



**USAID** | **INDONESIA**  
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# **More Effective Decentralized Education Management and Governance**

Annual Report

April 2005 to 30 September 2006

**December 2006**

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Prepared for  
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## Executive Summary

During the first 6 months DBE1 concentrated on project start up. The national office was opened in Jakarta and together with DBE 2 and 3 regional offices were established in Medan, Bandung, Semarang, Surabaya and Makassar. In January 2006 DBE 1 and 2 established an office in Banda Aceh. Over 100 DBE1 staff were recruited, trained and equipped with computers and other programmatic and administrative materials. By November 2005 DBE1 took the lead in selecting the first 26 districts in 6 provinces to participate in the project. Two districts in Aceh and one district in Jakarta were added to the project in January and February 2006, respectively. DBE1 took the lead in organizing signing of Memoranda of Understanding with the selected districts. DBE1 participated with DBE 2 in selecting about 540 elementary schools and with DBE3 to select about 94 junior secondary schools to receive project interventions.

The first draft of DBE1's Project Performance Monitoring Plan was approved by USAID. 29 Project Performance Indicators to measure achievements of Intermediate Results were also approved. Baseline data for 17 of the indicators was collected and the first measure of several school/community level indicators against the baseline was undertaken and reported by September 2006.

DBE1 organized a project launch workshop and training for over 100 participants representing all selected districts and participating provinces. The program included study visits to MBE schools in East. Subsequently DBE1 organized comparative studies to more MBE schools in Central and East Java for over 1,000 participants which included two representatives from each DBE school and ten or more district level stakeholders. The visits provided the school and district leaders with a common vision for school improvement and provided a great deal of motivation for the DBE schools to change and improve. In many cases schools began to transform themselves immediately after completing the study visits.

DBE1 introduced "bottom-up" school development planning (*Rencana Pengembangan Sekolah (RPS)*) in February-May 2006. More than 500 schools had completed the RPS and School Year 2006/07 budget (RAPBS) by June 2006. The plans were submitted to district stakeholders, many of whom incorporated the school plans in district planning. The RPS process trains school and community stakeholders in planning techniques and promotes transparency and accountability by involving the whole school community in the planning process. DBE1 estimates that some 12,000-15,000 people have had some involvement in the RPS process. Intensive community participation in the planning process resulted in contributions from the community and private sector of almost 4 billion Rupiah (\$400,000) to the project schools.

RPS training was followed up with one-day training on Roles and Functions of school committees in over 400 DBE project schools in September 2006, with almost 5,500

people trained. The outcome of school workshops was an increased understanding of role and function of the school committee; and in a number of cases school committees were reorganized on a more democratic basis as a result of the training.

While the first year of project implementation focused on the school level, DBE1 in future years will shift focus to improving management and governance at the district level. A great deal of preparatory work on district level programs commenced in Year 1: manuals and training materials were drafted for district education development planning; district data and information systems and district education finance analysis methodology (DEFA) were designed. In June 2006, DBE1 conducted a national workshop with national and provincial stakeholders from MONE, MORA, and Ministry of Finance to present initial drafts of these materials. The workshop resulted in useful and detailed feedback to improve the materials.

A comprehensive analysis of education funding from local budgets was completed in 20 districts in the year to September 2006. The DEFA methodology developed by DBE1 supports improved education planning and management by districts by providing a consistent measure of district “effort” against Law 20/2003 requirement that districts allocate at least 20% of the national budget (APBD) to education (excluding teacher salaries). DEFA definition of expenditure is more comprehensive than common method of dividing education sector allocation by total APBD. The methodology developed for DEFA became the basis developing a methodology and formula that assisted GOI determine national “effort” in primary education for the GOI annual submission to the Millennium Challenge Corporation (MCC). The use of the new methodology resulted in a more accurate determination of GOI funding for basic education. DBE1 organized the participation of 11 GOI officials in a World Bank Institute course in China on Education Finance and Decentralization in April 2006.

DBE1 undertook to capture the demand, supply and capacity of existing MONE’s Education Management Information System (EMIS). Data gathering instruments were designed and field tested, data was gathered at the district and school/community levels in 10 DBE districts. The preliminary EMIS Assessment results were presented in September 2006 to 513 district education officials and MONE staff during a meeting organized by MONE Pusat Statistik Pendidikan (PSP/Education Statistics Center). The initial DBE1 EMIS assessment results were consistent with the PSP revised program. The EMIS Assessment and Recommendations report will be finalized by December 2006, and will be followed with a workshop with government and other stakeholders to review final report and plan follow up actions.

DBE1 conceived and initiated a program to increase use of ICT in project districts through awarding grants ranging from \$2,000-\$40,000 to consortia comprised of private sector and district government institutions. Grants are to be used to increase access to ICT and to use ICT to improve education management and governance. Over 60 proposals were received. After comprehensive evaluation by DBE1, approximately 20

applications with a combined value over \$200,000 will be submitted to USAID for final approval. The first grants are expected to be awarded late in 2006.

In Year 1 DBE1 became part of two Private Public Alliances (PPA) signed between USAID and international oil companies: (i) Chevron to implement a scholarships program in Aceh, and (ii) BP to implement DBE1 district education planning and management and governance programs in Irian Jaya Barat. DBE1 assisted in the management of the USAID-Chevron scholarship program whereby Aceh students received 3 months' work skills training at Chevron's polytechnic school in Riau province. During the year a total of 346 scholarships were awarded to youth from the tsunami-affected areas in Aceh and Nias.

DBE1 launched the prototype of the Web-based Project Data Management System (PDMS). The system designed by DBE1 will manage data input from DBE 2 and 3; all three DBEs will provide Project Performance Indicator measures to enable correlation analysis among the three projects for future study and evaluation. PDMS was used to aggregate and analyze data for reporting on USAID Common and Standard Indicators.

DBE1 designed the DBE Web site and submitted the design to USAID/Washington for final approval. DBE1 manages the web site which serves all three project implementing partners: DBE123. The information is provided in English and Bahasa Indonesia.

The major strategy of the USAID DBE program is to establish successful models and best practices which would be replicated by GOI and other stakeholders. To date a number of districts have requested DBE1 assistance in replicating the RPS program. Interest has also been shown by MONE and other donors in adopting DBE1 school committee training materials. In Aceh other donors have adopted/adapted DBE1 RPS materials. DBE1 has begun to develop manuals and procedures to assist local governments in replicating the RPS program.

On 27 May 2006, Yogyakarta Province and Kabupaten Klaten in Central Java were devastated by an earthquake. Nine DBE schools in Klaten were severely affected. DBE1 immediate response was provision of clothing, medicine and food from donations, obtaining tents as temporary classrooms and assisting all 747 Grade 6 students in the DBE schools complete their National Examinations. DBE1 assisted district officials with a rapid assessment of facilities of 304 affected schools. DBE1 assisted in building temporary schools constructed of bamboo. The rapid assessment, together with the DBE1 program for constructing temporary classrooms out of bamboo ("bamboo schools"), has been taken up by the national government and other donors to apply to all regions affected by the earthquake. DBE1 contracted consultants to assist MONE in creating a manual for responding to natural disasters. This includes standards and guidelines for reconstruction of school building that meet codes for earthquake prone areas as well as guidelines for local committees to manage reconstruction using government and/or funds from other donors. Reconstruction in Klaten serves as a site for field research in developing the national guidelines.

## Ringkasan Eksekutif

Selama enam bulan pertama DBE 1 berkonsentrasi untuk memulai proyek. Kantor untuk tingkat nasional dibuka di Jakarta dan sejalan dengan itu kantor regional DBE2 dan 3 juga didirikan di Medan, Bandung, Semarang, Surabaya dan Makassar. Pada bulan Januari 2006 Kantor DBE1 dan 2 didirikan di Banda Aceh.

Lebih dari 100 staf DBE1 telah direkrut, dilatih dan dilengkapi dengan komputer dan materi administratif dan programatik.

Pada bulan Nopember 2005 DBE 1 memelopori dalam memilih 26 kabupaten pertama di 6 provinsi untuk berpartisipasi dalam proyek. Kemudian pada bulan Januari DBE menambah lagi dua kabupaten di Aceh, dan pada bulan Februari 2006 menambah satu kabupaten/kodya di Jakarta.

DBE1 memelopori pengorganisasian penanda-tanganan Memoranda of Understanding dengan kabupaten terpilih.

DBE1 ikut-serta dengan DBE2 dalam memilih 540 sekolah dasar dan dengan DBE3 dalam memilih sekitar 94 sekolah lanjutan pertama, untuk mendapatkan intervensi proyek.

Draf pertama Rencana Monitoring Kinerja Proyek DBE1 telah disetujui oleh USAID.

Dua puluh sembilan (29) Indikator Kinerja Proyek untuk mengukur pencapaian Hasil Antara juga telah disetujui. Data-dasar untuk 17 indikator telah dikumpulkan dan pengukuran pertama terhadap beberapa indikator tingkat sekolah/masyarakat untuk diperbandingkan dengan data-dasar telah dilakukan dan dilaporkan pada bulan September 2006.

DBE1 telah mengorganisir peluncuran lokarkarya dan pelatihan bagi lebih dari 100 peserta yang mewakili semua kabupaten dan propinsi yang terpilih yang ikut-serta dalam proyek ini. Program ini mencakup kunjungan studi ke sekolah-sekolah MBE di Jawa Timur. Berikutnya DBE1 mengorganisir studi perbandingan ke sekolah MBE yang lebih banyak lagi di Jawa Tengah dan Jawa Timur bagi lebih dari 1000 peserta yang mencakup dua perwakilan dari setiap sekolah DBE dan 10 atau lebih stakeholders tingkat kabupaten.

