and research does not guarantee their use in planning and policy making. Major policies will always be influenced by politics and politicians will draw upon research and information selectively. Moreover, when new knowledge does impact on policy the effect is often not immediate and usually is difficult to determine.

However, there has been an increased awareness within Balitbang of the complexities of policy making and planning. This was reflected in discussions with a number of the staff of Pusat Informatika, including the observations of Dr. Boediono on the subtleties of preparing policy analysis papers. Increased insight into these processes is also demonstrated in the evolving design of the information systems and in the content of policy analysis papers. Moreover within MOEC, the Minister and DGs have steadily increased their demands for information from Balitbang. Equally important, during the last two years there have been educational policies where the impact of information and analysis generated by Balitbang is widely acknowledged. Research on vocational education for example, led to an MOEC decision to concentrate vocational skills training at the senior high school level rather than at the lower secondary level. Secondly, the IEES sector analysis and the later studies related to the efficiency of education have influenced the planning for extension of basic education from 6 to 9 years.

At present assumption #4 requires a leap of faith. Information and research may be used effectively in the formulation, implementation and monitoring of educational policies and plans which are not focussed on educational quality concerns. For assumption #4 to be valid policies and plans must directly and successfully address questions of quality, however this is defined.

Recommendations

1. Balitbang should undertake research and analysis focussed on actual cases of policy making and planning. The purpose of such study is to understand better the intricacies of the processes of making and implementing national educational policies and reforms.

Understanding real cases of policy making and planning will help Balitbang determine the points at which information and knowledge can effect policy and planning decisions and avoid trying to influence policy making and planning as they should be rather than as they are. Such studies should give attention to both policy and plan formulation and implementation. In terms of formulation attention should be given to how the policy agenda is set, who influences policy choice, and how policy preferences are articulated and communicated. Studies of the implementation process are important to learn why policy may not lead to expected consequences and the search for unanticipated

costs. The planning and control model of effecting change is popular in Indonesia. The limitations of this model should surface when analyses are made of the dynamic relations between educational and implemented change.

2. Attention should be given to a reconceptualization of the Project. With the rapidly increasing capabilities of Balitbang attention should increasingly be given to their application in policy and planning oriented research and analysis. Considering the strengths of Balitbang, changes in emphasis should include a concern for questions of the external efficiency of education. Balitbang should respond to the need for the education system of Indonesia to produce quality graduates with the kinds of skills required in the job market. This mild refocus of the Project can fulfill the Project's obligation to improve educational quality.

PROJECT ACTIVITIES

Before attempting to evaluate whether or not an adequate information system has in fact been developed under the activities of this project, a short discussion of the assumptions underlying such an assessment are in order:

1. Neither the Project paper nor the amendment (06/30/88) provide any indicators by which progress towards the state of "information system successfully created" can be measured.
2. The expected outputs of the creation of the improved information systems, i.e. improved policy analysis and policy research development, are terms which also suffer from the same lack of criterion development, and definition of the end state of the system to be developed.

This evaluation team will attempt to evaluate both the progress of information systems and the research results. This part of the study reports on whether the implementers did what they (or their predecessors) said they would do. The final part of the report suggests some indicators by which future progress towards the goal of institutionalization may be assessed.

EMIS Project Activities

The activities listed in the MOEC EFP Action Plan for both 1988 and 1989, and in the project amendment of the AID dated June 30, 1988, are the following:

1. Hardware acquisition
2. Establishment of data base
3. Annual statistics
4. MIS policy development
5. Improvement of management
6. Inter-agency coordination
7. Software development
8. Expansion strategy
9. Communique and Information dissemination
10. Computer network

Clearly, a number of important hurdles have been overcome since the last evaluation. The Ministry and three provinces, now have working information systems using newly created data bases. While the data bases created are probably not very different from what would have been created on paper before the advent of the computer, it is important to recognize the breakthrough this accomplishment represents. By having created electronic data-bases planners can now provide data which is in the form in which it needed, in time for planning and decision making.

Computers ordered were received and are operational at Balitbang's Pusat Informatika, the Minister's Office and in the three pilot provinces. Data forms were designed and the core of the central data base was created and is now operational at both central and provincial levels.

The MOEC computerized record of all of its primary and most of the secondary schools is now complete. The local administration and "desa" files are also complete, and have been made available to the provinces which have computers.

The institutional code system is near completion and other key data base files such as project monitoring, soci-economic data and foreign data files are organized and are proceeding towards completion.

Acceptance and Uses of The MIS System by Clients and Users

As reported in discussions with Indonesian officials and expatriate advisors involved as developers, clients and users of the MIS systems, the process of adoption of the new technology was by no means an easy process. Part of this resistance may be due to the fact that a number of MIS systems are being developed in different divisions of the MOEC with assistance from different donors, a situation creating understandable confusion.

It is important, to note that at this stage the data bases created by Pusat Informatika do not yet, in all cases, "belong" to the users. That is, some users do not as yet have computers in their own offices loaded with the data bases. Rather, Pusat Informatika is using the newly created data bases as sources of information from which to write policy papers in areas of concern to themselves and client offices within the MOEC. The like between continuing to provide data and policy analysis services and the development of full capacity of the client could probably benefit from further clarification.

An important aspect of data base development relates to information on the implementation of planning targets. There is an urgent need to develop a set of objectively verifiable indicators that physical targets have in fact been met. At present, the database system developed cannot tell planners in Jakarta with any certainty that schools planned and budgeted are in fact open for business with students, teachers and inventory all interacting to produce learning results.

Development of Local Capacity in MIS

The pilot provinces all have computers installed and working, with databases installed for demonstrating the basic structure of Indonesian education. Print-outs are available from other databases, such as educational achievement scores, and there is some attempt to analyze these data for policy and decision-making.

The administrators who have been involved in the project at the provincial level clearly believe that they have had a rich and rewarding learning experience. They know very well what needs to be done in the foreseeable future to computerize other functions in the office, and are rapidly developing a number of management information systems.

