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# **More Effective Decentralized Education Management and Governance**

**MONITORING PROGRESS REPORT 1  
SEPTEMBER 30, 2006**

**September 2006**

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# **More Effective Decentralized Education Management and Governance**

Monitoring Progress Report 1  
October 2005 – September 2006

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Prepared for  
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The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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<sup>1</sup> RTI International is a trade name for Research Triangle Institute.

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## LIST OF ABBREVIATIONS

<b>Acronym</b>	<b>Bahasa Indonesia</b>	<b>English</b>
APBD	<i>Anggaran Pendapatan dan Belanja Daerah</i>	District Government Annual Budget
APBN	<i>Anggaran Pendapatan dan Belanja Negara</i>	National Government Annual Budget
BOS	<i>Bantuan Operasional Sekolah</i>	School Operational Fund (grants)
CA		Capacity Assessment
CDP		Capacity Development Plan
CSO		Civil Society Organization
DBE		Decentralized Basic Education
DC		District Coordinator
DKI	<i>Daerah Khusus Ibukota</i>	
DPK	<i>Dewan Pendidikan Kabupaten/ Kota</i>	District Education Board
DPISS		District Planning Information Support System
Dinas Pendidikan		Education Office of Local Government
DPRD	<i>Dewan Perwakilan Rakyat Daerah</i>	District Parliament
EMIS		Education Management Information System
GDP		Gross Domestic Product
MONE		Ministry of National Education
MORA		Ministry of Religious Affairs
MI	<i>Madrasah Ibtidayah</i>	Islamic Primary School
MTs	<i>Madrasah Tsanawiyah</i>	Islamic Junior Secondary School
M&E		Monitoring and Evaluation
NAD	<i>Nanggroe Aceh Darussalam</i>	
NGO		Non Government Organization
PMP		Performance Monitoring Plan
RPPK	<i>Rencana Pengembangan Pendidikan Kabupaten/Kota</i>	District Education Development Plan
RPS	<i>Rencana Pengembangan Sekolah</i>	School Development Plan
SC		School Committee
SD	<i>Sekolah Dasar</i>	Primary School
SMP	<i>Sekolah Menengah Pertama</i>	Junior Secondary School
USAID		United States Agency for International Development

# **1 INTRODUCTION**

## **1.1 Background**

The objective of DBE1 is to develop the capacity of schools and districts to improve the efficiency and effectiveness of their basic education service and strengthen the position and the role in education of local stakeholders such as parents, teachers, school committee, District Education Boards (Dewan Pendidikan), Local Parliaments (DPRD), civil society organizations (CSOs), and the local press.

To achieve these goals, during Year 1 DBE1 has implemented programs at the school such as training KK-RPS (*Kelompok Kerja RPS* or RPS working group) to design and develop RPS, and also training for all members of school committee, school principals, and teachers to improve their role and function in education management and governance. In order to examine the impact of these programs at the school, DBE1 conducted evaluation by comparing project performance indicators against a baseline.

## **1.2 DBE District and Target Schools**

Originally the USAID/Indonesia DBE program in 2005 targeted 6 provinces: North Sumatra, West Java, Banten, Central Java, East Java, and South Sulawesi. In the beginning 2006, two additional provinces joined the DBE program: Nanggroe Aceh Darussalam (NAD) and DKI Jakarta. Unlike other provinces that targeted 5 districts per province, in the Province NAD only two districts are selected—Aceh Besar and Banda Aceh—and in DKI Jakarta only one district, Jakarta Pusat. Baseline for NAD and DKI Jakarta will be reported in the baseline report Edition 2.

As has been stated in the Edition 1 Baseline Report, during Year 1, DBE 1 and 2 only targeted primary schools and Madrasah Ibtidaiyah (MI). Therefore, this report still covers all those schools in the original project provinces. Table 1.1 shows the number of schools per district that received DBE1 support through September 2006.

## **1.3 Monitoring Process**

Monitoring is conducted at the target school/madrasah level in all 26 districts in 6 provinces (North Sumatra, West Java, Banten, Central Java, East Java, and South Sulawesi). DBE1 District Coordinators (DCs) in collaboration with district staff (usually they are from Education Office, District Department of Religious Affairs, and District Planning Board) conduct monitoring and evaluation at the target schools. The district staff are not only involved in data collection and but also in data entry. The aim of involving district staff is to empower them in effective monitoring, data collection, and data analysis.

Data is collected through interview and focus groups discussion (FGD) with school principals, teachers, members of school committees, and community members who live near schools. In addition to interviewing the stakeholders at the school level, both district coordinators and district staff also gathered data from other primary sources such as the School Development Plan (RPS), school committee minutes/reports, and various attendance records available in the schools.

**Table 1.1 Districts and Phase 1 Project Schools (SD and MI)**

Districts	Schools
1. Kab. Lebak	20
2. Kota. Cilegon	15
3. Kota Tangerang	17 <sup>2</sup>
<b>BANTEN</b>	<b>52</b>
1. Kab. Indramayu	21
2. Kab. Karawang	20
3. Kab. Sukabumi	20
<b>WEST JAVA</b>	<b>61</b>
1. Kab. Karanganyar	18
2. Kab. Boyolali	26
3. Kab. Jepara	18
4. Kab. Kudus	24
5. Kab. Klaten <sup>3</sup>	19
<b>CENTRAL JAVA</b>	<b>105</b>
1. Kota Surabaya <sup>4</sup>	13
2. Kota Mojokerto <sup>5</sup>	16
3. Kab. Tuban	19
4. Kab. Sidoarjo	18
5. Kab. Bangkalan	16
<b>EAST JAVA</b>	<b>82</b>
1. Kota Palopo	23
2. Kab. Soppeng	15
3. Kab. Pangkep <sup>6</sup>	14
4. Kab. Jeneponto	14
5. Kab. Enrekang	21
<b>SOUTH SULAWESI</b>	<b>87</b>
1. Kota Sibolga	20
2. Kab. Tapanuli Utara	20
3. Kota Binjai	20
4. Kota Tebing Tinggi	20
5. Kab. Deli Serdang	20
<b>NORTH SUMATRA</b>	<b>100</b>
1. Kota Banda Aceh	24
2. Kabupaten Aceh Besar	16
<b>Nanggroe Aceh Darussalam</b>	<b>40</b>
Jakarta Pusat	7
<b>DKI Jakarta</b>	<b>7</b>
<b>Total DBE Phase 1 schools (SD/MI)</b>	<b>536</b>

<sup>2</sup> Two additional schools joined DBE in the beginning 2006 and data from these school will be reported in the baseline report edition 2

<sup>3</sup> In the baseline report, there were 20 schools in Klaten, but in this report, two schools (SDN Gondangan 1 and SDN Gondangan 2) are merged, so the total schools are 19.

<sup>4</sup> One school in this district , SD Tri Tunggal withdrew from DBE1 because of lack of number students

<sup>5</sup> Two schools also merged in this district , SDN Mentikan 4 and 5

<sup>6</sup> SDN 1 Pangkajene and SDN 2 Pangkajene have merged

## 1.4 Project Performance Indicators

Project performance monitoring is conducted through measuring 29 outcome/impact oriented Project Performance Indicators. An initial set of indicators was included in the first draft of the Project Monitoring Plan (PMP). The first draft of the PMP was approved by USAID in July 2005. Since then there have been a number of modifications to the indicators, but the changes have not been substantial in terms of measuring project performance in attaining Intermediate Results; nor have the modifications in the wording affected data that has already been gathered. Table 1.2 describes the final DBE1 project performance Indicators. These are listed in the final version of the PMP dated December 2006.

**Table 1.2 DBE1 Key Performance Indicators**

*NOTE: Shaded boxes are indicators reported in this edition*

Strategic Objective	Indicator	Note
Improved Quality of Education in Targeted Areas of Indonesia	<b>INDICATOR 1:</b> Percent of targeted districts that developed long-term District Education Development Plans that meet a threshold of key criteria	<i>Baseline will be reported in March 2007 (Baseline Edition 3)</i>

Program Objective	Indicator	Note
More Effective Decentralized Education Management and Governance	<b>INDICATOR 2:</b> Percent of targeted schools that have developed long-term School Development Plans that meet a threshold of key criteria	<i>Measure 1</i>
	<b>INDICATOR 3:</b> Number of non-targeted schools that have produced School development Plans that meet a threshold of key criteria	<i>Baseline will be reported in December 2006 (Baseline Edition 2)</i>
	<b>INDICATOR 4:</b> Percent of targeted schools that disseminated Annual School Budget in at least two venues	<i>Measure 1</i>
	<b>INDICATOR 5:</b> Percent of targeted districts in which all four key institutions of governance were involved in supporting the District Education Development Plan	Report of Baseline Edition 1 (March '06)
	<b>INDICATOR 6:</b> Percent of targeted districts with improved resource and asset management	<i>Baseline will be reported in March 2007 (Baseline Edition 3)</i>

Intermediate Result	Indicator	Note
Improved Capacity of Local Government to Effectively	<b>INDICATOR 7:</b> Percent of targeted districts that have prepared and implemented CDP meeting criteria (realistic, based on performance analysis, external input, updated periodically)	<i>Baseline will be reported in March 2007 (Baseline Edition 3)</i>