Kunjungan ini memberikan visi pada umumnya kepada pimpinan sekolah dan kabupaten tentang pengembangan sekolah dan memberikan sejumlah motivasi bagi sekolah DBE untuk melakukan perubahan dan peningkatan. Dalam banyak hal sekolah mulai melakukan perubahan diri segera setelah mereka menyelesaikan kunjungan.

DBE1 memperkenalkan Rencana Pengembangan Sekolah (RPS) melalui pendekatan "bottom-up" (bawah –atas) pada bulan Februari – Mei 2006. Lebih dari 500 sekolah telah menyelesaikan RPS dan Rencana Anggaran Pendapatan Belanja Sekolah (RAPBS) 2006/07 pada bulan Juni 2006. Rencana ini telah disampaikan kepada pemangku kepentingan kabupaten, dan banyak di antara kabupaten ini telah menginkorporasikan

rencana sekolah ke dalam rencana kabupaten. Proses RPS memberikan pelatihan kepada sekolah dan pemangku kepentingan kabupaten dalam teknik perencanaan dan mempromosikan transparansi dan akuntabilitas dengan cara melibatkan seluruh masyarakat sekolah dalam proses perencanaan. DBE1 memperkirakan antara 12.000 – 15000 orang telah terlibat dalam proses RPS. Partisipasi masyarakat yang intensif dalam proses perencanaan telah menghasilkan kontribusi dari masyarakat dan sektor swasta dengan nilai hampir mencapai 4 milyar rupiah (\$400,000) untuk sekolah DBE.

Pelatihan RPS ditindak-lanjuti dengan pelatihan sehari mengenai Peran dan Fungsi komite sekolah bagi lebih dari 400 sekolah proyek DBE pada bulan September 2006, dengan jumlah peserta yang dilatih mendekati 5500 orang. Hasil lokakarya sekolah adalah bertambahnya pemahaman mengenai peran dan fungsi komite sekolah; dan dalam sejumlah kejadian berdampak pada direorganisasikannya komite sekolah secara lebih demokratis sebagai hasil pelatihan yang mereka ikuti.

Sementara implementasi tahun pertama proyek difokuskan pada tingkat sekolah, DBE1 dalam beberapa tahun ke depan akan mengalihkan fokusnya pada peningkatan manajemen dan tata-layanan pendidikan pada tingkat kabupaten. Sejumlah besar persiapan bagi program tingkat kabupaten ini telah mulai dalam Tahun 1: manual dan materi pelatihan bagi rencana pengembangan pendidikan kabupaten sudah disusun drafnya; data kabupaten dan sistim informasi serta metodologi analisis keuangan pendidikan kabupaten (AKPK/DEFA) telah dirancang. Dalam bulan Juni 2006, DBE1 telah melaksanakan lokakarya nasional dengan pemangku kepentingan provinsi dan nasional dari Depdiknas, Depag, dan Depkeu untuk menyajikan draf dan materi tersebut. Lokakarya ini menghasilkan umpan-balik yang rinci untuk memperbaiki materi tersebut.

Analisis komprehensif terhadap pembiayaan pendidikan yang berasal dari anggaran setempat/kabupaten dalam tahun itu hingga dengan September 2006 telah dirampungkan bagi 20 kabupaten. Metodologi AKPK/DEFA yang dikembangkan DBE1 untuk membantu meningkatkan perencanaan dan manajemen pendidikan oleh kabupaten adalah konsisten dengan "upaya" Undang-Undang 20/2003 yang mempersyaratkan kabupaten mengalokasikan sedikitnya 20% dari APBD bagi pendidikan (tidak termasuk gaji guru). Definisi AKPK/DEFA mengenai pengeluaran (expenditure) lebih komprehensif dibandingkan dengan metoda yang dipakai pada umumnya yang membagi alokasi sektor pendidikan dengan jumlah seluruh APBD. Metodologi yang dikembangkan untuk AKPK/DEFA menjadi dasar dalam mengembangkan metodologi dan formula guna membantu Pemerintah Indonesia menentukan "upaya" nasional dalam pendidikan dasar yang nantinya akan disampaikan secara tahunan kepada Millennium Challenge Corporation (MCC). Penggunaan metodologi baru itu menghasilkan penentuan yang lebih akurat dana Pemerintah Indonesia untuk pendidikan dasar. DBE1 telah mengorganisir partisipasi 11 pejabat Pemerintah Indonesia untuk mengikuti program/course Lembaga Bank Dunia di Cina mengenai Keuangan Pendidikan dan Desentralisasi pada bulan April 2006.

DBE1 berusaha menampung demand dan supply serta kapasitas Depdiknas dalam Sistem Informasi Manajemen Pendidikan (SIMP/EMIS). Instrumen pengumpulan data telah dirancang dan diuji di lapangan, data tingkat kabupaten dan sekolah/masyarakat telah dikumpulkan di 10 kabupaten DBE. Hasil kajian SIMP/EMIS awal sudah disajikan pada bulan September 2006 kepada 513 pejabat pendidikan kabupaten dan staf Depdiknas dalam sebuah pertemuan yang diorganisir oleh Pusat Statistik Pendidikan Depdiknas (PSP-Depdiknas). Hasil kajian SIMP/EMIS awal konsisten dengan program yang telah direvisi PSP-Depdiknas. Laporan Kajian dan Rekomendasi SIMP/EMIS akan difinalkan pada bulan Desember 2006, dan akan diikuti dengan sebuah lokakarya bersama pemerintah dan pemangku kepentingan lainnya untuk merevisi laporan final dan rencana kegiatan tindak-lanjut.

DBE1 telah menyusun dan memprakarsai sebuah program untuk meningkatkan pemanfaatan ICT dalam kabupaten proyek melalui pemberian hibah dengan nilai berkisar antara \$2,000 - \$40,000 kepada konsorsia yang terdiri atas sektor swasta dan lembaga-lembaga pemerintah kabupaten. Hibah ini harus digunakan untuk meningkatkan akses terhadap ICT dan menggunakan ICT untuk meningkatkan manajemen dan tata-layanan pendidikan. Lebih dari 60 proposal telah diterima. Setelah dilakukan evaluasi yang komprehensif oleh DBE1, sekitar 20 aplikasi dengan nilai kombinasi lebih dari \$200,000 akan disampaikan ke USAID untuk mendapatkan persetujuan final. Hibah pertama diharapkan akan diberikan pada akhir 2006.

Dalam Tahun 1 DBE1 menjadi bagian dari dua Private Public Alliances (PPA) yang ditanda-tangani antara USAID dan perusahaan minyak internasional: (i) Chevron untuk mengimplementasikan program beasiswa di Aceh, dan (ii) BP untuk mengimplementasikan program perencanaan dan manajemen serta tata-layanan pendidikan kabupaten di Irian Jaya Barat. DBE1 telah membantu dalam manajemen program beasiswa USAID-Chevron dimana para siswa Aceh menerima pelatihan keterampilan kerja di sekolah politeknik Chevron di provinsi Riau. Selama tahun itu ada 346 beasiswa yang diberikan kepada kaum muda yang berasal dari daerah yang terkena musibah tsunami di Aceh dan Nias.

DBE 1 telah meluncurkan prototipe Web-based Project Data Management System (PDMS). Sistem yang dirancang oleh DBE1 ini akan mengelola input data dari DBE2 dan 3; semua DBE akan memberikan takaran Indikator Kinerja Proyek sehingga memungkinkan untuk melakukan analisis korelasi diantara tiga proyek itu guna kepentingan evaluasi dan studi di masa mendatang. PDMS digunakan untuk melakukan agregasi dan menganalisis data untuk pelaporan berdasarkan USAID Common and Standard Indicators.

DBE1 telah merancang Web site DBE dan telah menyampaikan rancangan itu kepada USAID/Washington untuk mendapatkan persetujuan final. DBE1 mengelola web site itu untuk melayani semua mitra yang mengimplementasikan ketiga proyek: yaitu DBE123. Informasi disediakan dalam Bahasa Inggris dan Bahasa Indonesia.

Strategi utama program DBE USAID adalah membangun model yang sukses dan praktik terbaik yang dapat direplikasi oleh Pemerintah Indonesia dan stakeholders lainnya. Sampai saat ini sejumlah kabupaten telah menyampaikan permohonan kepada DBE1 untuk membantu mereka dalam mereplikasi program RPS. Minat juga telah ditunjukkan oleh Depdiknas dan donor lainnya dalam mengadopsi materi pelatihan komite sekolah. Di Aceh donor lainnya telah mengadopsi/mengadaptasi materi RPS DBE1. DBE1 telah memulai mengembangkan manual dan prosedur untuk membantu pemerintah setempat/lokal dalam mereplikasi program RPS.

Pada tanggal 27 Mei 2006 DIY dan Kabupaten Klaten Jawa Tengah telah ditimpa bencana gempa dahsyat yang menghancurkan. Sembilan sekolah DBE di Klaten menderita rusak berat. Respon segera dari DBE1 adalah memberikan bantuan pakaian, obat-obatan dan makanan dari donasi, mencarikan tenda sebagai tempat belajar/kelas sementara dan membantu seluruh 747 murid Kelas 6 di sekolah DBE untuk menyelesaikan Ujian Nasional mereka. DBE1 membantu pejabat kabupaten dengan kajian cepat (rapid assessment) terhadap fasilitas 304 sekolah yang terkena musibah gempa. DBE1 membantu membangun sekolah sementara dengan bahan dari bambu. Kajian cepat, bersama dengan program DBE1 untuk membangun kelas sementara dari bahan bambu (“sekolah bambu”) telah dipakai oleh pemerintah tingkat nasional dan donor lainnya guna membantu daerah lain yang terkena gempa bumi. DBE1 telah mengontrak sejumlah konsultan untuk membantu Depdiknas dalam menyusun panduan untuk merespon bencana alam. Hal ini termasuk standard dan pedoman untuk membangun kembali gedung sekolah yang memenuhi persyaratan di daerah yang rentan gempa bumi maupun pedoman bagi masyarakat setempat untuk mengelola rekonstruksi sekolah yang menggunakan dana dari pemerintah dan/atau dana dari donor lainnya. Rekonstruksi di Klaten berfungsi sebagai sebuah tempat bagi riset lapangan dalam mengembangkan pedoman nasional.