The tremendous efficiency being introduced by computerizing has been demonstrated. In Bandung, for example, a mountain of paper forms from 24 districts and 10 Bidangs was collected on the status of over .6 million students in West Java. Given numbers of this magnitude, the computer's utility leads to rapid adoption and adaption as a tool for increasing administrative efficiency.

Given the ability to collect, store and manipulate such vast data at so little cost, it is perhaps not surprising that data managers are reluctant to question the sources of data.

Some efforts were reported, however, to check validity and reliability by means of feed-back to original sources for verification and by checking with school inspectors who are familiar, with every school in the system. The question of whether questionnaires are filled out with data from sources which have never been verified independently requires a careful review to avoid the danger of building MIS operations on foundations of sand.

When asked how they were going to cope with having computers supplied from a number of donors, as well as supplied by the Kanwil itself, administrators responded, that the computers would be managed as a central resource. Even where some computers have to remain dedicated to special functions, such as finance and personnel, there was general agreement that when they were not used for these purposes they would be used to run other programs. There appears to be a need for some assistance in the scheduling and most efficient use of a computer bank. This could easily be carried out by technical assistance from Pusat Informatika.

The training at IIEP has evidently been useful and the training is paying off in producing more sophisticated analyses of data. For instance, in NTB, the upgrading of teachers through in-service training was prioritized through an analysis of exam results which indicated broad areas of subject matter weakness on the part of the students. School mapping was also

done using techniques learned in the Paris based program. There is a need to explore other short-term training opportunities to broaden the skill and knowledge base of the NOEC in MIS/Planning/Management

Computer uses observed

In personnel, the computer is used to store names of teachers and to speed up the process of writing and issuing appointment letters, a process which used to slow down recruitment and replacement of teachers. The computer is also used to inventory staff to make projections of attrition to plan for recruitment and appointment of new teachers. At the central level it is used to project retirement for the system and to process retirement letters.

Administrators mentioned that they were planning to develop other systems for inventorying books and learning aids as well as for foreign language teaching resource allocation.

Project completion information, especially concerning school construction, is still a problem, according to administrators interviewed, since information collected goes through the inspector general's office which certifies that construction is completed.

When staff at the local level was asked what they would do differently if they had to start the project over again, most replied that they would not change very much, that the project was excellent. However, training received some criticism for not being better organized sequentially. They also felt that some of the instructors should have had at least a BA degree and should have had more background in statistics.

One major problem in the creation of additional databases is that the school code system is not authorized as yet. After some discussion it was decided that work could proceed towards the creation of additional databases and the numbering systems could be changed later using the computer.

There is no doubt that, if cost were no object, the district offices, given heavy workload, could use computers to great advantage. They could, of course, also use hand calculators, typewriters, fans and a lot of other things which go into operating an office with a reasonable semblance of efficiency. Given that EPP is a demonstration/pilot project it is appropriate that at least one or two of the larger districts experiment with the installation and use of computers. The critical thing at this time is learning how to go about the process of making administration more efficient. It matters little whether efficiency is demonstrated with MIS/computer systems, or with simpler, cheaper, appropriate technologies.

Recommendations

1. Balitbang should take full advantage of the resources of the EPP project to integrate and coordinate the central and local development thrusts of MIS development. Senior officials at the Kanwil and district level need to become more involved in the design of information systems which will serve their data needs. Intensive and active involvement in the planned regional workshops would help bring about the ownership and close involvement needed to institutionalize the management information systems being developed.

2. Since any information system is only as good as the data that go into it, it is imperative that Pusat Informatika further investigate the accuracy of the data collection.

The training of data collectors, primarily headmasters, is a particular concern. Without standardized information collection, no reliable conclusions can be drawn from the data for decision making. The use of a rural development/MIS data collection short-term consultant to investigate the equality of data collection may be necessary to improve these processes.

3. A training plan should be developed which would describe how, in the next six months, workshops would be carried out in

the regional centers. It is specifically recommended that one or several workshops be developed for the staff of the three pilot project provinces who have been involved in the programs. The content of these workshops should, if all possible, meet the needs of Biro Perencanaan (Planning Bureau), IBRD supported coordination management project. Major components would include:

(a) Skills training in data analysis and decision-making using databases already established; skills training in creating demand-driven data bases for local and national decision-making, and training in data processing management.

(b) The development of a Training-the-Trainers program for the provinces which will be entering into phase I of MIS development. It is recommended that senior central staff be carefully appraised of, and involved in, this planning especially those from the planning bureau in light of the IBRD sponsored effort. In view of the importance of this activity, and the stresses on the existing Balitbang staff, it is recommended that an internationally experienced short-term training and management consultant be brought in to assist in preparing and implementing these workshops.

4. In order to assist local administrators analyze the data, it is recommended that the assumptions underlying the programming of the databases should be examined.

A subject matter expert can guide a programmer in the writing of appropriate software. In many cases standard statistical packages, e.g. bar graphs, normal curves, correlations and other means of illustrating relationships and differences, can be built into the software, thus eliminating the need for much basic training at the local level. This of course does not affect the need to train officials at both local and national levels to understand the meaning of standard deviations, average versus median and other components of statistical literacy.

5. EPP/USAID should purchase and distribute single hand calculators to selected the planning and administration offices at the district level. This effort should be treated as an experimental effort to determine whether technologies other than computers would be more appropriate for improving administrative efficiency at levels below the Kanwil.

6. Computer programmers and operators in the planning office at the provincial level, to the extent possible, should have had experience working in line units. This partly avoids the danger that a separate MIS unit would become staffed with computer specialists who have little practical experience in planning.

Policy Analysis Development

Policy analysis development includes the preparation of policy papers as well as policy research. The main objective of EPP policy analysis development activities is to improve the institutional capacity of Balitbang for policy formulation and long term planning support for policy makers. Policy analysis is viewed as an activity in which data and information is systematically processed in order to produce meaningful information for the choice of policy alternatives.

It is an interdisciplinary exercise which utilizes data bases, a data bank, and other inputs. The Operational Plan (February 1989) proposed that policy analysis development activities be concentrated in the following broad areas: (1) institutionalization of the Policy Analysis Group (PAG), (2) Special Policy Research Studies, and, (3) provision of Provincial Policy Analysis Support at the provincial level. To support the development of Balitbang policy analysis capacity, both in-country and overseas training is conducted.