Intermediate Result	Indicator	Note
	<u>INDICATOR 8:</u> Percent of targeted districts that use a DPISS as basis for planning	<i>Baseline will be reported in March 2007 (Baseline Edition 3)</i>
	<u>INDICATOR 9:</u> Percent of targeted schools with multi-source funding plan included in RPS	<i>Measure 1</i>
	<u>INDICATOR 10:</u> Percent of targeted districts with appropriate budgets and budget processes in place	<i>Baseline will be reported in March 2007 (Baseline Edition 3)</i>
	<u>INDICATOR 11:</u> Percent of GDP allocated to basic education	<i>Baseline will be reported in December 2006 (Baseline Edition 2)</i>
	<u>INDICATOR 12:</u> Percent of targeted districts that use personnel management system for planning recruitment, deployment, and development of education personnel	<i>Baseline will be reported in March 2007 (Baseline Edition 3)</i>
	<u>INDICATOR 13:</u> Percent of targeted districts that introduced a performance based incentive system for teachers	<i>Baseline will be reported in March 2007 (Baseline Edition 3)</i>
	<u>INDICATOR 14:</u> Percent of targeted districts that require supervision of school-based management (SBM) and instruction in addition to routine administration	<i>Baseline will be reported in March 2007 (Baseline Edition 3)</i>
Strengthened Education Governance Related Institutions	<u>INDICATOR 15:</u> Percent of School Committees in targeted schools that participate in School Development Plan preparation, monitor school performance and promote transparent reporting on use of funds.	<i>Measure 1</i>
	<u>INDICATOR 16:</u> Percent of school committee in targeted schools that involve community stakeholders in education	<i>Measure 1</i>
	<u>INDICATOR 17:</u> Percent of increase in understanding by school committee members in targeted schools of the importance of broad representation of community stakeholders in school committee, including gender	<i>Measure 1</i>
	<u>INDICATOR 18:</u> Percent of Dewan Pendidikan (District Education Board (DEB)) in targeted districts that monitor district education performance and promote transparent reporting on use of funds	<i>Report of Baseline Edition 1 (March '06) and Edition 2 (Including NAD)</i>
	<u>INDICATOR 19:</u> Percent of DEB in targeted districts that involve community stakeholders in education	<i>Report of Baseline Edition 1 (March '06) and Edition 2 (Including NAD)</i>
	<u>INDICATOR 20:</u> Percent of increase understanding by members of DEB in targeted districts of the importance of broad representation of community stakeholders in DEB, including gender	<i>Report of Baseline Edition 1 (March '06) and Edition 2 (Including NAD)</i>

Intermediate Result	Indicator	Note
	<u>INDICATOR 21:</u> Percent of targeted districts in which DPRD actively formulate education priorities, and monitor and evaluate education progress	<i>Report of Baseline Edition 1 (March '06) and Edition 2 (Including NAD)</i>
	<u>INDICATOR 22:</u> Percent of local government officials in targeted districts that accept the fact that CSO and local press have a role in education	<i>Report of Baseline Edition 1 (March '06) and Edition 2 (Including NAD)</i>
	<u>INDICATOR 23:</u> Percent of increase in number of targeted districts in which CSOs and local press advocate for and monitor and evaluate education development	<i>Baseline will be reported in December 2007 (Baseline Edition 2)</i>
Increased Use of Information Resources to Enhance Education Management and Governance	<u>INDICATOR 24:</u> Percent of increase in the use of ICT in carrying out education management and governance	
	<u>INDICATOR 25:</u> Percent of increased capacity of education stakeholders in target district to use ICT for education management and governance	<i>Baseline will be reported in March 2007 (Baseline Edition 3)</i>
	<u>INDICATOR 26:</u> Percent of increase in the use of "hotspots" for ICT application by the public and government officials in target districts	<i>Baseline will be reported in March 2007 (Baseline Edition 3)</i>
Best Practices Disseminated and Replicated	<u>INDICATOR 27:</u> Number of districts that provide budget for replicating DBE1 interventions/programs annually	<i>Baseline will be reported in March 2007 (Baseline Edition 3)</i>
	<u>INDICATOR 28:</u> Percent of targeted schools that form PPA and number of PPA formed at the national level	Measure 1
	<u>INDICATOR 29:</u> Total value of funds leveraged from private sector and community as a result of community participation in school planning and governance	<i>Baseline will be reported in March 2007 (Baseline Edition 3)</i>

### 1.5 Baseline and Measure Reporting Schedule

Baseline data for 17 of 29 indicators was collected in December 2005. The remaining baseline data for Cohort will be collected in December 2006 and reported in the second edition of baseline report in March 2007. Baseline data for Aceh and Jakarta were not included in the first edition of the baseline report, but will be included in the second edition. Baseline data for Cohort 2 will be presented at the same time. DBE1 anticipates using the same indicators, criteria and measures for both cohorts.

All indicators are measured against the baseline. The schedule for reporting against the baseline is as follows. 8 school level indicators are measured semi annually in June and December. All other indicators are measured annually in December.

Table 1.3 presents the schedule of baseline data collection and measures against the baseline for Cohorts 1 and 2 and baseline for Cohort 3. The schedule covers reporting periods through September 2008, end of third year of the project.

**Table 1.3 DBE1 Baseline and Other Measures Reporting Schedule**

Date	Cohort	Indicators	Note
March 2006	1	17 of 29	Baseline data (Baseline Edition 1)
March 2007	1 & 2	29 of 29	<ul style="list-style-type: none"><li>• Cohort 1: Baseline data for NAD and DKI Jakarta (Baseline Edition 2)</li><li>• Cohort 1: Other baseline data that have not been reported in the 1 edition (Baseline Edition 2)</li><li>• Cohort 2: All Cohort 2 data including Aceh new districts (Baseline Edition 2)</li></ul>
March 2007	1	29 of 29	<ul style="list-style-type: none"><li>• Measure 2: Cohort 1 school level indicators</li><li>• Measure 1: Cohort 1 other indicators</li></ul>
September 2007	1 & 2	8 of 29	<ul style="list-style-type: none"><li>• Measure 3: Cohort 1 school level</li><li>• Measure 1: Cohort 2 school level</li></ul>
March 2008	1 & 2	29 of 29	<ul style="list-style-type: none"><li>• Measure 4: Cohort 1 school level indicators</li><li>• Measure 2: Cohort 1 other indicators</li><li>• Measure 2: Cohort 2 school level</li><li>• Measure 1: Cohort 2 other indicators</li></ul>
March 2008	3	29 of 29	<ul style="list-style-type: none"><li>• Cohort 3: All Cohort 3 data (Baseline Edition 3)</li></ul>

## 2 MEASURE 1 RESULT: COMPARISON AGAINST BASELINE

This section presents progress of achievement of project objectives by comparing the result of Measure 1 against a baseline for all schools in 6 provinces (Banten, West Java, Central Java, East Java, South Sulawesi, and North Sumatra).

***Indicator 2: Percent of targeted schools that have developed long-term School Development Plans that meet a threshold of key criteria***

**Target: 485 schools (SD and MI)<sup>7</sup>**

**Result.** Table 2.1 illustrates that the number of target schools that have RPS has increased significantly since DBE facilitated them to develop RPS. The baseline data shows that only few target schools have developed School Development Plan (Rencana Pengembangan Sekolah (RPS), even though some of them have experience in developing School Budgeting Plans (Rencana Anggaran Pendapatan dan belanja Sekolah (RAPBS). During the baseline, DBE1 assessed both RPS and RAPBS, but in the Measure 1, DBE1 only assessed RPS since all target schools have developed RPS.

It was found that during the baseline, that 20% of the schools did not have RPS (RAPBS). The majority of these schools are in Central and East Java and some of them are in North Sumatra. Even though these schools did not have RPS/RAPBS, most of them had developed RAPBS but they could not present them to DBE1 staff when the baseline data was collected.

DBE1 has trained some of the school stakeholders such as school committee, school principals, and teaches to design RPS. This program has been implemented for more than 9 months. The result of the DBE1 training was excellent. In designing RPS, the majority of these schools could fulfill most of the RPS criteria. In total, there are 32 criteria that should be met when the schools develop RPS. In all target schools, nearly 90% of them have fulfilled at least 25 of the criteria, and only few of them (4%) fulfilled less than 9 criteria.

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<sup>7</sup> In this report, DBE1 only analyzes 485 schools to compare Measure 1 against baseline data. This does not include Aceh or Jakarta. See footnote, Page 2.

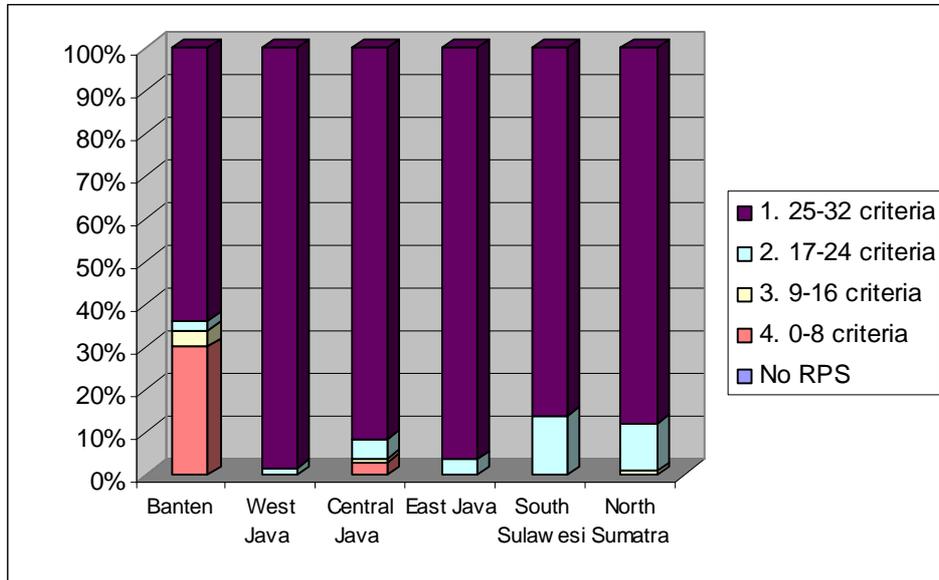
**Table 2.1 Percentage of Schools that Met RPS/RAPBS Criteria:  
December 2005 and July 2006**