# I. Achievements to September 2006

## 1. Staff Recruitment and Office Establishment

In the first six months of the project, DBE1 recruited staff for national and five provincial offices, recruited and trained 26 district coordinators, and established district offices in the 26 districts. Subsequently, one district in Jakarta and two districts in Aceh were added to the project. In January 2006, a sixth provincial office was established in Aceh and provincial staff recruited. District Coordinators were recruited and trained and district offices were established in Jakarta and Aceh.

In Year 1, DBE1 recruited, trained and supported about 170 District facilitators to work with DBE1 provincial staff in implementing DBE1 initiatives in the field. These District Facilitators were primarily district government school inspectors, together with school principals and NGO members, who added DBE1 activities to their routine functions. The Facilitators were instrumental in providing necessary human resources to implement DBE1 interventions. At the same time, they gained valuable skills and experience which has become a sustainable resource for districts as they continue to replicate the DBE1 program.

DBE1 District Coordinators were selected with full participation of District Stakeholders. District Counterparts very much appreciated their participate, and as a result their cooperation with project implementation increased. This was reported as a best practice on the DBE1 website.

## 2. District Selection

The project intends to include up to 100 districts to be selected and integrated into the project in three phases. Year 1 saw the selection of the first “cohort” of project districts. Following field visits, socialization of the USAID DBE Project and consultations with local governments during July-September 2005, USAID agreed to the selection of 26 districts<sup>1</sup>. Two districts in Aceh were added under a contract modification in January 2006. A detailed assessment to determine feasibility of including Aceh in the project was undertaken by a team of DBE1 and 2 staff over a period of several months beginning in June 2005. A cluster of 7 schools was developed as a “demonstration site” in Central Jakarta in February 2006. By the end of Year 1, a total of 29 districts were fully participating in the DBE project (see Maps locating Cohort 1 district in Annex). DBE1 also managed the signing of memoranda of understanding (MOU) between heads of district governments and Chiefs of Party of DBE123.

DBE1 participated in selection of 489 primary schools (SD+MI) under the direction of DBE2 during October-November 2005.

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<sup>1</sup> *Report on the Selection of 26 Districts and Cities, DBE123 (July 2005)*

### 3. Initial Training and Study Visits for Project Beneficiaries



*National Level Workshop in Surabaya, November 2005*

The initial training commenced with a national level workshop for over 100 key provincial and district stakeholders which was held in Surabaya in November 2005. The workshop included study visits to MBE schools. The initial workshop and subsequent study visits for school and district level officials were instrumental in garnering support and commitment for the DBE project and for establishing a common vision for improving education management and governance in the project districts.



*Study visit to MBE schools in East Java, November 2005-February 2006*

Study visits for 1,146 school principals, school committee members, teachers and district officials to MBE schools<sup>2</sup> were carried out during December 2005-January 2006. The study visits demonstrated what school communities can do to strengthen school-based management and to introduce active methods of teaching and learning. These study visits stimulated schools to take initiatives even before the first DBE training was conducted. The successful study visits to MBE schools in the initial 26 districts were repeated for the Central Jakarta schools in February 2006 and for Kota Banda Aceh and Kabupaten Aceh Besar in April-June, 2006.

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<sup>2</sup> In South Sulawesi, there were visits to CLCC schools implementing active teaching/learning methods.

#### 4. School Development Plans and Replication

DBE1 introduced “bottom-up” school development planning (*Rencana Pengembangan Sekolah (RPS)*) in February-May 2006 to build upon the enthusiasm generated by the study visits. Traditionally, school planning and budgeting has been a “closed” process conducted by the school principal and a few teachers. The head of the School Committee countersigned the completed plan. The RPS process trains school and community stakeholders in planning techniques and promotes transparency and accountability by involving the whole school community in the planning process. DBE1 estimates that some 12,000-15,000 people have had some involvement in the RPS process.

There have been four major outcomes:

1. Greater community interest in and ownership of school-based activity;
2. Adoption of USAID DBE RPS materials for use by other donors working in Aceh;
3. Increased community contributions, in cash and in kind, estimated at Rp. 4 Billion (more than \$400,000), including Rp.600 million from the State Electricity Company (PLN) for the reconstruction of MIN Rukoh in Kota Banda Aceh; and
4. Commitments by local governments to replicate RPS in new clusters. By September 2006, 11 governments had committed more than Rp.1.232 billion for replication of DBE, a significant portion of which will be used for replicating the RPS program.



*RPS Training and review of RPS by community, February-June 2006*

Extensive evaluation of RPS materials was undertaken with local stakeholders in the July-September 2006 quarter, followed by national level consultations in August 2006. Program materials will be revised in Year 2 based on the evaluation results.

## **5. Strengthening School Committees and governance**

Following successful completion of RPS in all Cohort 1 primary schools the focus for activity toward the end of Year 1 shifted to the role of school committees and community participation in school activity. The main capacity building activities were the development of a training module for school committees in collaboration with national stakeholders, training of trainers (TOT) in each Province, and workshops at school level. One-day training on Roles and Functions of School Committees was implemented in over 400 DBE project schools in September 2006, with almost 5,500 people trained – 56% males and 44% females. The outcome of school workshops was an increased understanding of role and function of the principal, teachers and the school committee. The training demonstrated the need to upgrade the skills and knowledge of school committees; in East Java, for example, 56% of trainees had no knowledge of their roles and functions and another 20% had only heard about them in passing.

## **6. District Level Planning and Management**

A great deal of preparatory work on district level programs commenced in Year 1: manuals and training materials were drafted for district education development planning; district data and information systems and district education finance analysis methodology (DEFA) were designed. When work on these materials began toward the beginning of Year 1, DBE1 had planned to assist districts to produce a District Education Development Plan (*Rencana Pengembangan Pendidikan Kabupaten (RPPK)*). However, during the design of this program, Ministry of Home Affairs issued new guidelines for the preparation of long-term and medium-term district development plans (*Surat Edaran No. 050/2005, August 2005*). This document details the way in which medium-term strategic plans (*Renstra*) are to be prepared for district offices, including *Dinas Pendidikan* (District Education Office).

In May 2006, Ministry of Home Affairs issued another important decree regarding district financial management (*Permendagri No. 13*) which, amongst others, clarifies the relationship between medium-term and annual planning, including budget preparation. Refinements in the regulatory framework for planning at the district level constituted a major challenge for DBE1. These events required the DBE1 team to adjust the initially developed methodology for education planning at the district level.



*National Workshop with Stakeholders from MONE, MORA & Ministry of Finance, June 2006*

In June 2006, DBE1 conducted a national workshop with national and provincial stakeholders from MONE, MORA, and Ministry of Finance to present initial drafts of these materials. The workshop resulted in useful and detailed feedback to improve the materials. In subsequent months, DBE1 team worked to revise the materials. Materials will be finalized and field tested in October-December 2006, and another workshop will be held to review the revised materials and field test results.

## **7. District Education Finance and “Local Effort”**

A comprehensive analysis of education funding from local budgets was completed in 20 districts (12 Kabupaten, 8 Kota) in the year to September 2006. The DEFA methodology developed by DBE1, which draws upon initiatives of earlier projects, supports improved education planning and management by districts by providing a consistent measure of district “effort” against Law 20/2003 requirement that districts allocate at least 20% of APBD to education (excluding teacher salaries). DEFA definition of expenditure is more comprehensive than common method of dividing education sector allocation by total APBD. DEFA includes any school construction and education expenditure reported in other sectors, and includes salary expenditure for non-teaching personnel. DEFA also provides a more accurate analysis of educational expenditures at the district level. For example, in FY2006 although DAU in 19 cohort 1 districts increased by 52.3%, Ministry of Finance reports that planned education expenditure would increase by 33.4%. However, DEFA methodology shows that planned expenditures for teacher salaries would increase by 23% while non-salary expenditures would increase by 53% in these districts. This analysis allows districts to more accurately assess their performance in meeting the national mandate that 20% of budgets should be devoted to non-salary education expenditures.

The methodology developed for DEFA became the basis developing a methodology and formula that assisted GOI determine national “effort” in primary education for the GOI annual submission to the Millennium Challenge Corporation (MCC). The use of the new methodology resulted in a more accurate determination of GOI funding for basic

education from both APBD and APBN. For FY2004, GOI reported only 0.54% of GDP for primary education, whereas using the methodology developed by DBE1 the government was able to show 1.46% for FY2005. (This was still short of the 2.14% MCC threshold, but made the threshold achievable).

DBE1 organized the participation of 11 GOI officials in a World Bank Institute course in China on Education Finance and Decentralization in April 2006. USAID approved DBE1 funding for 10 participants while the Ministry of National Education funded an additional participant. The “Beijing Group” included technical staff from Menko Kesra, MONE, MORA, Bappenas and the Ministry of Finance. This group has been active in supporting a number of planning and management aspects of the DBE program (see section 14, below).