Policy Analysis Group (PAG)

Activities in policy analysis are determined and policy papers are developed by the PAG. According to the Action Plan (1988-1989), the ad hoc PAG was activated with the participation of the five Balitbang centers.

Since policy analysis activities originally were not a major function either of Pusat Informatika or of the Educational Research Center, then policy analysis development implies an organizational change within the Balitbang.

Given the limitation on human resources and time, at the initial stage PAG has chosen to focus on the preparation of papers related to Repelita V and Rakernas. In general, the substantive orientation of the papers has related to policy decisions related to improving quality, equity and efficiency of education. Attention has also been given to the development of systems and models for monitoring and evaluating progress toward the attainment of Repelita V targets.

Although the PAG has not held regular monthly meetings, its products have been substantial in number and have been effectively utilized by the MOEC for policy decisions in Repelita V. Due to the focus on Repelita V, some of the planned activities were postponed.

<u>Planned Activities</u>	<u>Actual Status</u>
1. Regular monthly meetings of the PAG to review draft strategic policy papers related to the implementation of Repelita V.	Not completed, done on a need basis
2. Creation and regular functioning of the Policy Formulation Committee.	Not completed, substituted by "Rapat Inti".
3. Preparation of three strategic policy papers.	9 policy papers were completed.

<u>Planned Activities</u>	<u>Actual Status</u>
4. Preparation of a strategic paper aimed at decentralizing educational institutions.	Not started
5. The working together of PAG, resource persons, and local education authorities to set concrete targets based on Repelita V.	Completed
6. Integration of an education indicator system with the data collection activities.	In progress
7. Designing and implementing a computer system for monitoring and evaluating the achievement of Repelita V at both national and provincial levels.	In progress

The primary client of the PAG has been the Minister of Education and Culture, and the attention of the PAG analysis focusses on pre-university formal schooling. However, an increasing demand for policy analysis from other units within the Ministry of Education and Culture (MOEC), e.g. the Directorates, Bureau of Planning, Bureau of Personnel etc., is observed by the evaluation team.

The PAG has achieved some innovations in the initiation of a continuing dialogue on policy analysis across centers within Balitbang, between Balitbang and relevant MOEC units, as well as with other relevant Ministries. However, since the PAG is temporarily in nature, a plan for the institutionalization of these activities within the future organizational structure of Balitbang is necessary.

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Special Policy Research Studies

These studies investigate crucial issues and problems which are assumed to have important policy implications. These are typically proposed by Balitbang and approved by the Steering Committee. The status of the studies is shown below. Most of the planned special studies were proposed recently. Due to lack of information about who actually proposes the special studies or on the process of prioritization, there is inconsistency in classifying the studies. Some studies are categorized as policy analysis activities in one project document but are under the heading of policy research activities in another.

<u>Name of special research studies</u>	<u>Actual Status</u>
1. The Quality of Primary Education	Almost completed
2. Longitudinal Policy Research Study on the Quality and Efficiency of Vocational and Technical Education (Voctech)	Completed, phase 3 of 6 phases
3. The Development of Manpower Planning Models	In progress
4. Long Range Planning - Indonesian Education 2000	Not started
5. Development of a Regional Enrollment Projection Model and Corresponding Software.	Not started
6. Toward the Generalization of Lower Secondary Education in Indonesia. A Study of Financial Needs, Funding and Resources Allocation Mechanisms.	Not started

The Quality of the Basic Education Study is approaching the final stage, while the VocTech study has completed development of its instrumentation, the final design, the sampling frame and the collection of secondary data. The collection of primary data is anticipated soon. These studies call for the participation of the staff at pilot provinces in data collection and also seeks to increase local capacity to conduct and use research. The evaluation team observed some of the participants in the studies were not fully informed about the purpose of the study nor about the linkage between the studies and the policy analysis activities.

Provincial Policy Analysis Support

The EPP Project, has been conducting training and technical assistance to provide the staff of pilot provinces with necessary skills in computerized data management and processing. The results thus far have been promising.

Observations on two of five pilot provinces indicate that the emerging computerized data management and processing at the provincial level has been utilized for policy analysis activities. For example, using a projection method, data on participation rate of junior secondary students at the province of Nusa Tenggara Barat (NTB) was used as a basis for planning regional targets of Repelita V. Similarly, the province of Jawa

Timur, which became a pilot site six months ago, has utilized and analyzed Ebtanas data for a policy paper which was submitted at the 1989 "Rakor" (Coordinative Meeting) of the Directorate General for Primary and Secondary School. These observations imply that the policy analysis activities using a computerized data base became recognized by the staff of the provincial level as soon as the management information system were established.

Much time and human resources have been invested in designing and testing the education management information system at both Balitbang and in the five pilot provinces over the last three and a half years. Balitbang and the MOEC now have the momentum to harvest the fruit of these investments by implementing the design and disseminating the success of the experimentation throughout the Kanwils.

Implementation and dissemination will increase the accuracy and the speed of computerized data processing as well as policy analysis capacity at all Kanwils. Another result will be increased accuracy and speed of data updating at Pusat Informatika.

Three kinds of immediate impact of data computerization at the provincial offices are observed at the pilot Kanwils. First, computerized data management upgrades the activities of

Sub-division of Data Collection and Processing from a manual to computerized system. Second, maintenance costs for computers and related equipments and supplies need to be allocated either in the DIK (a format for routine budget allocation), the DIP (a format for development budget allocation), or the DPP (a format for budget allocation from student fees). Third, activities in policy analysis are added to the Planning Division.

Training Activities in Policy Analysis

The objective of training activities for policy analysis and policy research is basically to improve the capacity for analyzing and formulating policy options which fall into four areas, i.e.: preparation of Repelita, model development for policy analysis, development of information services, and management of the operation room (Operational Plan). Training has been carried out both in-country and overseas, for short and long term.

Twenty-one short term in-country training programs were reported completed by the Annual Status Report of the Action Plan 1988-1989. However, the planned number of policy analysis training activities was not accomplished because of competing demands for personnel for other urgent activities.