Province	Number of school	Category / Criteria	Baseline (Dec '05)	Measure 1 (July '06)	Difference
Banten	50	No RPS	12%	0	100%
		1-8 criteria	30%	30%	0%
		9-16 criteria	42%	4%	90%
		17-24 criteria	2%	2%	0%
		25-32 criteria	14%	64%	357%
West Java	61	No RPS	0	0	0
		1-8 criteria	8%	0	100%
		9-16 criteria	92%	0	100%
		17-24 criteria	0	2%	2%
		25-32 criteria	0	98%	98%
Central Java	105	No RPS	40%	0	100%
		1-8 criteria	55%	3%	95%
		9-16 criteria	6%	1%	83%
		17-24 criteria	0	5%	5%
		25-32 criteria	0	91%	91%
East Java	82	No RPS	30%	0	100%
		1-8 criteria	56%	0	100%
		9-16 criteria	14%	0	100%
		17-24 criteria	0	4%	4%
		25-32 criteria	0	96%	96%
South Sulawesi	87	No RPS	2%	0	100%
		1-8 criteria	80%	0	100%
		9-16 criteria	9%	0	100%
		17-24 criteria	7%	14%	100%
		25-32 criteria	3%	86%	86%
North Sumatra	100	No RPS	21%	0	100%
		1-8 criteria	45%	0	100%
		9-16 criteria	33%	1%	97%
		17-24 criteria	1%	11%	1000%
		25-32 criteria	0	88%	88%
<b>TOTAL</b>	<b>485</b>	<b>No RPS</b>	<b>20%</b>	<b>0</b>	<b>100%</b>
		<b>1-8 criteria</b>	<b>49%</b>	<b>4%</b>	<b>92%</b>
		<b>9-16 criteria</b>	<b>28%</b>	<b>1%</b>	<b>96%</b>
		<b>17-24 criteria</b>	<b>1%</b>	<b>7%</b>	<b>600%</b>
		<b>25-32 criteria</b>	<b>2%</b>	<b>89%</b>	<b>4350%</b>

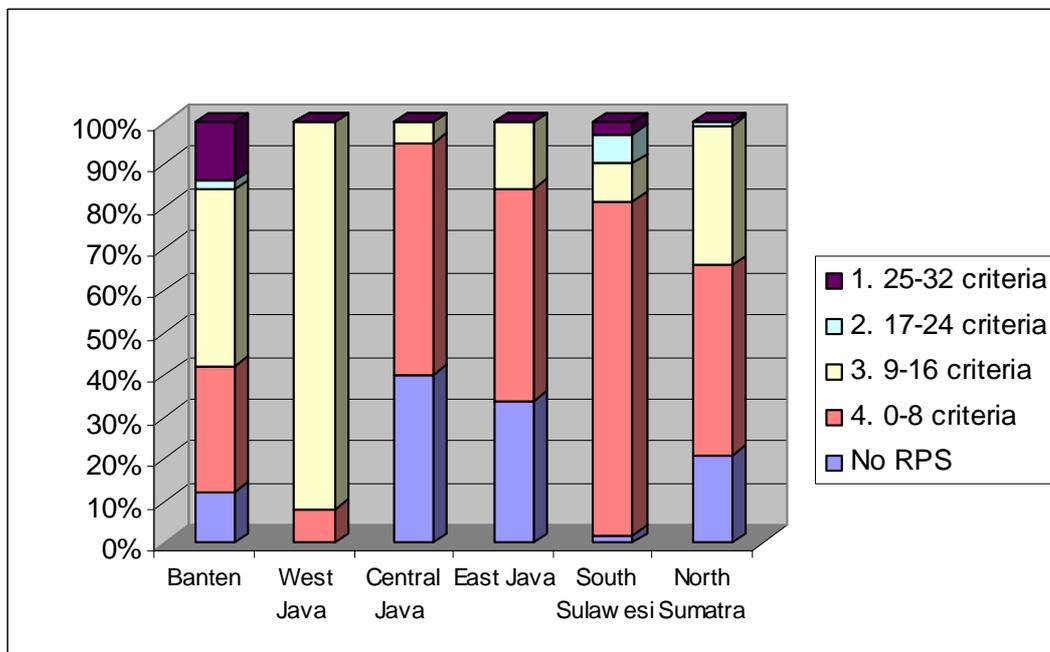
**RPS/RAPBS Criteria:**

1. School profile annually updated; 2. Includes data on the number of students by gender included; 3. Includes trend of the number of students included; 4. Includes the number of school-aged children in the school catchments area who have not gone to school; 5. Includes school categorization; 6. Is child-focused; 7. Identifies learning progress of students; 8. Includes drop out rate by class, and comparison with district and sub district; 9. Includes the number of students with learning needs (e.g. slow learners) and action to be taken; 10. Identifies teacher quality (level, major, and competence); 11. Includes school committee and other education stakeholders activity; 12. Includes data on role of school committee in preparing RPS/RAPBS; 13. Includes data on role of other stakeholders in preparing RPS/RAPBS; 14. Includes data on the resources required to fulfill the minimal condition for learning; 15. The program is designed to meet the gap between the current and the 'ideal' conditions identified; 16. Objectives and expectations in the plan are formulated by community stakeholders as well as the school; 17. The causes and the main cause of the gap (between current and ideal conditions) are identified; 18. Alternative solutions to problems identified are listed; 19. The program is designed to solve the problems identified; 20. The objectives are identified before the program is prepared; 21. The objectives are identified based on the gap and its causes; 22. Program is planned based on the main alternative of problem solving; 23. The three year program is broken down into annual programs; 24. Performance indicators are listed as a basis for monitoring; 25. Each program includes detailed specifications? 26. An annual schedule is prepared for each program; 27. A budget is prepared for each program; 28. The source for the budget of each of the program has been identified; 29. The annual School Plan and Budget (RAPBS or RKAS) has been prepared; 30. APBS / RKAS and its format is in accordance with district regulations; 31. The community (School Committee, Principal, and teacher) is active in preparing the RPS / RKS; 32. The RPS/RKS has been approved by the teachers, school committee, and principal.

**Figure 2.1 Percentage of Schools that Met RPS Criteria: Measure 1 (July 2006)**



**Figure 2.2 Percentage of Schools that Met RPS Criteria Baseline (December 2005)**



**Indicator 4. Percent of targeted schools that disseminated Annual School Budget in at least two venues**

**Target: 485 schools (SD and MI)**

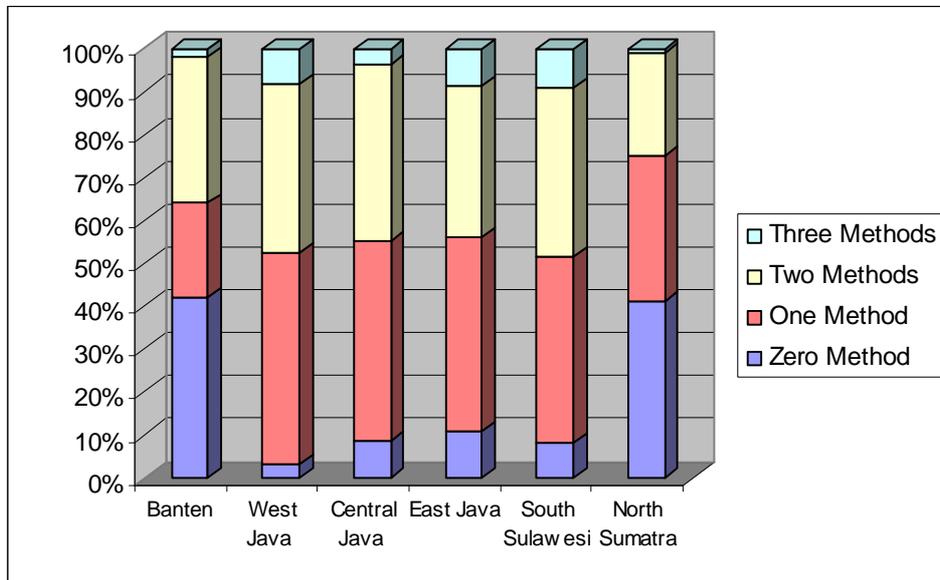
**Result.** Targeted schools are supposed to not only disseminate school budget at the school compound but also outside school such as village office, letter sent to students parent, and even disseminated through village organization during religious event such as *pengajian* (Quranic reading). Data in the baseline reveals that majority of targeted schools had not transparently reported school income and spending. However, after DBE1 interventions, the percentage of schools that did not disseminate the school budget decreased from 55% to 8%. At the same time the percentage of schools that disseminated the budget in 23 venues increased from 16% to 40%.