## 8. National EMIS Review

DBE1 engaged short-term technical assistance to guide the DBE1 ICT team in designing data gathering instruments required for the EMIS assessment. The assessment sought to capture the demand, supply and capacity of existing EMIS at the district and school level. A preliminary national workshop was held in Jakarta in February 2006 to discuss DBE1 plan for the assessment. Stakeholders included representatives from national ministries (MONE, MORA, Menko Kesra) and members of the international donor community. Data gathering instruments were designed and field tested, data was gathered at the district and school/community levels in 10 DBE districts as well as from provincial and national government officials, and data was analyzed using the DBE Project Data Management System (PDMS). (Data entry was a capacity building activity in itself because DBE1 staff facilitated on-line data entry by district education office staff in most districts).



*Meeting with National and International Stakeholders  
on EMIS Assessment, February 2006*

The preliminary EMIS Assessment results were presented in late September 2006 to 513 Kepala Dinas Pendidikan (province and district) and to MONE staff during a meeting on “Appreciation and Coordination on Education Data Network” organized by MONE Pusat

Statistik Pendidikan (PSP/Education Statistics Center). The initial DBE1 EMIS assessment results were consistent with the PSP revised program. Head of PSP MONE encouraged each Kepala Dinas Pendidikan to work closely with DBE1 staff in preparing data for district level planning.

The EMIS Assessment and Recommendations report will be finalized by December 2006, and will be followed with a workshop with government and other stakeholders to review Final Report and plan follow up actions.

## 9. Information and Communication Technology (ICT) Grants

The DBE1 Work Order requires \$800,000 be set aside for grants to non-government entities; and it also calls for introducing ICT Innovations in the DBE project and to develop a pilot project to increase access to the internet through internet “hotspots.” To develop the ICT innovations through the grants program, DBE1 sought the services of an international expert to work with DBE1 staff in designing the program. The DBE1 team conducted a feasibility and needs assessment, designed a program based on the assessment, produced and distributed leaflets to describe the program, held workshops with stakeholders in 26 districts to further explain the program, provided technical assistance in each district to assist applicants in completing applications, held several rounds of evaluation, and produced a grants manual for grants management and administration.

### EVALUASI & BOBOT PENILAIAN

**Kriteria Evaluasi**

1. Proposal secara jelas mengidentifikasi pemenuhan manfaat dan bahasan, langsung atau tidak langsung, termasuk besarnya manfaat, lokasi, dan strategi manfaat yang akan diterima.
2. Proposal secara jelas mengidentifikasi kebutuhan yang dipikirkan oleh Dinas Pendidikan/Kantor Departemen Agama, Pemerintah dan Daerah, atau komunitas pendidikan lainnya.
3. Proposal memuatlah pernyataan tentang tujuan DBE1 menurut an Hibah Teknologi Informasi dan Komunikasi (ICT Grants).
4. Proposal tidak bersifat eksklusif. Proposal memberikan manfaat bagi masyarakat luas tanpa memandang agama, suku, etnis, politik, atau status sosial lainnya.
5. Proposal menyatakan la besipukan terhadap petasan wanita dan mampu menengahi konflik yang mungkin terjadi.
6. Proposal bisa memaparkan fakta terjadinya jejaring (networking), kolaborasi, dan kemitraan.
7. Proposal menyajikan fakta yang menunjukkan adanya kebidangannya pegerikan, dilihat dari aspek finansial manarik juga manfaat yang dapat diberikan oleh proyek untuk pegerikannya.
8. Proposal menyajikan fakta tentang biaya perantara transaksi kegiatan yang penerus oleh kabupaten/kota lainnya di Indonesia.

**Bobot Penilaian**



Proposal yang masuk akan dievaluasi dengan mengikut formula pembobotan seperti berikut ini:

- Metode dan pendekatan (rencana bisnis) : 30%
- Kajian kebutuhan serta rencana monitoring dan evaluasi : 20%
- Kualitas dari personalia yang terlibat dan manajemen manajemen proyek : 20%
- Uji biaya beserta detail anggaran : 30%

### ALAMAT YANG BISA DIHUBUNGI

**Provinsi**

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2. Supandi Toto, Kantor DBE1 Sulawesi Selatan, Jl. L. Amang No. 48, Makassar, Telp. (0411) 811-3805, Email: [ict@db1.sulsel@indonesia.net](mailto:ict@db1.sulsel@indonesia.net)
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4. Afffoida, Kantor DBE1 Jawa Tengah, Jl. Anggoro No. 31, Semarang, Telp. (024) 7079-0065; 850-7412, Email: [ict@db1.jateng@indonesia.net](mailto:ict@db1.jateng@indonesia.net)
5. M. Saifuddin, Kantor DBE1 Jawa Tengah, Perum Sora Iri Perum Blok C-05, Jl. Raya Juanda, Selan Agung, Seloarjo 61233, Telp. (031) 800-50123, 865-7004, 865-7914, 865-7897, Email: [ict@db1.jember@indonesia.net](mailto:ict@db1.jember@indonesia.net)

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Tita M. Fachrudin, Gedung DEJ Jakarta, Tower 1, Lt. 29, Jl. Jend. Sudirman Kav. 50-53, Jakarta 12190, Telp. (021) 515-3772, Email: [ict@db1.pusat@indonesia.net](mailto:ict@db1.pusat@indonesia.net)



**Desentralisasi Pendidikan Dasar: Manajemen dan Tata Pelayanan Pendidikan**

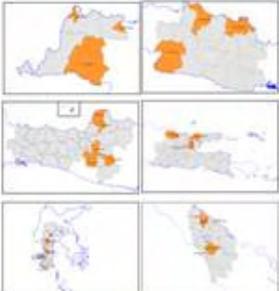
Gedung Bursa Blok Jakarta Tower 1, Lt. 29  
Jl. Jend. Sudirman Kav. 50-53  
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DESENTRALISASI PENDIDIKAN DASAR  
**MANAJEMEN & TATA PELAYANAN PENDIDIKAN**

### UNDANGAN PROPOSAL

#### Hibah Teknologi Informasi & Komunikasi (ICT Grants)



**BATAS AKHIR PENYERAHAN PROPOSAL**  
9 JUNI 2006

*Brochure Announcing ICT Grants Competition, June 2006*

The innovative feature of the DBE1 ICT grants program is the requirement that grantees be consortia comprised of private sector and district government institutions, and that the grants be related to education management and governance. Government institutions include District Public Libraries, District Education Office and District Religious Affairs Office. Two types of grants were encouraged:

- (i) Innovation Education Management and Governance (EMG) Grants which are meant to apply ICT use to education management and governance, and
- (ii) “Education Hotspots” grants intended to increase access to the internet for both government institutions and the public at large. Grants were further classified by the amount of the grants.

Tier 1 grants ranged from \$2,000 to \$4,000, and Tier 2 grants are valued at \$10,000–\$40,000. Some 63 grant applications were received by the 11 June closing date. Twenty-six (41%) were for Access Grants (education hot spots) and 37 (59%) for EMG Grants. There were more applications for larger Tier 2 grants (\$10,000–\$40,000) than for Tier 1 grants (\$2,000–\$4,000) (see table below).



*Workshop to evaluate ICT Grants, June 2006*

A national evaluation workshop to produce a short list of grantees was held in Bogor, West Java on 13-17 June 2006. The ICT Grants Evaluation Committee included representatives of government and the private sector. Proposals were assessed on technical merit (30%), needs assessment and monitoring (20%), proposed personnel and management (20%) and detailed budget (30%). The national evaluation workshop agreed that special *equity* measures were required to ensure representation in each province and to aim at bridging the digital divide among districts. Final selection was based on the highest scoring proposals within each province. Top candidates were notified, and letters of regret were sent to the unsuccessful candidates.

Short listed proposals were then discussed with applicants and the relevant district officials, followed by a detailed review of their financial proposals. Because this type of program was new to grantees, most applications were weak in formulating a viable and sustainable business plan and rational budget. Therefore, DBE1 provided technical assistance to help short listed candidates improve their proposals.

## Distribution of ICT Grants (USD) by Categories and Tiers

Province	Education Hotspots		Innovation EMG	
	Tier-1	Tier-2	Tier-1	Tier-2
Banten	-	22,222.22	-	-
Central Java	3,554.83	29,444.44	3,028.06	24,997.22
East Java	3,413.33	-	3,358.89	23,650.00
North Sumatera	9,718.89	-	6,822.22	24,411.11
South Sulawesi	3,892.44	-	9,831.94	36,022.11
West Java	6,583.61	-	-	22,293.61
Total by Tier & Category	27,163	51,667	23,041	131,374
Total by Grant Category	78,830		154,415	
Grand Total	<b>233,245</b>			

As of September 30, 2006, 21 proposals had reached the Pre-Award stage. The Pre-Award stage focused on grantees meeting DBE1 standards of financial management, property management, procurement, and record keeping and reporting procedures. After comprehensive evaluation by DBE1, applications will be submitted to USAID for final approval. The first grants are expected to be awarded late in 2006.

### 10. Public-Private Alliances

In Year 1 DBE1 became part of two PPAs signed between USAID and international oil companies: (i) Chevron to implement a scholarships program in Aceh, and (ii) BP to implement DBE1 district education planning and management and governance programs in Irian Jaya Barat.



*Students in USAID-Chevron Scholarship Program, July 2005-April 2006*

DBE1 assisted in the management of the USAID-Chevron scholarship program whereby Aceh students received 3 months' work skills training at Chevron's polytechnic school in Riau province. During the year a total of 346 scholarships were awarded to youth from the tsunami-affected areas in Aceh and Nias.