The target of the overseas long-term training has shifted from 10 MA and 4 PhD to 6 MA and 6 PhD. Most of these students are enrolled in Econometrics and Policy Analysis programs.

Recommendations

1. Activities of the PAG should be extended to meet the increasing demand for policy analysis in education for a larger clientele within the MOEC as well as for other relevant Ministries. Given the limitation of the human resources at Pusat Informatika and the limitation of available time to carry out the increasing policy analysis activities, the PAG should call for more participation from all the five Balitbang's centers and, as necessary from other relevant units within the MOEC.
2. Pusat Informatika should recognize the limitation of using Quantitative data bases for policy analysis. Quantitative data data bases are often not sufficient to support a thorough policy analysis in education and need to be supplemented with qualitative analyses.
3. The participants of the special policy research studies, particularly those from Kanwils in addition to being asked to utilize research results, should be fully informed about the purpose and the design of the studies also. This information will increase the capacity of Kanwil staff in conducting policy research and analysis.
4. Training in policy analysis and planning of the staff at the provincial level should be implemented simultaneously with the development of the information systems.

5. Pusat Informatika should prepare a detailed implementation plan for disseminating management information systems to all provinces.

6. Pusat Informatika should investigate possible alternatives in accommodating policy analysis and research activities within the organizational structure of the Kanwil Planning Division.

7. Eventually development of policy analysis capability will be needed in all 27 provinces, future in-country and overseas training programs should be prioritized for staff of the five pilot provinces. Those trained will become trainers for the staff of other provinces.

INSTITUTIONALIZATION OF BALITBANG DIKBUD

The many internationally supported education projects in developing countries have resulted in few new lasting institutions. Apparently little is yet known about the subtleties of the process institutionalizing organizational change. However, experience suggests that a number of factors and conditions are to be associated with the likelihood of institutionalization. These include: (1) continued support of the host government; (2) sustained, close monitoring by the international agency; (3) a strong, flexible management structure; (4) an emphasis on training, particularly on-the-job training; and (5) grass roots support for implementation.

The EPP project has demonstrated an understanding of the above factors and has sought to promote conditions for sustainability. Evidence of GOI support may be seen in the increased utilization of Balitbang services and favorable assessments by DGs of Balitbang development. Regular reports and field visits reflect the concern of EPP staff for project monitoring. An internal Balitband management review and the creation of functional task groups and other arrangements have resulted in some restructuring of the organization and management of activities. Training of various kinds and lengths for a variety of objectives has consistently been given high priority.

Management

The Project Paper originally proposed four administrative mechanisms for the management of EPP: The Project Steering Committee, a project manager, the Technical Committee, and the ad hoc technical task groups, also known as the working groups.

The Project Steering Committee is composed of all of the DGs and the head of Balitbang serves as chairman. The Steering Committee is responsible for establishing overall policies for the project and for coordinating activities amongst the different concerned agencies. There are currently 6 working groups with some staff members belonging to several groups. The Project Manager is the team leader for the expatriates and is responsible for the day-to-day management of the project. He is also expected to perform a professional advisory role in his field of expertise.

The practices of interlocking memberships on various working groups appears to be sound and is likely to promote learning and innovation. The evaluation team suggests, however, that attempts be made to further develop access to other types of expertise as there is otherwise considerable danger that solutions to problems will be defined only by the expertise available in the House of Balitbang.

The contracting of outside personnel needed to supply special expertise should be the modus operandus of any R & D organization. Balitbang should be a manager of human resources as well as a producer of research.

As recommended in the last external evaluation, there have been several internal reviews of Balitbang management (1985, 1987, 1989). A new functional structure more suitable to R & D management was proposed and is currently informally employed. The proposed formalization of this new, and informal, structure is still awaiting approval.

Recommendations

1. The Project committees should continue to meet regularly, and as demanded by the nature of the work;
2. Balitbang should do more contracting for R & D activities;
3. For purposes of implementing EMIS capacity the organization needs to become more focussed on project management. Action-Research and Applied Behavioral Science. These would help in making research more available to its clients, especially Kanwils, as an administrative tool; and
4. Balitbang staff working with the MIS component of the EPP project should be assigned specifically to the Project by the institution and should not be used for other purposes. A team leader, with deputy status to Dr. Boediono should be appointed as coordinator of staff working on local development.

Utilization

The first external evaluation report concluded that Balitbang had not systematically identified information needs associated with key MOEC decision makers in the policy and planning processes. Further, the report concluded that communication and joint planning had not been undertaken at a level desirable with the Center for Policy Research within Balitbang. The report urged Pusat Informatika to "continually try to be responsive to the information needs of the MOEC".

This evaluation team found more of a balance between supply and demand driven information acquisition and analysis than described in the earlier evaluation report. First, the DGs of the MOEC were found to be much more enthusiastic about the potential contribution of Balitbang to their planning and implementation activities than was reported earlier. DGs are now seeking more, not less, assistance. Other user groups have also initiated demand for information and research services. For example, Bappenas requested extensive involvement from Pusat Informatika in the preparation of Repelita V. The Minister of Education and Culture has requested and received a number of policy analysis papers to guide him in policy decisions. Moreover, a number of specific actions have already contributed to more communication and interaction between Balitbang and other units in the MOEC or are in the planning stage. These include:

1. The Steering Committee has met and has taken a number of positive actions;
2. Pusat Informatika has given a number of workshops, seminars and demonstrations on information collection and analysis and has offered training to staff of the directorates;
3. Pusat Informatika has developed and disseminated newsletters and bulletins throughout the MOEC describing its current activities and capabilities; and
4. A long range planning group has been formed and, the Education 2000 Forum series is being created to engage MOEC decision makers in analyzing future directions of Indonesian education.

The responsibilities of Pusat Informatika have also increased within MOEC. Ministerial decrees have given Pusat Informatika responsibility to coordinate all MIS activities. Dr. Boediono also leads the computerization team charged with computer system development for MOEC. At least partly as the results of Pusat Informatika efforts the DGs have agreed on the standardization of information formats in order to facilitate information exchange. These and other examples demonstrate the increased status of Balitbang and increased reliance on its resources.