**Table 2.2 Venue of Disseminating Schools' Financial Reports**

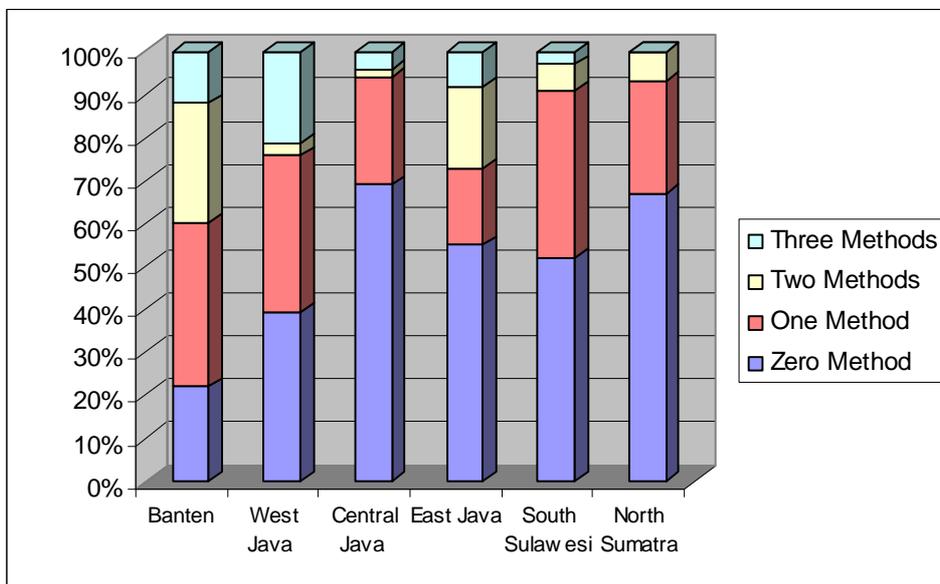
Provinces	Number of schools	Category / Criteria	Baseline (Dec '05)	Measure 1 (July '06)	Difference
Banten	50	Zero location	22%	42%	91%
		One location	38%	22%	42%
		Two location	28%	34%	21%
		Three location	12%	2%	83%
West Java	61	Zero location	39%	3%	92%
		One location	36%	49%	36%
		Two location	3%	39%	1200%
		Three location	21%	8%	62%
Central Java	105	Zero location	69%	9%	87%
		One location	25%	47%	88%
		Two location	2%	41%	1950%
		Three location	4%	4%	0%
East Java	82	Zero location	55%	11%	80%
		One location	18%	45%	150%
		Two location	19%	35%	84%
		Three location	8%	9%	13%
South Sulawesi	87	Zero location	52%	8%	85%
		One location	39%	44%	13%
		Two location	6%	39%	550%
		Three location	3%	9%	200%
North Sumatra	100	Zero location	67%	41%	39%
		One location	26%	34%	31%
		Two location	7%	24%	243%
		Three location	0	1%	1%
<b>TOTAL</b>	<b>485</b>	<b>Zero location</b>	<b>55%</b>	<b>18%</b>	<b>67%</b>
		<b>One location</b>	<b>29%</b>	<b>41%</b>	<b>41%</b>
		<b>Two location</b>	<b>9%</b>	<b>35%</b>	<b>289%</b>
		<b>Three location</b>	<b>7%</b>	<b>5%</b>	<b>29%</b>

*Criteria: Venue to disseminate school financial reports is: 1. Inside school compound, e.g. school notice board, 2. Outside school compound, e.g. village office, during pengajian (Quranic recitation), arisan, 3. Letter to the students; parent*

**Figure 2.3 Venue of Disseminating Schools' Financial Reports: Measure 1 (July 2006)**



**Figure 2.4 Venue of Disseminating Schools' Financial Reports: Baseline (December 2005)**



***Indicator 9: Percent of schools with multisource funding plan included in RPS***

**Target: 485 schools (SD and MI)**

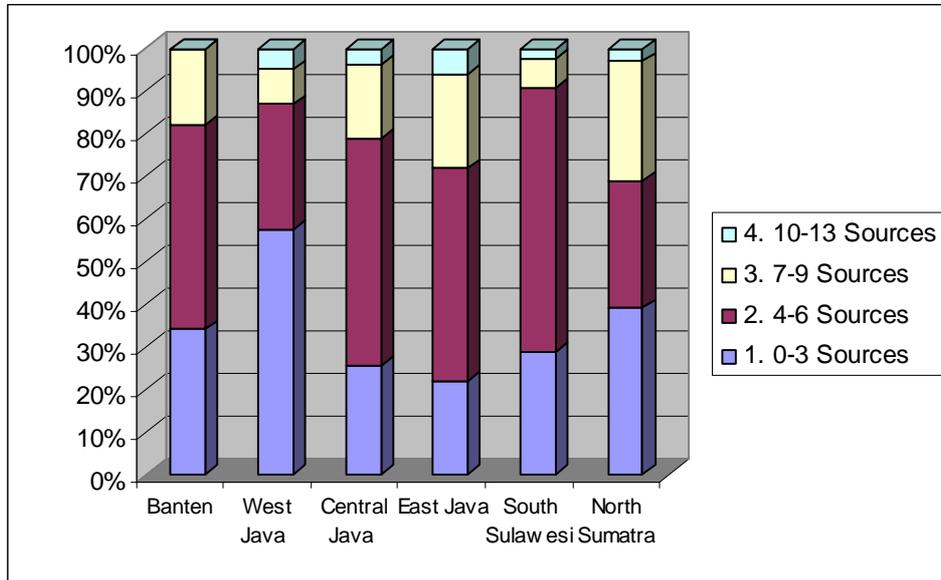
**Result.** A good funding plan should contain as many as 13 possible sources of funding, as has been determined by DBE1. The data in the baseline for all target schools shows that less than 8% of schools had plans with more than 6 sources of funding, and none with 10 or more sources. The data in the Measure 1 reveals that schools with 3 or less sources decreased from 60% to 33%, or decreased by 27%. The majority of the target schools, however, still had plans with only 46 sources (which increased from only 13% in the baseline), and only 4% of the total schools had planned more than 13 sources. This figure illustrates that the majority of the target schools are still not able to identify all relevant sources of funding. Thus, although progress was made in producing multisource plans, the schools still fall short of the target.

**Table 2.3 Percentage of Schools with Multisource Funding Plan in RPS/RAPBS**

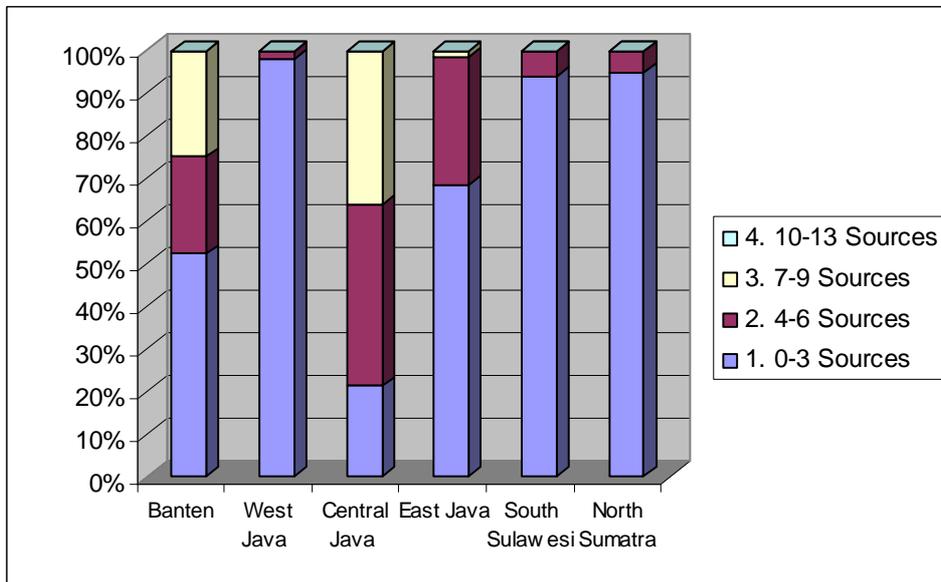
Provinces	Number of schools	Category / Criteria	Baseline (Dec '05)	Measure 1 (July '06)	Difference
Banten	50	1-3 sources	46%	34%	26%
		4-6 sources	20%	48%	140%
		7-9 sources	22%	18%	18%
		10-13 sources	0	0	0
West Java	61	1-3 sources	98%	57%	42%
		4-6 sources	2%	30%	1400%
		7-9 sources	0	8%	8%
		10-13 sources	0	5%	5%
Central Java	105	1-3 sources	13%	26%	100%
		4-6 sources	26%	53%	104%
		7-9 sources	22%	17%	23%
		10-13 sources	0	4%	4%
East Java	82	1-3 sources	48%	22%	54%
		4-6 sources	21%	50%	138%
		7-9 sources	1%	22%	2100%
		10-13 sources	0	6%	6%
South Sulawesi	87	1-3 sources	92%	29%	68%
		4-6 sources	6%	62%	933%
		7-9 sources	0	7%	7%
		10-13 sources	0	2%	2%
North Sumatra	100	1-3 sources	75%	39%	48%
		4-6 sources	4%	30%	650%
		7-9 sources	0	28%	28%
		10-13 sources	0	3%	3%
<b>TOTAL</b>	<b>485</b>	<b>No RPS</b>	<b>20%</b>	<b>0</b>	<b>100%</b>
		<b>1-3 sources</b>	<b>60%</b>	<b>33%</b>	<b>45%</b>
		<b>4-6 sources</b>	<b>13%</b>	<b>46%</b>	<b>254%</b>
		<b>7-9 sources</b>	<b>7%</b>	<b>17%</b>	<b>143%</b>
		<b>10-13 sources</b>	<b>0</b>	<b>4%</b>	<b>4%</b>

*Multisource funding is 1. Dana Dekon (Deconcentration Fund), 2. DAK (Special Allocation Fund), 3. BOS (School Operational Cost), 4. Program one and 5. Program two of Provincial budget (APBD provinsi), 6. Salary, 7. BOS (School Operational Fund), 8. Beasiswa (scholarship), 9. School Committee, 10. Other community fund, 11. Alumnae fund; 12. Last year budget and 13. In kind*

**Figure 2.5 Percentage of Schools with Multisource Funding Plan in RPS: Measure 1**



**Figure 2.6 Percentage of Schools with Multisource Funding Plan in RPS: Baseline**



***Indicator 15: Percent of school committees in targeted schools that participate in School Development Plan preparation, monitor school performance and promote transparent reporting on use of funds***

**Target: School Committee members in 485 schools**

This Indicator has three subindicators. Each is reported separately below.

**Result 1—Participate in preparing RPS:** In the baseline report, it was found that 45% of school committee members in all target schools were considered to be not actively involved in preparing school development plans (RPS) and budget (RAPBS). This decreased to only 8% after DBE1 interventions. Very active participation increased from 12% to 74%. DBE defines active if the members of school committee involved in 34 activities.