DBE1 signed a contract with Lembaga Pengabdian Kepada Masyarakat, a Cross-Disciplinary Research Unit of Syiah Kuala University in Aceh, to monitor and evaluate the USAID-Chevron scholarship program. Two impact reports have been submitted and reviewed by DBE1 and USAID<sup>3</sup>.

USAID and BP finalized an alliance in Irian Jaya Barat, with DBE1 to support district planning activity in three districts – Kota Sorong, Kabupaten Sorong Selatan, and Kabupaten Manokwari. DBE activity will complement activity by the USAID LGSP program.

## **11. Project Data Management System (PDMS)**

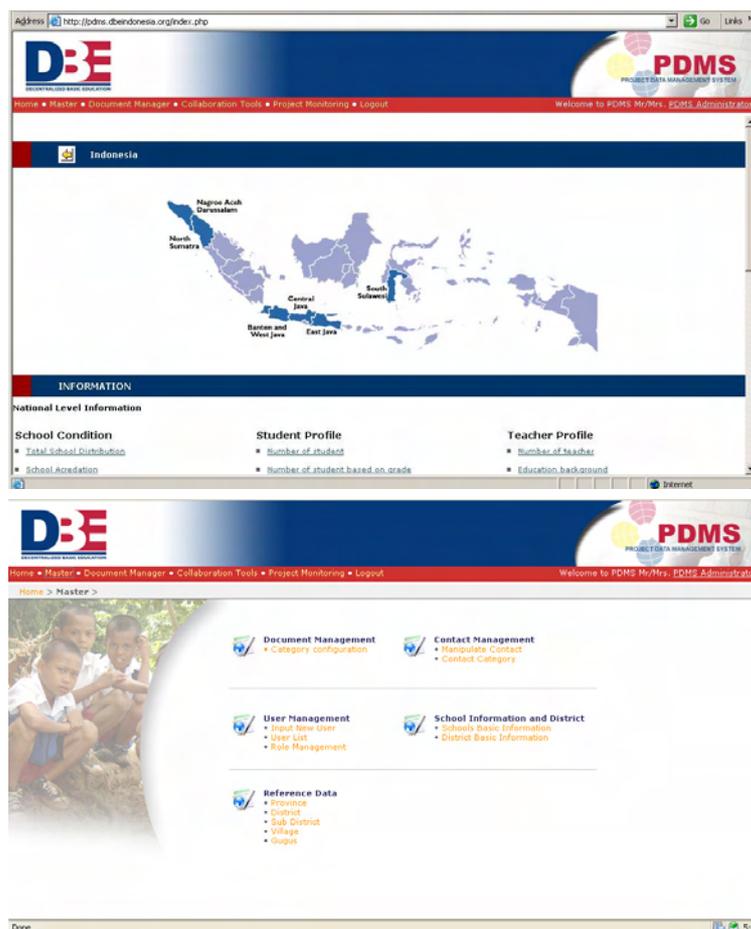
In Year 1 DBE1 launched the prototype of the Web-based Project Data Management System (PDMS). The prototype can be accessed at <http://pdms.dbeindonesia.org>. The development of the PDMS was discussed with the DBE2 and 3 and USAID during ICT Working Group meetings. Initial DBE school profile data (483 schools in 26 districts) was collected and entered into the database.

DBE1 will complete development of the PDMS in Year 2. Alpha versions of several sub systems such as Geographical Information System (GIS) and correlation analysis will be completed early in Year 2; final beta versions will be completed in mid year.

The system designed by DBE1 will manage data input from DBE 2 and 3; all three DBEs will provide Project Performance Indicator measures to enable correlation analysis among the three projects for future study and evaluation. The following is an example of "correlation analysis" that could be made with the PDMS: relationship between improvement in school plans, number of school committee members trained, number of days of teacher training and improvement in a sample of third grade test in maths in project schools. Each correlation will require development of specific formulas because we cannot anticipate the correlations that might be requested in the future; and the correlation will be limited to the data that is available. This means in part that DBE2 and 3 would be required to provide data for specific correlations.

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<sup>3</sup> Chevron-USAID Vocational Training Monitoring & Evaluation Impact Reports (#1 April 2006; #2 September 2006)

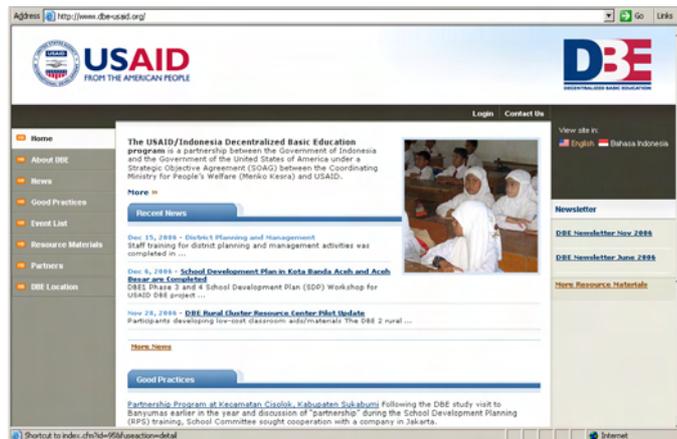


*PDMS Screenshot*

PDMS was used to aggregate and analyze data for reporting on USAID DBE Common Indicators (e.g. number of teachers and administrators trained, numbers of schools and learners) and USAID Standard Indicators (e.g. number of administrators/officials and school committee members trained in school finance, management and governance). Data for the year ending September 2006 will be submitted to USAID in December 2006.

## 12. Project Web Site

DBE1 designed the DBE Web site and submitted the design to USAID/Washington for final approval. DBE1 manages the web site which serves all three project implementing partners: DBE123. Members of the DBE123 ICT Working Group collaborated on the content of the dual language web site. All representatives agreed on the web site skin template, including its navigation and related content (English and Bahasa Indonesia).



*DBE Website Screenshot*

DBE123 outreach and information staff regularly submit information and reports of best practices to DBE1 staff who upload the information to the web site. GIS information for project districts and schools will be uploaded to the website from PDMS beginning in quarter 1 of year 2.

The web site is accessed at <http://www.dbe-usaid.org/>

### **13. Project Dissemination and Replication**

DBE123 reached an agreement with USAID in Year 1 to divide dissemination tasks. According to the agreement, DBE1, as described above, was required to develop and manage a website to facilitate data and information dissemination, information exchange, and to provide up-to-date reports on replication of project interventions. DBE2 will be responsible for outreach, and DBE3 will produce a quarterly newsletter.

To date a number of districts have requested DBE1 assistance in replicating the RPS program. Interest has also been shown by MONE and other donors in adopting DBE1 school committee training materials. In Aceh other donors have adopted/adapted DBE1 RPS materials. DBE1 has begun to develop manuals and procedures to assist local governments in replicating the RPS program. DBE1 does not intend to assist non-target districts to implement DBE1 interventions unless it is done through a Private-Public Alliance (PPA).

### **14. Collaboration with Government of Indonesia**

DBE1 national and provincial teams maintained good communications and collaboration with GOI particularly at the national and district levels. Because the province has a relative minor role in education management and governance under decentralization, collaboration with provincial government bodies consisted of primarily of sharing information for coordination purposes. Provincial governments were instrumental in selection of the DBE1 districts, and in most provinces provincial coordination

committees have been established to assist in DBE implementation. Provincial stakeholders participated in some of the national level meetings described below.

At the national level, DBE1 has been working on education finance issues with an intersectoral team of 15 persons who attended a course in Beijing China in April 2006. Ten of the members were funded by DBE1. Members of the group include staff from the Menko Kesra, Bappenas, MONE, MORA, MOF, USAID, MBE and DBE1. Representatives from most of the agencies above have become national team members of the RPS development team and the School Committee training development team. Representatives from the above agencies also participated in a number of national level meetings held during the year including meetings to launch and evaluate the RPS program, launch the district education planning program, initial discussion of DBE1 EMIS assessment and first evaluations of the ICT grants program.



*Indonesian Trainees and Instructors in Education Finance Course, Beijing, April 2006*

DBE1 staff were invited as participants and resource persons in various GOI activities. For example, West Java/Banten Provincial Coordinator has been a member of a team to assist governor to evaluate education policy improvement in the province. The Aceh DBE1 Provincial Coordinator was head of a task group in a team of National and International effect that formatted a new Education Development Plan for the Province Strategic. DBE1 ICT Specialist was the only representative from the international donor community to speak at a MONE national level workshop on EMIS. DBE1 central staff were asked to attend a number of international donor working group meetings. The Aceh

At the district level the DBE1 teams work closely with district governments and other stakeholders such as Dewan Pendidikan. Advisory and technical DBE committees have been set up in 28 districts. DBE1 took the lead in drafting the guidelines for formation of these committees working closely with DBE 2 and 3. District government and other stakeholders are invited to all training activities and are updated constantly on DBE1 activities.

## 15. Collaboration with other USAID Projects

During the first year of the project DBE1 coordinated with the following USAID projects: MBE, LGSP, ESP, HSP and Aman Tirta. Closest collaboration was with MBE. DBE1 adapted the MBE principles and procedures for training on school based management. MBE schools became models for DBE schools. DBE1 financed study visits to MBE schools; MBE staff provided continuous support in organizing and facilitating the visits. DBE1 has consulted regularly with LGSP regarding our program for developing capacity building and education development plans for district governments. ESP has collaborated with DBE1 in some provinces, particularly Aceh and Central Java. In some cases ESP staff joined DBE1 RPS training and provided inputs into the RPS methodology. ESP and Aman Tirta collaborated with DBE in Klaten in rehabilitating schools. The latter projects and HSP worked closely with planning the school visit to a Jakarta school by the US Secretary of State in march 2006. DBE1 participated in a International Water Day event organized by ESP in May 2006. Aman Tirta continues to coordinate its program in Jakarta schools with DBE1.