Although interaction and communication between Balitbang and users have improved, the extent and quality of such interaction remains a concern. Several DGs, for example, seemed unfamiliar with the publications of Balitbang designed to communicate its activities. The Technical Committee, created to increase the efficiency of MIS development and information dissemination, has not met. The evaluation team concluded that communication and dialogue between the producers and users of information analysis and research require increased effort and new approaches.

Attempts to impact on policy making with improved information and new research based knowledge may be constrained by the traditional pattern of educational decision making in Indonesia. The evaluation team was repeatedly informed that experimentation, research and information analyses at times play little role in the basic decision structure of MOEC or other national bodies. To the extent that this description is sometimes valid policy influence may come slowly and only with continued efforts at reeducation and a change of mind set of senior officials.

Recommendations

1. The long term emphasis of EPP and Balitbang at the national level should increasingly be on policy analysis mid and long range planning.

As the information system becomes more mature, the provincial MIS system in place, and the operational room further developed, a larger impact on Indonesian education can be made by the shift in use of resources. This change in focus responds to inter-ministerial educational concerns, emphasizes the external efficiency of education, is in keeping with USAID goals and further complements the work of IEES.

2. Utilization workshops should be held for 2nd and 3rd echelon education officials in the MOEC and at the provincial level.

The overall purpose of such workshops is to increase client orientation. Such an orientation reduces the danger that collection of data is of value only to experts. The objective is to produce active not passive users of information. Moreover, policy and planning questions must be dealt with when they are hot. The workshops to the extent possible should use real current cases of policy and planning and seek to enable the officials to prescribe better what changes and interventions lead to improved education. Included should be examples of different approaches to acquiring information and research depending on the time available.

These workshops should not be carried out before the case studies referred to earlier in the report, are available and should occur prior to any regional workshops. The focus of these workshops, which should be conducted by the Head of Pusat Informatika, the expatriate advisors with the assistance of an expert, and a short-term management training/MIS consultant, should be on demonstrating what MIS systems can do to serve the needs of decision-makers.

3. Balitbang should prepare timely case studies for the Minister of Education and Culture, detailing and illustrating the uses of information and research in policy making and long term planning.

Based largely on the efforts of Balitbang, the MOEC has the potential for being one of the leaders among ministries in the use of information, analysis and research for planning and policy making. Balitbang should take the leadership within the Steering Committee and directly with the Minister to plan for such leadership.

4. In addition to analysis and research undertaken to illuminate policy formulation, research should be undertaken by

Balitbang to identify the implications of policies initiated with little prior input from research or technical analysis of information. Given the nature of the policy making and planning processes in Indonesia there may be little opportunity to influence the formulation stage. Therefore, attempts should be made by Balitbang to provide logical and empirical evidence to decision makers on the likelihood that proposed new policies could be successful in achieving their goals. To some extent this may be seen as research and analysis to avoid planning disasters.

5. The EPP project should document as extensively as possible the clear cases of the utilization of information, analysis or research provided by Balitbang on policy making or planning. Insight acquired from each documentation could be considerable value in future modifications in data analysis, research design and dissemination.

Indicators of utilization or impact could include: citations of information or research generated by Balitbang; direct use of information and research products of Balitbang in policy statements and plans; frequency of interactions between Balitbang personnel and decision makers from MOEC and other government units; and application of models and techniques developed or refined by Balitbang in specific national or provincial Educational policies and reforms.

FUTURE PROJECT DIRECTIONS

A number of major problems currently exist or are on the horizon for EPP. The planned expansion of activities in the provinces and the increased demand at the national level will strain the human and financial resources of Balitbang. The EPP contracts for the two long term technical advisors expire in January 1990. Indeed, funds for Project training, commodities and research on special topics are projected to be depleted in 1991 or earlier.

On the other hand, many important opportunities may be available for further institutionalizing Balitbang and extending its impact on Indonesian education. The imminent restructuring of MOEC could provide the opportunity for implementation of Pusat Informatika's MIS plan throughout MOEC and solidify its role in MIS management. The proposed extension of MIS and research activities from three to five pilot provincial sites (and possibly to all provinces), the new involvements in the planning orbit of Bappenas, and the further development of large scale research studies represent examples of the potential for further enhancement of the influence of Balitbang. Also, anticipated involvements of international donors in major efforts at MIS and management assistance in education could, through careful planning, complement and help provide a context to magnify the influence of EPP.

Project Amendment

Funds will be badly needed in all project categories by FY 1990. Each category of inputs had proved worthwhile and all are seen as vital to the continued success of EPP. Long term technical assistance has provided technical support and often general professional leadership in addressing issues of organizing and setting priorities for MIS and research activities. Short term technical assistance has been crucial to the development of policy research and in seeking solutions to a variety of technical MIS problems. Continuation and expansion of special studies is foundational to policy analysis development. Long term training is necessary for fulfillment of Balitbang's capability to respond to the increasing demands for its services. And, the extension of MIS and planning capabilities to all provinces simply can not take place without extensive skill training of the personnel of provincial education offices.

Recommendations

1. A new amendment to the EPP project should be sought covering FY 1990 through FY 1993:

(a) \$ 4.21 million in additional funds are recommended to cover costs of needed technical assistance, training and commodities (see Table 2). Counterpart funds in the amount of \$1.4 million in Rupiah should also be requested; and

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(b) before extending the Project beyond this period another external evaluation or internal review should be required.

2. The emphasis of EPP support at the provincial level should be in the 5 pilot provinces. It is unlikely that EPP resources will allow it to contribute significantly to the development of MIS, planning and research capabilities in all provinces. The 5 pilot provinces should become exemplar cases and regional training centers for training personnel from the Education offices of other provinces.

3. The primary focus of EPP project in MIS development over the next two years should be to: (a) consolidate past gains by introducing increased capacity at both local and national levels to use databases for improved planning and decision-making. (Where these can be focussed on making education more relevant to the labor market and economy of the 1990's, this effort should be made) and (b) prepare the remaining provinces for the establishment of computerized databases and management information systems.