Before DBE1 intervened at the school, most of the RPS/RAPBS were designed solely by school principals and teachers. There was lack of school committee participation in designing RPS/RAPBS, and in most schools, the school committee leader only signed the RAPBS without active participation in producing it.

When DBE1 intervened at the school, especially in designing RPS, one of the requirements is that the school should first establish KKRPS (*Kelompok Kerja* RPS or RPS working group). The members of KKRPS were not only coming from the school, but also from the school committee. In almost all target schools, KKRPS consists of school principals, teachers, and members of school committee.

As a result of DBE 1 intervention to the schools, there is a great change of attitude among members of school committee toward their schools. The school committee members who were usually inactive turn out to be very active in helping school designing and implementing the program. The following table illustrates that in almost all provinces, the percentage of school active in RPS preparation has increased significantly.

**Table 2.4 Percentage of School Committee (SC) Members Active in RPS/RAPBS Preparation**

Provinces	Category / Criteria	Percentage of SC Members		Differences
		Baseline (Dec '05)	Measure 1 (July '06)	
Banten	Not Active	36%	12%	67%
	Active	29%	25%	14%
	<b>Very active</b>	<b>35%</b>	<b>63%</b>	80%
West Java	Not Active	25%	7%	72%
	Active	49%	27%	45%
	Very active	<b>25%</b>	<b>66%</b>	164%
Central Java	Not Active	48%	7%	85%
	Active	43%	9%	79%
	Very active	<b>10%</b>	<b>84%</b>	740%
East Java	Not Active	34%	0	100%
	Active	57%	11%	81%
	Very active	<b>9%</b>	<b>88%</b>	878%
South Sulawesi	Not Active	53%	7%	87%
	Active	41%	21%	49%
	Very active	5%	72%	1340%
North Sumatra	Not Active	63%	13%	79%
	Active	36%	20%	44%
	Very active	<b>1%</b>	<b>66%</b>	6500%
<b>TOTAL</b>	<b>Not Active</b>	<b>45%</b>	<b>8%</b>	<b>82%</b>
	<b>Active</b>	<b>42%</b>	<b>18%</b>	<b>57%</b>
	<b>Very active</b>	<b>12%</b>	<b>74%</b>	<b>517%</b>

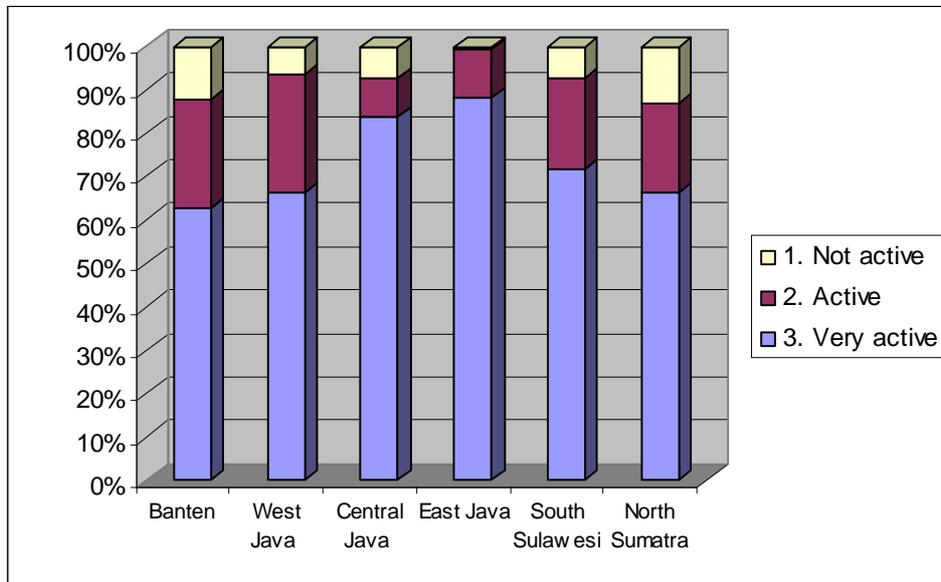
*Degree of activity is measured by asking each of the school committee members whether or not they involved in the following activities: (1) decided who the stakeholders were; (2) interviewed them; (3) summarized all information e.g. expectation, problems related to education; (4) involved in formulating problem and priority; (5) involved in setting up program and priority; (6) inform the students' parent about RPS; (7) supported school to post the program or RAPBS at the school notice board*

**Table 2.5 Percentage of School Committee (SC) Members Active in RPS/RAPBS Preparation**

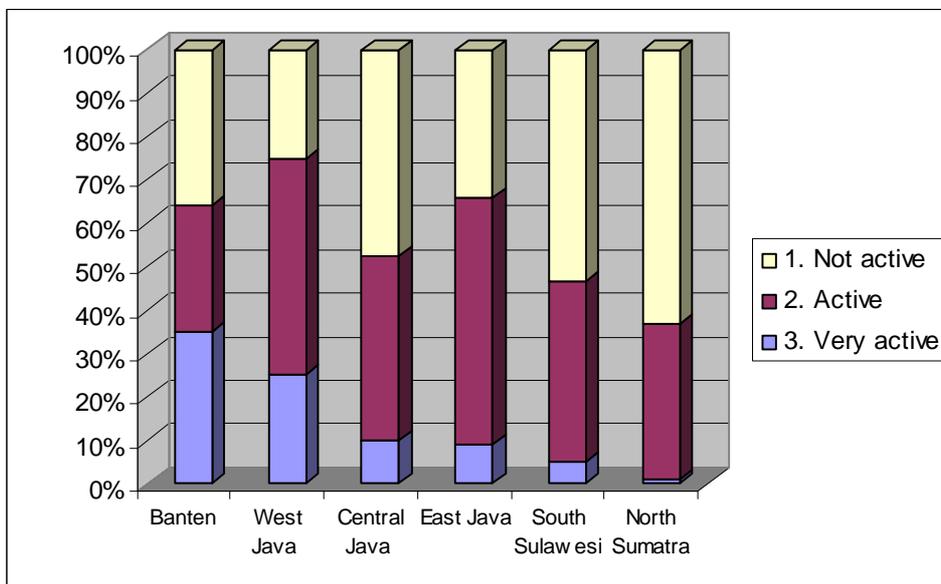
Provinces	Category / Criteria	Percentage of SC members		Differences
		Baseline (Dec '05)	Measure 1 (July '06)	
Banten	Not Active	36%	12%	67%
	Active	29%	25%	14%
	<b>Very active</b>	<b>35%</b>	<b>63%</b>	80%
West Java	Not Active	25%	7%	72%
	Active	49%	27%	45%
	Very active	<b>25%</b>	<b>66%</b>	164%
Central Java	Not Active	48%	7%	85%
	Active	43%	9%	79%
	Very active	<b>10%</b>	<b>84%</b>	740%
East Java	Not Active	34%	0	100%
	Active	57%	11%	81%
	Very active	<b>9%</b>	<b>88%</b>	878%
South Sulawesi	Not Active	53%	7%	87%
	Active	41%	21%	49%
	Very active	5%	72%	1340%
North Sumatra	Not Active	63%	13%	79%
	Active	36%	20%	44%
	Very active	<b>1%</b>	<b>66%</b>	6500%
<b>TOTAL</b>	<b>Not Active</b>	<b>45%</b>	<b>8%</b>	<b>82%</b>
	<b>Active</b>	<b>42%</b>	<b>18%</b>	<b>57%</b>
	<b>Very active</b>	<b>12%</b>	<b>74%</b>	<b>517%</b>

*Degree of activity is measured by asking each of the school committee members whether or not they involved in the following activities: (1) decided who the stakeholders were; (2) interviewed them; (3) summarized all information e.g. expectation, problems related to education; (4) involved in formulating problem and priority; (5) involved in setting up program and priority; (6) inform the students' parent about RPS; (7) supported school to post the program or RAPBS at the school notice board*

**Figure 2.7 Percentage of School Committee Members Active in RPS Preparation: Measure 1**



**Figure 2.8 Percentage of School Committee Members Active in RPS Preparation: Baseline**



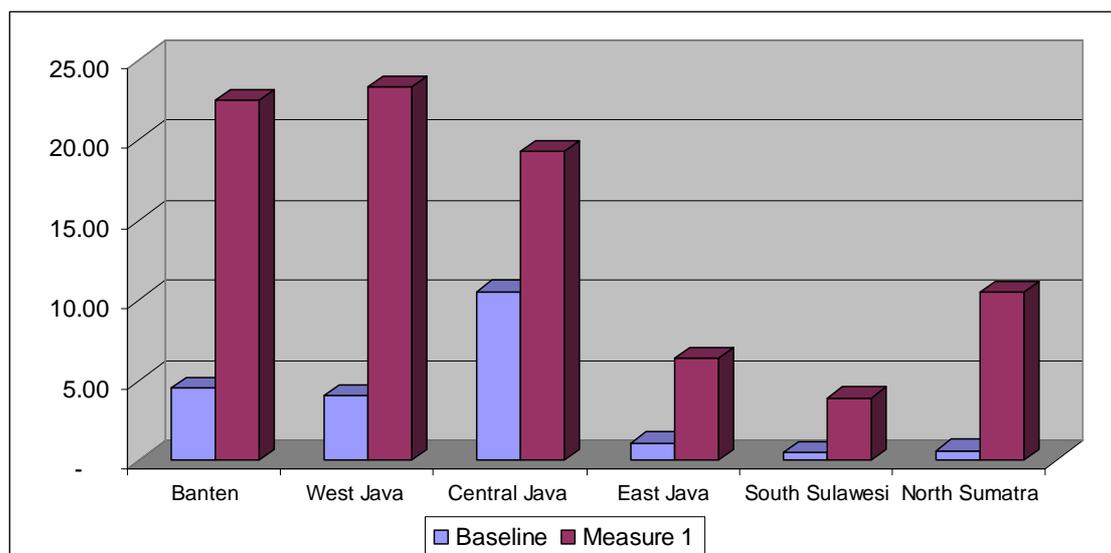
**Result 2—Monitor School Performance.** In addition to involvement in RPS preparation, school committee are expected to take part in monitoring school performance such as teaching and learning process, school obligation, community participation, and increase or decrease number of students. Comparing the data in the baseline and that in the Measure 1, it is found that in general, the members of school committee have become very active in monitoring school performance.