*Teachers and students from school Johar Baru 29 in the Jakarta Pusat cluster at International Water Day, March 26, 2006.*

## 16. Collaboration with other donor Projects

DBE1 met frequently with other donor organizations during year, primarily with World Bank, Asian Development Bank (ADB) and Australian Agency for International Development (AusAID). All of these organizations support projects that are directly relevant to DBE1's programs. A sample of such collaboration is presented below.

Both the World Bank and AusAID are supporting work on Indonesia's Education Management Information System (EMIS). Representatives of these organizations attended DBE1's first organizational workshop on this topic in February 2006, and correspondence particularly with the World Bank continued throughout the year as DBE1's assessment work proceeded.

The DBE1 Education Finance Advisor participated in an ADB seminar on the Analysis of the Current Situation of Madrasah Education on October 25, 2005. DBE1 Education

Planning and Management Specialist made a presentation on the DBE1 RPS activities to the Madrasah project consultants on December 16, 2005.

The Indonesian-Australian Partnership in Basic Education Project (IAPBE) funded by the Australian Agency for International Development (AusAID) has similar interests to the USAID MBE and DBE projects. Following visits by a DBE1 team to IAPBE project sites in East Java in September, 2005 IAPBE consultants and DBE1 staff met in December to discuss use of the “log-frame approach” for District Education Development Plan preparation and capacity assessments that will be carried out by both projects as well as LGSP

In South Sulawesi, DBE1 participated in the second annual Eastern Indonesia Development Forum, hosted by the Support Office for Eastern Indonesia (SOFEI), a multidonor hub facilitated by the World Bank. DBE1, 2, and 3 established a booth in the Forum Expo in Makassar to promote the DBE program jointly with LGSP.



*Participants in the Eastern Indonesian Development Forum visit the DBE/LGSP Expo booth, September 2006*

This provided an excellent opportunity to promote USAID activity in Eastern Indonesia and to build relationships with high-level stakeholders from government and civil society and other donors. DBE is well-placed to provide ongoing input on SOFEI activities and to benefit from linkages with the organization, particularly in relation to potential replication of the DBE program in Eastern Indonesia

## **17. Response to May 27 Earthquake and Bamboo Schools**

On 27 May 2006, Yogyakarta Province and Kabupaten Klaten in Central Java were devastated by an earthquake. The USAID DBE Project had two schools clusters in Klaten, of which schools in Jogonalan Kecamatan (sub-district) suffered major damage. The DBE1 District Coordinator in Klaten and the Provincial team from Semarang provided assistance from day 1. The immediate response was provision of clothing, medicine and food from donations, obtaining tents as temporary classrooms and assisting all 747 Grade 6 students in the Kecamatan complete their National Examinations.



*School Damaged in Klaten, June 2006*



*RDA Presentation in Klaten, July 2006*

DBE1 assisted district and sub-district officials with a rapid assessment of facilities in Jogonalan Kecamatan. This was so successful that the District Education Office requested that all 304 schools in the seven most affected Kecamatan be surveyed. Community members were trained in the Rapid Assessment methodology and the results were completed in 4 weeks<sup>4</sup>.



*RDA Data Entry Klaten, June 2006*

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<sup>4</sup> *Title/date of report published*

Communities identified the limitations of tents as temporary classrooms and sought assistance in construction of “bamboo” classrooms pending permanent re-construction of the schools. USAID challenged DBE1 to have the temporary schools available for the opening of the new school year on 17 July. DBE1 provided temporary assistance to train and supervise construction of nine “Bamboo Schools.”

DBE1 collaborated with the USAID Environmental Services Project (ESP) and Dian Desa to improve sanitation in all ten Project schools.



*Bamboo Schools, Klaten, June 2006*

The rapid assessment, together with the DBE1 program for constructing temporary classrooms out of bamboo (“bamboo schools”), has been taken up by the national government and other donors to apply to all regions affected by the earthquake. DBE1 contracted consultants to assist MONE in creating a manual for responding to natural disasters. This includes standards and guidelines for reconstruction of school building that meet codes for earthquake prone areas as well as guidelines for local committees to manage reconstruction using government and/or funds from other donors. Reconstruction in Klaten serves as a site for field research in developing the national guidelines. DBE1 has entered discussions with BP Migas and Conoco energy companies to form private public alliances through which expertise in construction supervision and administration of the process by local committees would be funded.

## II. Monitoring Project Performance

### 1. Monitoring and Evaluation Plan

DBE1 conducts three types of monitoring evaluation. *Monitoring of inputs* and work plan implementation is done through weekly and quarterly reporting and supervision in the field. District Coordinators report to Provincial Coordinators weekly, and Provincial Coordinators report to COP weekly and quarterly. Central and provincial teams conduct field based monitoring routinely and provide follow up supervision in special cases. Project implementation adjustments are made accordingly. Improvements and revisions in programs and materials are made through *formative evaluation* which is conducted by the various development teams. For example, the RPS team conducted a mid program development evaluation to assess performance of the first phases of the RPS program and make revisions in the draft of future phases. At the end of the first year of RPS implementation the RPS team conducted an extensive evaluation of Year 1 implementation and made revisions in the manuals, procedures and materials. Impact evaluation is conducted through measuring Project Performance Indicators on a regular schedule.

*Impact evaluation* is explained in detail in the DBE1 Performance Monitoring Plan (PMP) manual. The first draft of the PMP was submitted to USAID in September 2005. A revised final draft of the PMP will be submitted in December 2006.

The PMP provides a menu for tracking progress toward achievement of the DBE1 Program Objectives and Results. In summary, 29 Project Performance Indicators which measure DBE 1 intermediate results were agreed to by USAID in Year 1. Instruments were created to measure 17 indicators, and in December 2005 and June 2006 baseline data was collected, analyzed and reported for those 17 indicators for Cohort 1 school/community and district levels. Instruments for the remaining 12 indicators will be developed in October-December 2006, and the baseline data for these remaining indicators for Cohort 1 will also be completed. By December 2006, instruments to measure baseline and performance will be completed for all 29 indicators, and Cohort 1 baseline data will be completed. The delay in the final 8 indicators was due to some district level programs being finalized in Year 2 (e.g., personnel and asset management). Baseline for all Cohort 2 schools/communities and districts will be completed in quarter January-March 2007.

DBE1 sample size is all target schools and districts, but random sampling is used to measure replication in non project districts at the school/community level. In Year 2, DBE1 will monitor RPS performance in Cohort 1 and 2 SMP/MTs. New indicators will not be created for this purpose, but differentiation will be made in the analysis.

Measurements against the baseline are conducted every six months at the school/ community level and annually at the district level. The same instruments are used to collect baseline data and the results to determine the extent of any improvement. The reason for the difference in reporting periods is that we expect to see impact more quickly at the school/community level. The first measurement of 7 indicators for Cohort 1 schools/communities was conducted in June 2006 (about 6 months after the baseline). A second measure of 22 indicators for Cohort 1 school/ community levels and first measure of district level indicators will be conducted in December 2006 and reported in March 2007. Routine measures of Cohort 2 schools/communities and districts will be conducted in parallel with *Cohort 1* beginning in June 2007.

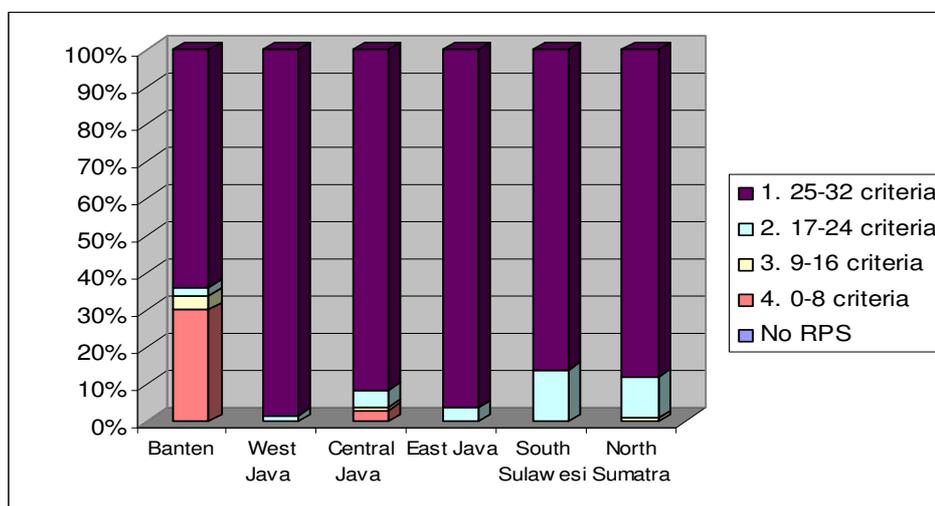
## 2. Selected Evaluation Results

As stated above, baseline data was collected for 7 school/community indicators in December 2005 and the first measurement of progress in achieving results was carried out in June 2006. The full results of this first evaluation were submitted to USAID in a report dated September 30, 2006<sup>5</sup>. Highlights of the evaluation results are reported below.