4. The position of a long term technical advisor to work with provincial sites should be considered. If it proves impossible to recruit for this position, consideration should be given to the recruitment of successive short term technical advisors for periods of 3-6 months.

Table 2:
Additional Funds FY90 Through FY93

<u>No.</u>	<u>ITEMS</u>	<u>Amount</u> (in US \$)
1.	Long term technical assistance	
1.1	Chief of Party, 2 additional years	\$ 300,000
1.2	MIS Specialist, 2 additional years	300,000
1.3	Senior Policy Analyst	600,000
1.4	Provincial Support	600,000
2.	Short term technical assistance 40 person months	400,000
3.	Training 3 additional years	1,200,000
4.	Special Studies 3 additional studies	600,000
5.	Commodities Computers/Software 2 micro computers, printers and software for 22 provinces	150,000
6.	Vehicles	
6.1	3 passenger vehicles	36,000
6.2	1 mini bus for training	24,000
TOTAL		\$4,210,000
=====		

Partnership of EPP and IEES

The EPP partnership with IEES came about primarily because of contractual convenience and in order to leverage resources. There has been a range of linkages in this partnership and many of the activities of EPP and Balitbang personnel have been shared for many activities. Since the EPP COP also occupied the role of IEES RTA, the uses of technical assistance, training personnel and financial resources were often jointly planned. The Education Sector Assessment undertaken under IEES leadership has been utilized widely and has stimulated several Balitbang studies and analyses. Much EPP training would not have taken place without this partnership. During certain crucial periods, short-term technical assistance "borrowed" from IEES made possible the continued development of EPP projects.

Nevertheless, there are serious problems in this partnership. The agendas of EPP and IEES while overlapping are dissimilar in several ways. But it is in the management of the two projects where complications threaten to undermine the positive aspects of linkages. For example, combining the RTA and COP roles might be defended on cost-effective grounds or in terms of the need to streamline management. The result, however, has been that the COP has several masters and has to comply with multiple sets of procedures and rules in initiating or implementing actions.

Recommendations

1. The role of the multiple external actors, EPP, USAID, Florida State University, S&T Bureau (AID Washington) and MOEC/Balitbang should be subjected to internal management review. This review in minimum should result in a brief, clear statement of the responsibilities and authority of each set of actors.
2. An update of the Education Sector Assessment (1986) should be undertaken. The organization of the update should focus on selected major problem areas. A small core of international experts should work with selected counterparts from Balitbang and other units in the MOEC. The process should emphasize transfer of technical skills to build capacity at both the center and provincial levels. The report should be written in Bahasa Indonesia.

EPP and USAID Human Resources Planning

The current priorities in human resource development of USAID/Indonesia focus on programs and projects with promise of increasing employment or raising income.

Several projects being undertaken under EPP directly or indirectly support the principle underlying these USAID priorities. For example, the tracer study of Voc/Tech secondary

school graduates will provide insight on conditions of employability. Moreover, MIS developments at the provincial level hold the prospect of future acquisition and analysis of data from local and regional employers on shortages and surpluses in various skill areas. Provincial education authorities then will have the opportunity, for example, to disseminate such information to youth, to add relevant skills to existing secondary school curricula, or to design appropriate non formal programs in skill training.

The Country Development Strategy Statement (CDSS) argues that in order to meet the needs of the modernizing, industrializing economy of Indonesia, improved efficiencies in planning and policy formulation are required at the top of the system. The CDSS also recognizes the long term need for improving the education decision making processes at provincial and district levels.

The evaluation team argues that the EPP Project in its conceptualization and in its activities of MIS development, policy analysis and policy and planning research is designed to contribute significantly, if often indirectly, to increases in employment and income. Sound policy making and successful planning are fundamental to the development of a system which interfaces effectively with a nation's economy. A longer time horizon is reflected in EPP's approach to changes in educational

outcomes. Because of this condition, however, the impact of EPF on income and employment growth may be greater in the long term than that of most skill oriented projects.

Further, the evaluation team has recommended a partial reconceptualization of the Project to focus more attention on policy research in the area of external efficiencies of education. Such research would contribute directly in the development of policies and plans designed to make those qualitative and quantitative adjustments in education needed for Indonesia to use its human resources more effectively.

INTERVIEW GUIDE

A. Role and responsibility of respondent in the educational planning or policy making process.

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B. Achievement of general purpose. The overall purpose of the EPP project, based on the establishment of an MIS system, is to formulate better educational policies and long range plans. (The assumption is made that long range planning and policy are closely related and respond similarly to new relevant information and research).

1. Has the overall purpose of EPP changed since the initiation of the project?

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2. State the overall purpose of the project in your own words.

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3. Have better plans and policies resulted from EPP activities? Give examples.

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4. Would the GOI continue support for EMIS development and policy research in Balitbang Dikbud if USAID withdrew its support? At what level?

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5. What provincial and local support could be expected for continuation of EMIS development and planning research if USAID withdrew its support?

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C. VALIDITY OF EPP ASSUMPTIONS

EPP is based primarily on three assumptions:

(1) Balitbang Dikbud with technical assistance, training and new technology can develop an improved information system and produce quality policy-relevant research, and develop policy analysis capacity;

(2) Provincial education offices with assistance and supervision from Balitbang Dikbud can develop more effective information systems and produce research with policy and planning implications; and

(3) The research and information developed by Balitbang Dikbud will be utilized to improve the effectiveness of policy making and long range planning.

Section C-1 addresses the first assumption

Section C-2 addresses the second assumption

Section C-3 addresses the third assumption

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Section C-1, PROJECT ACTIVITIES

The main EPP strategy is (1) to impact on policy and planning by building an improved, computer supported information system and (2) to generate new policy-relevant knowledge through research and analysis.

EMIS

1. How are choices made in determining which activities to engage in? How are priorities set?

2. How would you assess the current technical strengths and weaknesses of Pusat Informatika?

3. What are the needs and problems with respect to MIS policy development within MOEC?

4. What assessments or planning precedes provincial EMI developments?

5. Why were computer procurements late?

POLICY RESEARCH

1. What are the objectives and functions of the Policy Research Center? What are its priorities?
2. How are priorities established for special policy research studies?
3. How do such studies have impact on policy making? Give examples.