In the baseline, based on review of school records and during the 6 months before the baseline, on average school committee members monitored school performance less than 4 times during the 6 month period. Data in the Measure 1 reveals that during the 6 months after DBE1 interventions, they monitored more than 13 times, an increase by 10 times. This figure support the idea if the school committee is to be involved in the planning process, they will automatically interested in monitoring school activity.

**Table 2.6 Monitoring Rate by School Committee during the 6-Month Period**

No	Province	Monitoring rate perperson/6 months		Differences
		Baseline (Dec '05)	Measure 1 (July '06)	
1	Banten	4.52	22.48	397%
2	West Java	4.03	23.30	478%
3	Central Java	10.54	19.30	83%
4	East Java	1.09	6.39	486%
5	South Sulawesi	0.46	3.89	746%
6	North Sumatra	0.62	10.49	1592%
7	<b>Total</b>	<b>3.54</b>	<b>13.45</b>	<b>280%</b>

**Figure 2.9 Monitoring Rate by School Committee during the 6-Month Period before and after DBE1 Interventions (July 2006)**



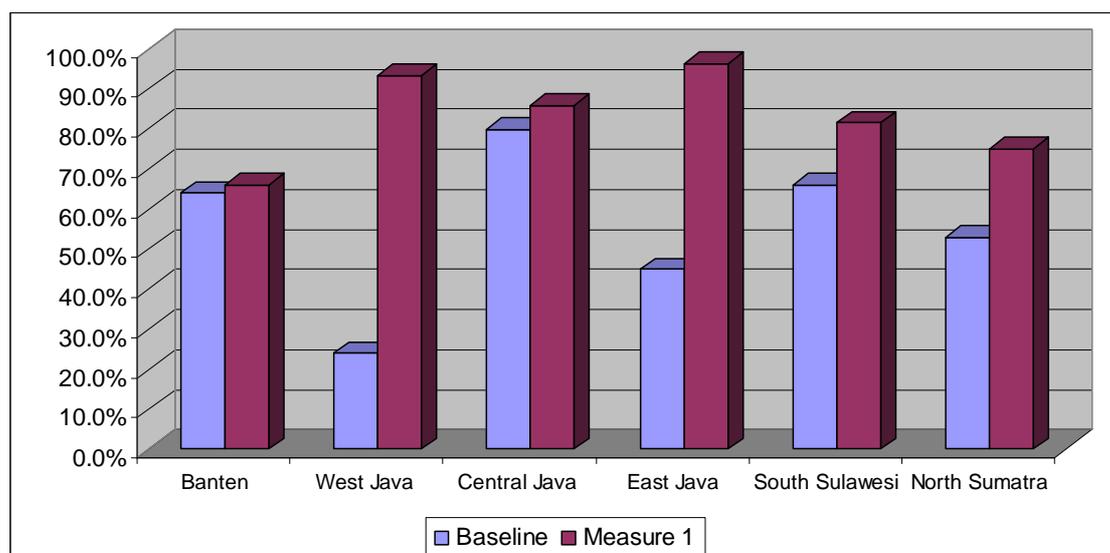
**Result 3—Promoting Transparency.** Another duty of school committee is to promote transparent use of school funds. Data in the baseline indicate that 58% of school committee members in all target schools interviewed stated they have been engaged in at least one activity to promote transparent reporting of school funds. After the DBE intervention, this figure has increased by 26%. The highest increase is found in East Java, where nearly 100% of the school committee members interviewed said that they involve in promoting school transparency.

**Table 2.7 Percentage of School Committee Members Active in Promoting Transparency**

No	Province	Percentage of SC members involved in promoting transparency		Differences
		Baseline (Dec '05)	Measure 1 (July '06)	
1	Banten	64%	66%	3%
2	West Java	24%	93%	288%
3	Central Java	80%	86%	7%
4	East Java	45%	96%	113%
5	South Sulawesi	66%	82%	24%
6	North Sumatra	53%	75%	42%
7	<b>Total</b>	<b>58 %</b>	<b>84%</b>	<b>45%</b>

*Type of promoting transparent use of fund are: (1) Socialization of the use of the BOS fund to the students' parents; (2) Sending copies of the use of fund to the parent; (3) Asking the school to announce the use of school fund through the mosques; (4) During the graduation farewell party, the school committee asked the school to report how the school use the fund; (5) Reporting use of school fund during the meeting between school and student parents*

**Figure 2.10 Percentage of School Committee Members Active in Promoting Transparency**



***Indicator 16: Percent of school committees in targeted schools that involve community stakeholders in education***

**Target: School Committee in 485 schools**

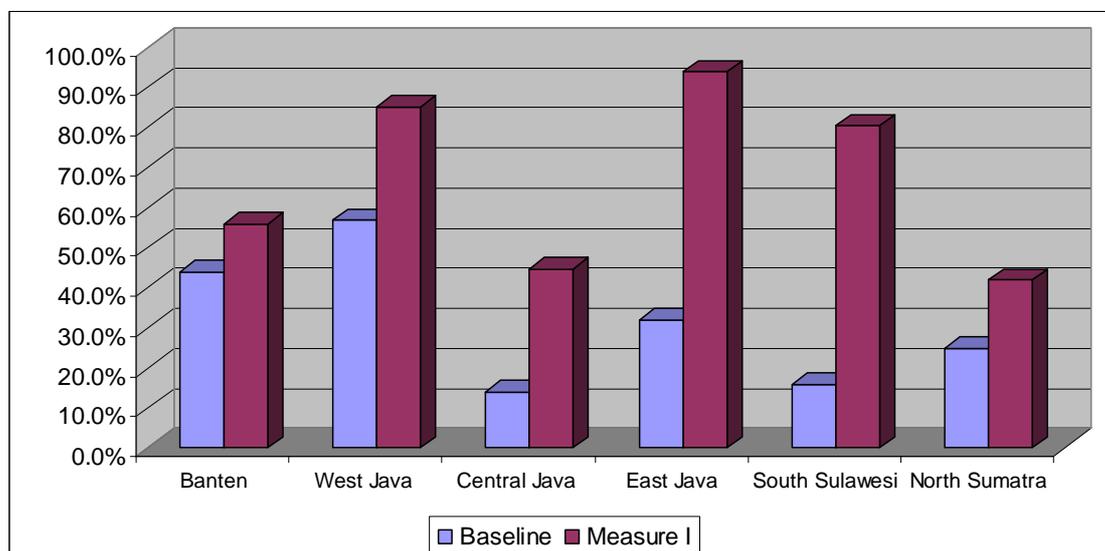
This Indicator is measured through two sources of data: interviews with committee members and random interviews with members of the community. Each is reported separately below.

**Result 1—Interviews with school committee members.** Data in the baseline reveals that there was a significant increase in the percentage of school committee members who have involved other education stakeholders in school activities, such as preparing RPS/RAPBS, discussing school needs, establishing classroom parent-volunteer groups (*Paguyuban Kelas*), and participating in the discussion of the block grants. On the average, data in the baseline stated that only 28% of the school committee involved other education stakeholders in these activities. On the contrary, data in the Measure 1 reveals that nearly 2/3 or 65% of the school committee involved other education stakeholders after DBE1 interventions.

**Table 2.8 Percentage of School Committees that Involved Other Education Stakeholders in School Management and Governance**

No	Province	Number of schools	Percentage of SC involved Stakeholders		Differences
			Baseline (Dec '05)	Measure 1 (July '06)	
1	Banten	50	44%	56%	27%
2	West Java	61	57%	85%	49%
3	Central Java	105	14%	45%	221%
4	East Java	82	32%	94%	194%
5	South Sulawesi	87	16%	80%	400%
6	North Sumatra	100	25%	42%	68%
<b>7</b>	<b>Total</b>	<b>485</b>	<b>28%</b>	<b>65%</b>	<b>132%</b>

**Figure 2.11 Percentage of School Committees that Involved Other Education Stakeholders**

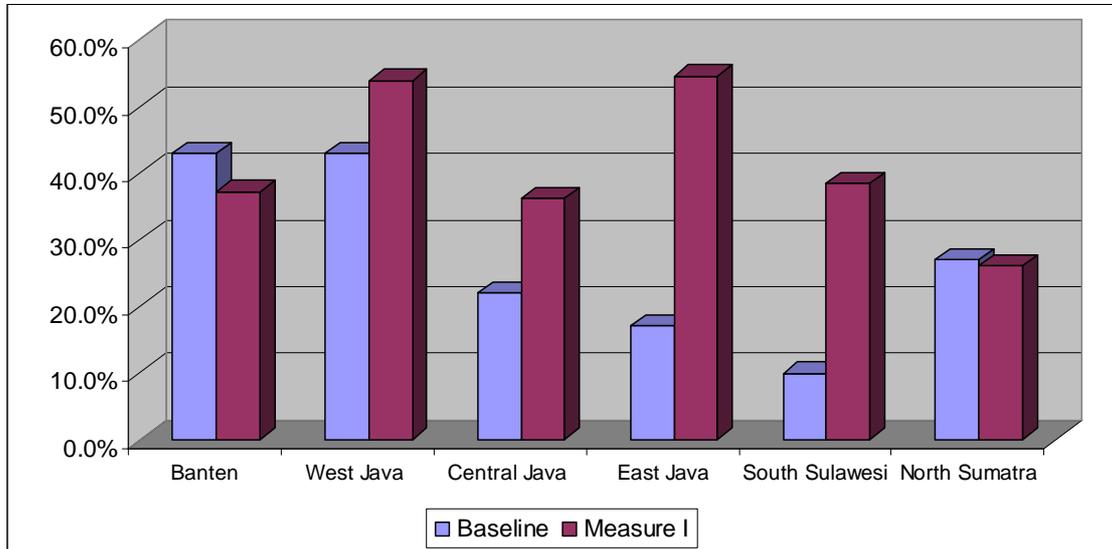


**Result 2—Random interviews with community.** To check the validity of school committee responses, non-school committee members who live near the school were interviewed on a random basis to determine whether they or people they know were asked to become involved in school activities by school committee members. In the baseline, it was found that 23% of the respondents said the school committee at the respective schools involved other education stakeholders in school activities. Measure 1 data shows that this increased to 40%.