- ***Improvements in producing School development Plans in target schools***

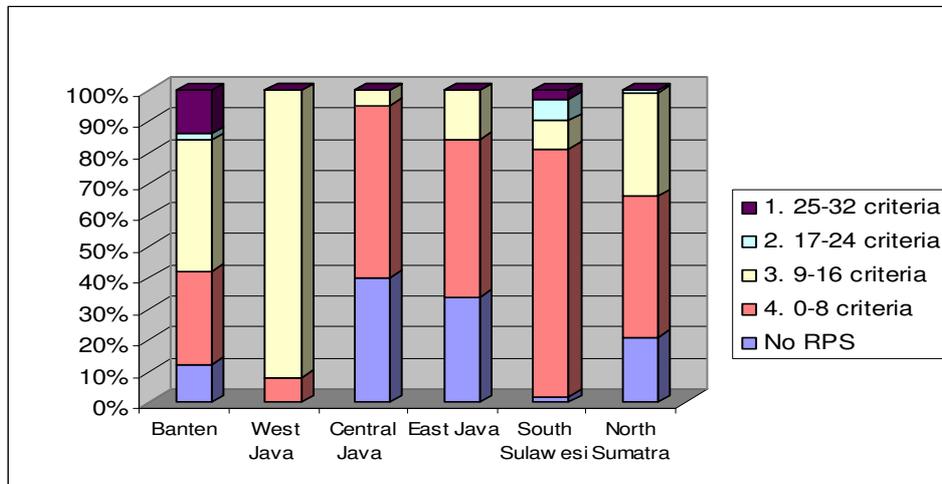
The Baseline reported that only 2% of 485 schools had developed an RPS that met 25-32 criteria. Measure 1 showed that RPS performance on these criteria had increased to 89%.

### Percentage of Schools meeting RPS Criteria (Measure 1 July 2006)



<sup>5</sup> The results were reported to USAID in the *Semi Annual Monitoring Progress Report 1 (September 30, 2006)*.

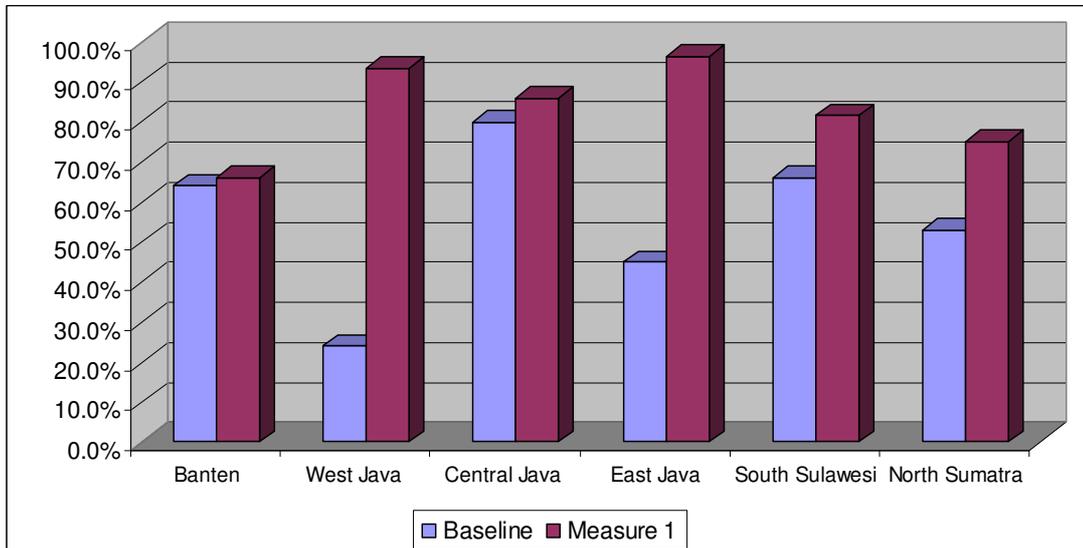
### Percentage of School meeting RPS Criteria (Baseline December 2005)



- ***Increased participation of school committees in school management and governance in target schools***

The percentage of school committee members who were engaged in at least one activity to promote transparency increased by 26%.

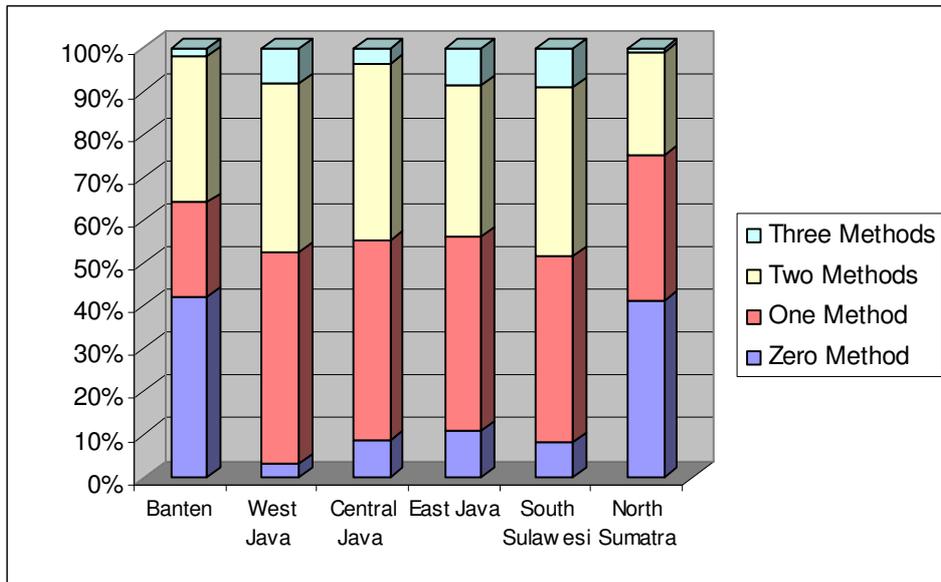
### Percentage of SC Members Active in Promoting Transparency



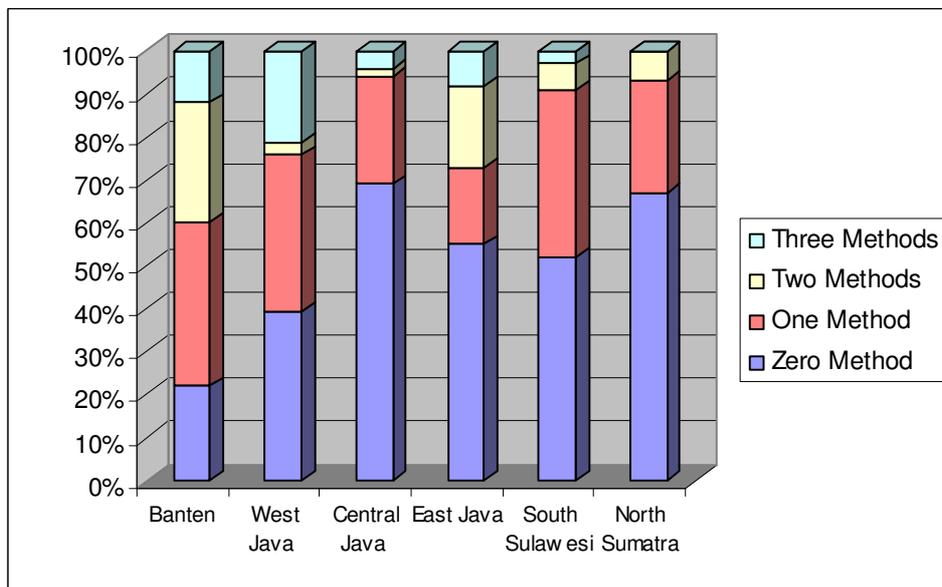
- ***Increased transparency in reporting school finances in target schools***

The percentage of schools that disseminated their Annual School Budget in at least two venues increased from 9% to 35% (Figures 4A and 4B).

**Dissemination of School Financial Report (Measure 1, September 2006)**



**Dissemination of School Financial Report (Baseline December 2005)**



### III. Challenges for 2006-2007

#### *Rapid change in and integration of various government regulations*

At the beginning of Year 1, DBE1 planned to assist districts produce a District Education Development Plan (Rencana Pengembangan Pendidikan Kabupaten (RPPK)). However, during the design of this program, the Ministry of Home Affairs issued new guidelines for the preparation of long-term and medium-term district development plans (*Surat Edaran No. 050/2005*, August 2005). This Ministry circular detailed the way in which medium-term strategic plans (Renstra) are to be prepared for district offices, including Dinas Pendidikan. In May 2006, Ministry of Home Affairs issued another important decree regarding district financial management (*Permendagri No. 13*) which, amongst others, clarified the relationship between medium-term and annual planning, including budget preparation. Refinements in the regulatory framework for planning at the district level constitute a major challenge for DBE1.

*To address the challenge*, DBE1 will adjust the initially developed methodology for education planning at the district level (RPPK) to these new developments. The new methodology will be completed during October-December 2006.

According to the new regulations, within three months after election of a new Bupati/Walikota<sup>6</sup>, districts must prepare a new five-year strategic development plan (Renstra) on the basis of which the Dinas Pendidikan must prepare its own strategic plan for the development of the education sector. Since the periods of holding office vary among districts, DBE 1 assistance for education planning may vary among districts. In districts where a Bupati has been recently elected or will be elected in the near future, DBE will assist in preparing a new strategic plan for education. In other districts where the Bupati still has some years remaining before new elections, DBE1 may assist in revising its current Renstra if they had already developed one in the past. While districts that most recently held elections should welcome assistance to develop new Renstra, districts that have existing Renstra may be reluctant to make the effort to improve upon existing plans.

*To address this challenge*, DBE1 will attempt to demonstrate to the latter districts the benefits that will accrue to them in adopting the DBE1 development planning model.