POLICY ANALYSIS/LONG RANGE PLANNING

1. What are the objectives and functions of the Policy Analysis Group?
2. How are priorities determined by the Policy Analysis Group?
3. Trace the impact of policy analysis papers on Repelita V.
4. What are the objectives and functions of the proposed Provincial Policy Analysis Support Systems?

Section C-2 DEVELOPMENT OF PLANNING AND POLICY ANALYSIS CAPABILITIES
AT THE PROVINCIAL LEVEL

1. How were the needs determined?
 - for planning
 - for policy analysis
 - for information
 - for training

2. What are the activities of the Technical Assistance teams which visit pilot sites?

3. What is the status of the MIS expansion plan for the regional offices? Describe the process of planning this network.

4. What is the status of the provincial data base? How were decisions made on what to be included in data base? Who are the anticipated users? How were they trained?

5. What has been the involvement of the Planning Bureau in the development of provincial information systems?

6. How should MIS be managed at the provincial level? Should there be an expanded MIS unit?

7. What are the cost implications for these proposed developments at the provincial level? For personnel? For materials? For maintenance?

8. How can the validity and reliability of the data acquired at the district and sub-district levels be improved?

Section C-3 INSTITUTIONALIZATION OF BALITBANG DIKBUD

MANAGEMENT

1. Has the Balitbang Dikbud staff changed:
 - in numbers?
 - in technical quality? (type, extent of training)
 - in demographics (average age, gender mix)

2. What reorganization has taken place in Pusat Informatika? What reorganization has taken place in the Policy Research center?

3. What is the overall quality of Balitbang Dikbud staff in 1989 as compared with 1984?

4. Is there a plan for staff development? What is the selection process for training? Who is involved? How are choices made?
5. Is the selection process for training effective? What is the basis for your response?
6. Are staff well utilized? Are some staff busier than others? How effective is supervision?
7. What planning tools and processes are used internally by Balitbang Dikbud in its activities? How are such tools used?
8. How are decisions made about the allocation of financial resources within Balitbang Dikbud? Human resources?
9. What are the main objectives of EPP technical assistance to Balitbang Dikbud?
10. Describe the working relationship between IEES, USAID and Balitbang Dikbud! Frequency and purpose of interaction?

11. Is the quality of technical assistance provided by EPP higher in 1989 than in 1986? On what do you base your conclusion?

12. What overall changes in organization or management of Balitbang Dikbud have taken place during the EPP project?

13. What new changes in organization and management of Balitbang Dikbud would you recommend?

UTILIZATION

1. What has been the extent of impact of external groups on choice of activities of Balitbang Dikbud? Are these groups supportive?
Directorate Generals?
Minister of Education and Culture?
Bappenas?
Other?

2. What mechanisms have facilitated meaningful interaction between Balitbang Dikbud and other interested groups?
Steering Committee?
Interdepartment workshops and seminars?
Dissemination of Balitbang Dikbud publications?
Individual contacts?
Other?

3. What is the status of the planned computer network within MOEC?

4. Which offices have made use of Pusat Informatika's information output? How has the output been used? What influenced the decision to use the output?
National?
Provincial?
Other?

5. Which offices have made use of Balitbang Dikbud Research output? What influenced the decision to use the research output?
National?
Provincial?
Other?

6. What steps have been taken in order to increase the utilization of Balitbang Dikbud's outputs? Which have been most successful?

7. Have there been any utilization workshops for decision makers or planners?

GENERAL

1. Describe the EPP strategy in improving the capability of Balitbang Dikbud.

2. Has the EPP strategy changed since the initiation of the project?
If so, how?

3. In what ways is Balitbang Dikbud a stronger institution because of EPP?

D. EPP PARTNERSHIP WITH IEES

EPP partnership with IEES came about because of contractual convenience and in order to leverage project resources.

1. Has the partnership leveraged resources? How?

2. How does having the RTA serve as EPP COP and IEES Coordinator affect efficiency?

3. Have problems arisen because programmatically EPP is managed by USAID and administratively it is responsible to S & T ED AID/ Washington?

4. What does EPP/IEES contribute to the overall human resource planning of USAID?

E. MODIFICATIONS FOR THE FUTURE

An amendment is being considered for EPP. New or different resources may be allocated and new programmatic focus may be forthcoming.

1. What new resources would you recommend? Financial? Human?
2. What new activities or involvements for EPP would you recommend?
3. What additional support can be acquired from the provinces for implementation of decentralized planning and EMIS development? Research?
4. Should EPP efforts be extended beyond Balitbang Dikbud? Other units within MOEC? Outside MOEC? If extended, what should be the emphasis of such new efforts?
5. What are the cost implications for extending planning, research and EMIS activities to all provinces? What are the management implications?

Appendix 2

PERSONS CONSULTED

Washington D.C.

June 8 Dr. Garry Theisen, S & T/ Ed., AID Washington D.C.
 Dr. Bruce Fuller, S & T/ Ed., AID Washington D.C.
 Dr. Anthony Gayoso, S & T/ Ed., AID Washington D.C.

Jakarta

June 19 Dr. Norman L. Rifkin, Chief, Education and
 Human Resources Office, USAID.
 Dr. Richard Pelczar, Chief of Party, EPP Project.

June 20 Dr. Richard Pelczar, Chief of Party, EPP Project.
 Dr. Simon Ju, Technical Development Advisor, MIS.

June 21 Prof. Dr. Harsja W. Bachtiar, Head, Balitbang.
 Prof. Dr. Moegiadi MA, Secretary, Balitbang;
 EPP Project Manager.
 Dr. Budiono, Head, Information Center.
 Dr. Sumardi, Head, Policy Research Center.
 Dr. Ace Suryadi, Chairman, Policy Analysis Group,
 Chairman, The quality of Primary Education Study;
 Information Center.