**Table 2.9 Percentage of Community Members Who Believe that the School Committee Involved Education Stakeholders in the Management and Governance**

No	Province	Percentage of people believe that SC involved education stakeholders		Differences
		Baseline (Dec '05)	Measure 1 (July '06)	
1	Banten	43%	37%	14%
2	West Java	43%	54%	26%
3	Central Java	22%	36%	64%
4	East Java	17%	55%	224%
5	South Sulawesi	10%	38%	280%
6	North Sumatra	27%	26%	4%
7	<b>Total</b>	<b>23%</b>	<b>40%</b>	<b>74%</b>

**Figure 2.12 Percentage of People Who Believe that the School Committee Involved Education Stakeholders**



***Indicator 17: Increase in understanding by school committee members in targeted schools of the importance of broad representation of community stakeholders in school committee, including gender***

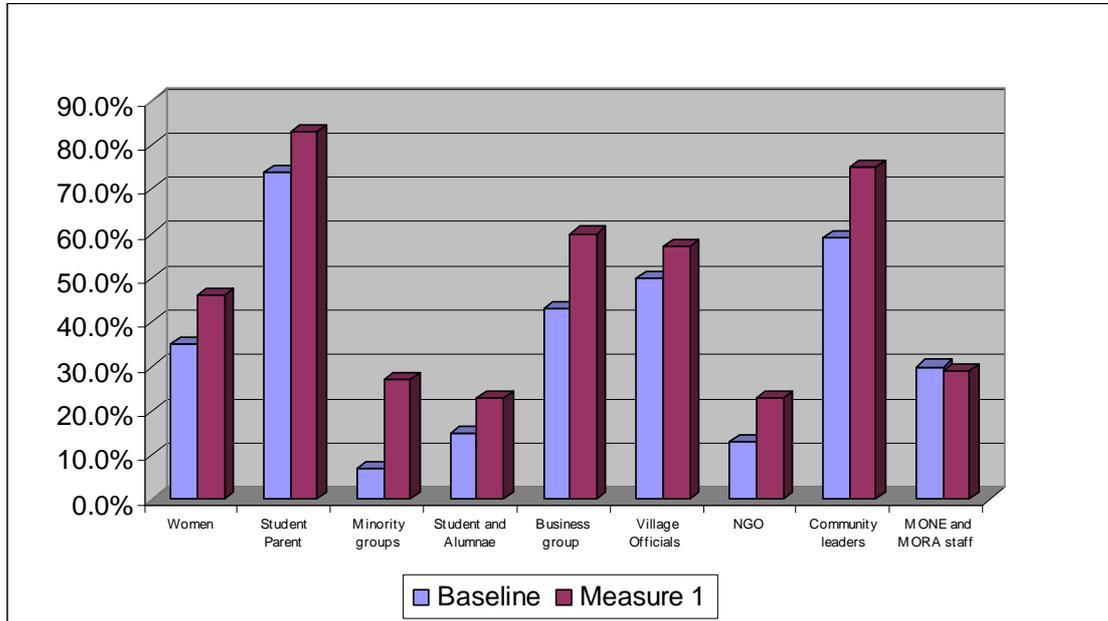
**Target: School Committee members in 485 schools**

**Result.** To examine the understanding of the school committee members on the importance of broad representation of community in the school committee structure, DBE1 asked the open ended question: “In your opinion, who should be members of the school committee?” When this question was asked during the baseline, the majority of them stated that student parents, village officials, and religious leaders should be included in the school committee structure. The similar question was asked during Measure 1 and there were some significant differences. For example, the percentage of school committee members who said minorities should be represented on the school committee increased from by over 70% (from 135 to 23%); those who said that business persons increased from 43% to 60%. Interestingly the percentage who said that government officials should be represented declined slightly (from 30% to 29%). Awareness of need for broader representation of the community in school committees probably resulted from DBE1 RPS methodology whereby large numbers of the community were involved in the RPS development process as well as the fact that the school profile developed as part of the RPS process required information about children with special needs.

**Table 2.10 Changes in the School Committee Members' Opinions Regarding Groups that Should Be Represented on the School Committee**

Category / Criteria	Baseline (Dec '05)	Measure 1 (July '06)	Differences
Women	35%	46%	31%
Students' parent	74%	83%	12%
Minority groups	7%	27%	286%
Student and Alumnae	15%	23%	53%
Business group	43%	60%	40%
Village official	50%	57%	14%
NGO	13%	23%	77%
Religious leaders	59%	75%	27%
More and Mora staff	30%	29%	3%

**Figure 2.13 Groups Should Be Represented on the School Committee**



**Indicator 28. Percent of targeted schools that form Private-Public Alliances (PPA) and number of PPA formed at the national level**

**Target: 485 schools (SD and MI)**

This indicator has 2 subindicators. Both are reported separately below

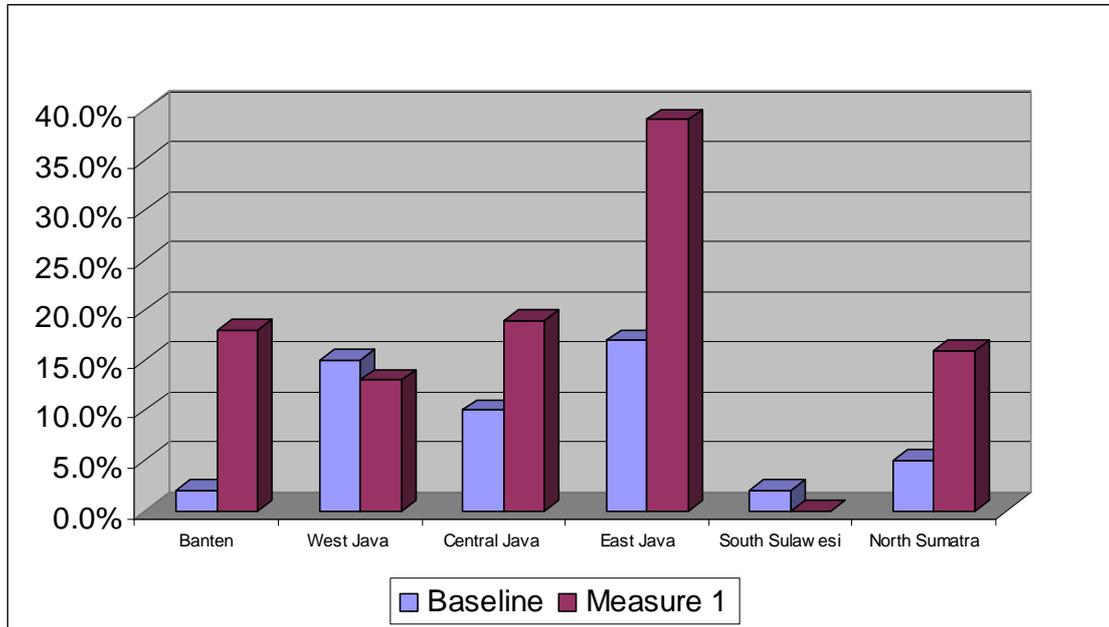
**Result 1—PPAs formed by schools.** Baseline data shows that some schools had already formed alliances with private firms or individuals, both formal (by signing MOU) and informal (without having private signed document). After DBE program was implemented, on average the percentage of schools that formed formal alliances doubled (from 9% to 18%), except in West Java and South Sulawesi where the percentage of school formed alliance with private actually decreased.

In addition to creating formal agreement with private sector, some schools also formed informal alliances with individuals or private companies. Data in the baseline illustrates that only 13% of all schools in the target district had informal agreements with private companies or individuals, but data in the Measure 1 shows that informal alliances also doubled (from 13% to 26%). Central Java is the province that achieved the highest increase in the number of schools that formed informal alliances (from 20% to 41%). This figure clearly supports the fact that RPS has positive impact on schools, especially in searching for more sources of funding.