#### *Local Government Budget Cycle*

To ensure that District Strategic Development Plans (Renstra) will be implemented, DBE1 faces the challenge to ensure close synchronization of DBE1 interventions with district government annual budget planning processes. The district education development plan has to be ready by July-September to ensure that it can be included in the APBD preparation process, which must be completed by November. This means that

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<sup>6</sup> “Bupati” is the head or regent of a Kabupaten (district) and “Walikota” is the mayor of a Kota (city) administration. Use of Bupati implies both Bupati and Walikota.

in Year 2, DBE1 will focus on district level education development planning in the period November 2006-June 2007 and budget preparation (APBD) in the period July-December 2007. In the first half of 2007, major efforts will be undertaken to strengthen the capacity of district governance institutions to participate effectively in the budgeting process (voicing and advocating for stakeholders and deciding for members of DPRD).

As planning at the school level is based on the school year instead of the financial year, the cycle of activities is different: in the period February - May 2007 DBE1 will focus assistance for RPS implementation and updating for Cohort 1 schools and January to May 2007 assistance for new RPS preparation for Cohort 2 schools. The period February -August 2007 will focus heavily on governance functions — school committee training at the schools and integrating district governance institutions in the planning and budgeting process as well as skills building/capacity development for these institutions. Furthermore, because both the nature of the budgeting/planning cycle and the length and timing of DBE1 interventions in target districts, DBE1 will give intensive support to Cohort 1 districts in project Year 2, while less intensive follow up assistance will be provided to these districts in Year 3 with concomitant intensive support for Cohort 2 districts in year 3. Our challenge is to manage resource allocation and timing of activities so that the school and district planning cycles are aligned.

*To address the challenge*, DBE1 activities for Year 2 have been carefully sequenced, drawing on experience of the actual time required for activities in Year 1.

#### *Coordination with LGSP*

The USAID LGSP project has a wide scope and includes assisting districts in preparing long-term (RPJP Daerah) and medium-term district development plans (RPJM Daerah), performance based budgeting and procurement. In some districts LGSP assists Dinas Pendidikan in preparing its strategic plan (Renstra SKPD) for the education sector. Over the past year DBE1 has consulted frequently with LGSP to prevent duplication of efforts and to synchronize programs for maximum effect. In districts where both LGSP and DBE1 operate, DBE1 will build upon LGSP achievements, in particular on the generic planning skills development that has taken place through LGSP training programs.

*To address the challenge*, DBE1 will (i) in districts where no LGSP training has been provided, DBE1 include generic planning skills development in district capacity development program; (ii) when LGSP has already trained district officials, DBE1 will identify the stakeholders trained and further develop their education development specific skills.

#### *Replication of DBE1 interventions by local government and other donors*

A number of districts have indicated they will provide resources to replicate DBE programs. DBE1 tries to promote replication of integrated RPS program with DBE2 teacher training program, but at the end of Year 1 some districts had only indicated commitment to replicate the RPS program with funding from district budgets. Because

DBE1 did not work with junior high schools in Year 1, there was no opportunity to promote integration between DBE1 and DBE3 programs. In year 2, DBE1 will promote more integration of DBE programs for replication.

There is a tendency in development to replicate too fast and too shallowly, not only in Indonesia but in other countries. The DBE1 RPS model is proving quite effective in improving planning capacity in project schools and in increasing community participation. However, this effect can only be achieved through a more intensive process than has usually been the case in Indonesia. While some districts have clearly opted to fund replication of the DBE1 RPS model, other districts have indicated they will use DBE1 materials but intend to speed up the process and limit the number of persons involved; in other words “business as usual.” The challenge facing DBE1 is in districts that plan to use DBE1 materials in an unintended way. Specifically, DBE1 is concerned that if materials are used inappropriately and the results are unsatisfactory, this may reflect poorly on the project. We are also concerned that if we inform districts that we cannot support incorrect implementation that good relationships with district stakeholders could become strained. DBE faces a similar situation, especially in Aceh, where other donors are not prepared to make the investment in School Development Planning required by the DBE1 model.

*To address the challenge*, DBE1 will work with DBE2 to establish “Reference Schools” as models for replication as well as models and site visits for new schools that enter the DBE project (see below). DBE1 will prepare a manual for replication that will be used by the provincial teams.

#### *Staffing Constraints*

In Year 1, DBE1 staff were stretched to the maximum at the central and provincial levels. In Year 2 the work load will double but the central and provincial staff were originally planned to remain the same. Some additional central and provincial staff were added in Year 1 mainly in the area of data and information and administration. For example, accountants were added to the central and provincial staff in part to process and monitor the grants program that began in Year 1 and Data and Information Assistants were added to the DBE1 staff to manage data for Trainet, PDMS and M&E. As part of developing this Year 2 work plan, DBE1 did a staffing analysis and found that if replication is added to the Year 2 program, considerable staff additions will be required.

*To address the challenge*, DBE1 will finance additional staff through recruitment of local government staff including principals, teachers, school committee members who can be trained, supported, supervised as service providers by DBE1 core staff. DBE1 also intends to finance recruitment of additional core staff in part through reducing the amount of expatriate STTA originally planned.

### *Support for junior high schools*

In Year 1, USAID and the DBE project components agreed that DBE1 would focus school planning at the elementary school level. Toward the end of Year 1, DBE3 requested DBE1 assistance for junior secondary schools and madrasah (SMP/MTs) to improve their planning capacity. DBE1 agreed with USAID and DBE3 to assess the possibility, and MONE welcomed DBE assistance. Junior secondary teams will be trained together with elementary school teams because the procedures for consulting with the school communities and district stakeholders will be similar. The training materials will differ, especially in the scope of school profiles. The first activity for this program in Year 2 will be a workshop with the SMP Directorate together with DBE3 to review the current MONE manuals and plan how DBE can strengthen them.

This program will add to our workload but it is important in the context of meeting DBE1 objectives; i.e., better junior secondary plans will better inform district level planning which will result in more effective resource allocations. Challenges will include selection and support for facilitators and the costs of implementing training.

*To address the challenge*, DBE1 will recruit one additional SMP supervisor in Cohort 1 districts to work with junior high schools. In Cohort 2 districts, one of six facilitators will be selected from SMP inspectors to concentrate on junior secondary. DBE1 will discuss financing of junior high RPS with DBE3.

### *DBE "Sekolah Acuan" (reference schools)*

In Year 1, DBE1 developed most interventions based on the models established by the USAID Indonesia Managing Basic Education (MBE) Project. Field visit sites to MBE schools in East and Central Java provided the basis for developing DBE1 models for school development planning, school committee functions and community participation. Year 1 saw heavy investment in study tours to MBE schools, especially for the provinces of Aceh, Jakarta, South Sulawesi and North Sumatera. The strategy was that after the first year of the project, DBE model schools would be available for study visits within provinces beginning in Year 2. Although progress has been made in Cohort 1 schools in teaching/learning, classroom management, school based management and community participation, more work has to be done in all these areas to enable the schools to function as demonstration sites. DBE1 must work closely with DBE2 to give intensive inputs in a few schools in each province in the first quarter of Year 2 so that these schools can function as "reference schools" for comparative studies for Cohort 2 and other replication schools. Two reference schools per district (10 per province) will be developed to accommodate study visits from approximately 100 new schools per province. The challenge is coordinating the timing of these inputs because DBE2 and DBE3 have different timelines to begin interventions in the schools.

*To address the challenge*, DBE1 will collaborate closely with DBE2 and DBE3 in October-December 2006 to coordinate the selection of schools and DBE inputs.

## IV. Progress toward Achieving Project Deliverables

### DBE1 Deliverables

DBE1 Deliverable	Date Due	Status (Sept 30, 2006)	Notes
1. Work Plan Year 1	June 2005	Submitted July 2005	
Work Plan Year 2	Sept. 2006	Being finalized	To be submitted in October 2006
2. Offices	July 2005	Established	
3a. Monitoring Plan	July 2005	Submitted	
3b. Baseline Data	December 2005	Intermediary baseline data entry application software established	Baseline data collected from school and district stakeholders to be used to define expected outcomes.
4. District Selection	July 2005	Phase 1 completed	Phase 2 selection to be completed in October-December 2006 for activity commencing 2007
5. District Coordinators	October 2005	Phase 1 completed	Phase 2 District Coordinator selection expected in November-December 2006
6. EMIS Review	July 2006	Draft Report	Revised report to be submitted to USAID in November
7. PDMS Developed	April 2006	Reporting software developed/implemented	Refinements/additional needs to improve reporting training not available from TraiNet
8. Best Practices	March 2006	Commitments from Districts on RPS replication	Collaboration with DBE2 and DBE3 to ensure consistent reporting to USAID
9. Sector Plan	April 2007	Not yet due	
10. Finance Plan	April 2007	DEFA completed in 20 Cohort 1 districts	Remaining Phase 1 districts being finalized as input for <i>Renstra SKPD</i> process (was RPPK)
11. Analysis Report	April 2006	Anticipated December 2006	
12. Local Governance Source Book	October 2006	Anticipated December 2006	
13. Policy Reform	October 2006	Anticipated December 2006	
14. Public-Private Alliances	April 2006	Agreement with BP for Irian Jaya Barat	Implementation to commence in September-December 2006
15. ICT Access Innovation	September 2006	Negotiation on short-listed ICT Proposals	Recommendations to be prepared for USAID approval and Award ceremonies
16. Hot Spots	September 2006	Negotiation on short-listed ICT Proposals	Recommendations to be prepared for USAID approval and Award ceremonies
17. Special Reports		No requests	

## Annex. Location of DBE Cohort 1 Districts