June 22 Drs. Winarno Hami Seno, Director of General Secondary
 School.
 H. Darmasyah Hasan, Head, Sub Directorate of Senior
 Secondary School.
 Drs. Ramidjo, Head, Curriculum Section, Sub
 Directorate of Junior Secondary School.
 Widiyatmo, Head, Section of School Facilities,
 Sub Directorate of General Secondary School
 Innovation; Project Officer, Secondary Education
 Project Management Training.

June 23 Prof. Dr. Benny Soeprapto, Director of Vocational
 Education, MOEC.
 Prof. Dr. W.P. Napitupulu, Director General of Out of
 School, Sport and Youth.

Jawa Barat

- June 24 Drs. Tating Karmadinata, Head, Kanwil MOEC, Jawa Barat
 Dra. Mami Tumbelaka, General High School Supervisor,
 Kanwil MOEC, Jawa Barat.
 Drs. Dana Re M.Sc., Head, Planning and Programming
 Formulation Section, Kanwil MOEC, Jawa Barat.

Jakarta

- June 26 Dr. Aris Pongtuluran, dr., MPH, Head. Planning Bureau,
 MOEC.
 Prof. Dr. Sukadji Ranuwihardjo, Director General of
 Higher Education, MOEC.
 Drs. R. Sugeng Subroto MA, Head, Personnel Bureau,
 Department of Education and Culture.
- June 27 Prof. Dr. Setiyadi, Rector, Open University.
 Dr. Dean Nelson, Consultant, Open University.
 Prof. Dr. Sayuti Hasibuan, Deputy of Human and
 Resources Development, Bappenas.

Mataram (Heegard, Nurhadi, Ju, and Djoko)

- June 29 Drs. H. Lalu Ahmad Muhidin, Head, Planning
 Division, Kanwil MOEC, Nusa Tenggara Barat.
 Drs. H. Adhim Dimiyati, Personnel Division, Kanwil
 MOEC, Nusa Tenggara Barat.
 Drs. H. Su'ud Sayuti, Head, Finance Division, Kanwil
 MOEC, Nusa Tenggara Barat.
 Drs. H. Abdurrachmad M, Head, Sub-devision of
 Stationnay and Mobility, Kanwil MOEC, Nusa
 Tenggara Barat.
 Dra. Dwi Kuntari, Head, Sub Division of Data
 Collection and Processing, Kanwil MOEC, Nusa
 Tenggara Barat.
 Imhal, Member of Special Study on Primary School
 Quality, Kanwil MOEC, Nusa Tenggara Barat.
 Drs. Dw. Kt. Suwirnaja, Member of Special Study on
 Primary School Quality, Kanwil MOEC, Nusa
 Tenggara Barat.
 Lalu Wildan, Member of Special Study on Primary School
 Quality, Kanwil MOEC, Nusa Tenggara Barat.
 Ni Komang Sri Bulan, Member of Special Study on
 Primary School Quality, Kanwil MOEC, Nusa
 Tenggara Barat.
 Drs. Supriono, Member of Special Study on Primary

- School Quality, Kanwil MOEC, Nusa Tenggara Barat.
 Drs. Cok Rai Sudarsana, Member of Special Study on
 Primary School Quality, Kanwil MOEC, Nusa
 Tenggara Barat.
 Drs. Harry Soeprianto, Member of Special Study on
 Primary School Quality, Kanwil MOEC, Nusa
 Tenggara Barat.
 Drs. Muhammad Asmuni, Member of Special Study on
 Primary School Quality, Kanwil MOEC, Nusa
 Tenggara Barat.

June 30 Head and staff, Sub Division of Planning,
 MOEC District Office of Lombok Barat.

Surabaya (Heegaard, Nurhadi, Ju, and Djoko)

- June 30 Drs. Widajat Rosmin, Administrative Coordinator,
 Kanwil MOEC, Jawa Timur.
 Dra. Juliani Djajadi, Head, Planning Division, Kanwil
 MOEC, Jawa Timur.
 Drs. Laoh MR, Head, Sub Division of Data Collection
 and Processing, Kanwil MOEC, Jawa Timur.
 Soekemi Mertokoesoemo BA, Staff, Sub Division of Data
 Collection and Processing, Kanwil MOEC, Jawa
 Timur.
 Dra. Asri Harijadi M Ed., Staff, Sub Division of Data
 Collection and Processing, Kanwil MOEC, Jawa
 Timur.
 Endang Setyowati BA, Staff, Sub Division of Data
 Collection and Processing, Kanwil MOEC, Jawa
 Timur.
 Drs. Muryanto, Staff, Sub Division of Data Collection
 and Processing, Kanwil MOEC, Jawa Timur.

Ujung Pandang (Adams and Pelczar)

- June 28-29 Drs. Amminudin Machmud, Head, Kanwil MOEC, Sulawesi
 Selatan.
 Drs. Andi Amin Rauf, Administrative Coordinator,
 Kanwil MOEC, Sulawesi Selatan.
 Drs. Abu Bakar, Head, Planning Division, Kanwil MOEC,
 Sulawesi Selatan.
 Drs. M. Yahya, Head, Personnel Division, Kanwil MOEC,
 Sulawesi Selatan.
 H.M. Nawir, Head, Finance Division, Kanwil MOEC,
 Sulawesi Selatan.
 Buchari Razak, Head, Facility Division, Kanwil MOEC,
 Sulawesi Selatan.

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Drs. Djamaluddin Latif, Head, Administration Division,
Kanwil MOEC, Sulawesi Selatan.
Drs. Amin Thalib, Staff, Head, Planning Division,
Kanwil MOEC, Sulawesi Selatan.

Jakarta

July 1 Prof. Dr. Harsja W. Bachtiar, Head, Balitbang
Prof. Dr. Moegiadi MA, Secretary, Balitbang;
EPP Project Manager.
Dr. Budiono, Head, Information Center.
Dr. Sumardi, Head, Policy Research Center.
Dr. Ace Suryadi, Chairman, Policy Analysis Group,
Chairman The quality of Primary Education Study;
Information Center.
Drs. Ade Cahyana M Sc, Chairman Longitudinal Policy
Research Study on the Quality and Efficiency of
Vocational and/ Technical Education (Voctech).

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