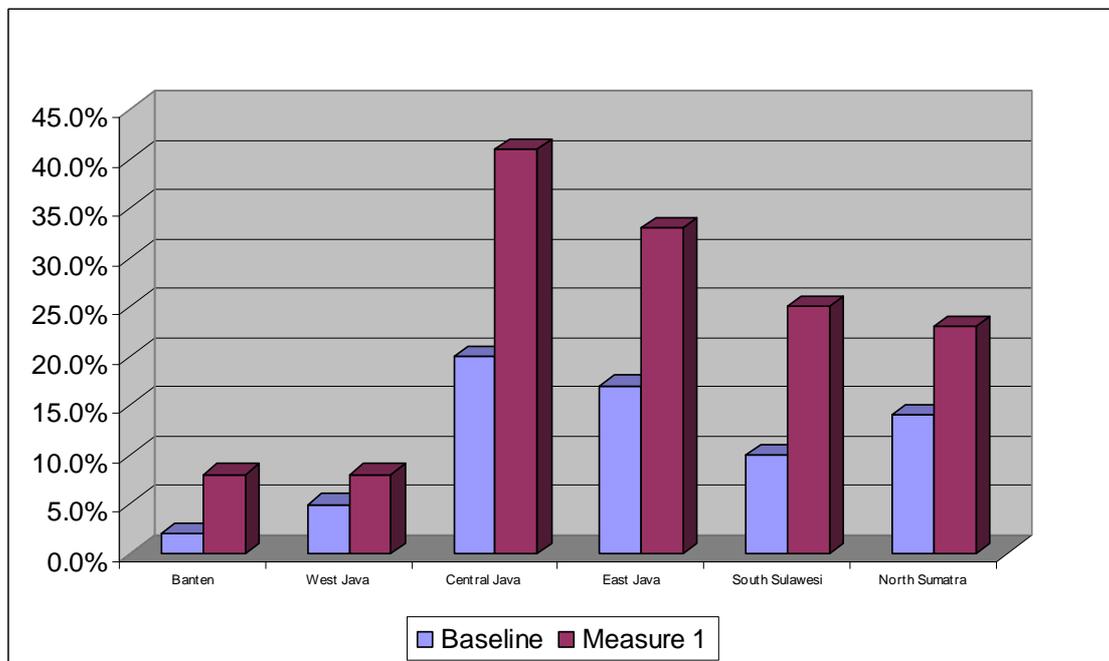
**Table 2.11 Percentage of PPA Formed Formally and Informally at the Schools**

Province	Formed Formally			Formed Informally		
	Baseline (Dec '05)	Measure 1 (July '06)	Difference	Baseline (Dec '05)	Measure 1 (July '06)	Differences
Banten	2%	18%	800%	2%	8%	300%
West Java	15%	13%	13%	5%	8%	60%
Central Java	10%	19%	90%	20%	41%	105%
East Java	17%	39%	129%	17%	33%	94%
South Sulawesi	2%	0	100%	10%	25%	150%
North Sumatra	5%	16%	220%	14%	23%	64%
<b>Total</b>	<b>9%</b>	<b>18%</b>	<b>100%</b>	<b>13%</b>	<b>26%</b>	<b>100%</b>

**Figure 2.14 Percentage of PPA Formed Formally at the Schools**



**Figure 2.15 Percentage of PPA Formed Informally at the Schools**



**Result 2—PPAs formed at national level.** As of June 2006 DBE had signed one PPA. This is with BP, an international oil company, to provide education management services in Irian Jaya Barat province. DBE 1 will contribute \$125,000 to the PPA while BP will contribute \$250,000—a leverage of 2 to 1. The PPA is for one year. It may be extended for two additional years

### 3 SUMMARY OF BASELINE DATA AGAINST MEASURE 1 YEAR 2005/2006 COHORT 1 (7 OF 29 INDICATORS)

Indicator	Province	Category / Criteria	Baseline (Dec '05)	Measure 1 (July '06)	Differences
Indicator 2: Percent of targeted schools that have developed long term School Development Plans that meet a threshold of key criteria	Banten	0 (no RPS)	12%	0	100%
		1-8	30%	30%	0%
		9-16	42%	4%	90%
		17-24	2%	2%	0%
		<b>25-32</b>	<b>14%</b>	<b>64%</b>	<b>357%</b>
	West Java	0 (no RPS)	0	0	0
		1-8	8%	0	100%
		9-16	92%	0	100%
		17-24	0	2%	2%
		<b>25-32</b>	<b>0</b>	<b>98</b>	<b>98%</b>
	Central Java	0 (no RPS)	40%	0	100%
		1-8	55%	3%	95%
		9-16	6%	1%	83%
		17-24	0	5%	5%
		<b>25-32</b>	<b>0</b>	<b>91%</b>	<b>91%</b>
	East Java	0 (no RPS)	30%	0	100%
		1-8	56%	0	100%
		9-16	14%	0	100%
		17-24	0	4%	4%
		<b>25 - 32</b>	<b>0</b>	<b>96%</b>	<b>96%</b>
	South Sulawesi	0 (no RPS)	2%	0	100%
		1-8	80%	0	100%
		9-16	9%	0	100%
		17-24	7%	14%	100%
		<b>25-32</b>	<b>3%</b>	<b>86%</b>	<b>86%</b>
	North Sumatra	0 (no RPS)	21%	0	100%
		1-8	45%	0	100%
		9-16	33%	1%	97%
		17-24	1%	11%	1000%
		<b>25-32</b>	<b>0</b>	<b>88%</b>	<b>88%</b>
	<b>TOTAL</b>	0 (no RPS)	20%	0	100%
		1-8	49%	4%	92%
9-16		28%	1%	96%	
17-24		1%	7%	600%	
<b>25-32</b>		<b>2%</b>	<b>89%</b>	<b>4350%</b>	

Indicator	Province	Category / Criteria	Baseline (Dec '05)	Measure 1 (July '06)	Differences
<b>Indicator 4:</b> Percent of targeted schools that disseminated Annual School Budget in at least two venues	Banten	0 locations	22%	42%	91%
		1 location	38%	22%	42%
		<b>2 locations</b>	<b>28%</b>	<b>34%</b>	21%
		3 locations	12%	2%	83%
	West Java	0 location	39%	3%	92%
		1 location	36%	49%	36%
		<b>2 locations</b>	<b>3%</b>	<b>39%</b>	1200%
		3 locations	21%	8%	62%
	Central Java	0 locations	69%	9%	87%
		1 location	25%	47%	88%
		<b>2 locations</b>	<b>2%</b>	<b>41%</b>	1950%
		3 locations	4%	4%	0%
	East Java	0 locations	55%	11%	80%
		1 location	18%	45%	150%
		2 locations	19%	35%	84%
		3 locations	8%	9%	13%
	South Sulawesi	0 locations	52%	8%	85%
		1 location	39%	44%	13%
		2 locations	6%	39%	550%
		3 locations	3%	9%	200%
	North Sumatra	0 locations	67%	41%	39%
		1 location	26%	34%	31%
		2 locations	7%	24%	243%
		3 locations	0	1%	1%
	<b>TOTAL</b>	<b>0 locations</b>	<b>55%</b>	<b>18%</b>	<b>67%</b>
		<b>1 location</b>	<b>29%</b>	<b>41%</b>	<b>41%</b>
		<b>2 locations</b>	<b>9%</b>	<b>35%</b>	<b>289%</b>
		<b>3 locations</b>	<b>7%</b>	<b>5%</b>	<b>29%</b>
<b>Indicator 9:</b> Percent of targeted schools with multisource funding plan included in RPS	Banten	1-3 sources	46%	34%	26%
		4-6 sources	<b>20%</b>	<b>48%</b>	140%
		7-9 sources	22%	18%	18%
		10-13 sources	0	0	0
	West Java	1-3 sources	98%	57%	42%
		4-6 sources	<b>2%</b>	<b>30%</b>	1400%
		7-9 sources	0	8%	8%
		10-13 sources	0	5%	5%
	Central Java	1-3 sources	13%	26%	100%
		4-6 sources	<b>26%</b>	<b>53%</b>	104%
		7-9 sources	22%	17%	23%
		10-13 sources	0	4%	4%
	East Java	1-3 sources	48%	22%	54%
		4-6 sources	<b>21%</b>	<b>50%</b>	138%
		7-9 sources	1%	22%	2100%
		10-13 sources	0	6%	6%
	South Sulawesi	1-3 sources	92%	29%	68%
		4-6 sources	<b>6%</b>	<b>62%</b>	933%
		7-9 sources	0	7%	7%
		10-13 sources	0	2%	2%
North Sumatra	1-3 sources	75%	39%	48%	
	4-6 sources	<b>4%</b>	<b>30%</b>	650%	
	7-9 sources	0	28%	28%	
	10-13 sources	0	3%	3%	

Indicator	Province	Category / Criteria	Baseline (Dec '05)	Measure 1 (July '06)	Differences
	<b>TOTAL</b>	<b>1–3 sources</b>	<b>60%</b>	<b>33%</b>	<b>100%</b>
		<b>4–6 sources</b>	<b>13%</b>	<b>46%</b>	<b>45%</b>
		<b>7–9 sources</b>	<b>7%</b>	<b>17%</b>	<b>254%</b>
		<b>10–13 sources</b>	<b>0</b>	<b>4%</b>	<b>143%</b>
<b>Indicator 15:</b> Percent of school committees in targeted schools that  (a) <u>participate in School Development Plan preparation,</u>	Banten	<b>NOT</b> active	36%	12%	67%
		Active	29%	25%	14%
		Very Active	35%	63%	80%
	West Java	<b>NOT</b> active	25%	7%	72%
		Active	49%	27%	45%
		Very Active	25%	66%	164%
	Central Java	<b>NOT</b> active	48%	7%	85%
		Active	43%	9%	79%
		Very Active	10%	84%	740%
	East Java	<b>NOT</b> active	34%	0	100%
		Active	57%	11%	81%
		Very Active	9%	88%	878%
	South Sulawesi	<b>NOT</b> active	53%	7%	87%
		Active	41%	21%	49%
		Very Active	5%	72%	1340%
	North Sumatra	<b>NOT</b> active	63%	13%	79%
		Active	36%	21%	44%
		Very Active	1%	66%	6500%
	<b>TOTAL</b>	<b>NOT</b> active	<b>42%</b>	<b>8%</b>	<b>82%</b>
		<b>Active</b>	<b>42%</b>	<b>18%</b>	<b>57%</b>
		<b>Very Active</b>	<b>12%</b>	<b>75%</b>	<b>517%</b>
(b) <u>monitor school performance</u>	Banten	Monitoring rate per person/6 months	4.52	22.48	397%
	West Java		4.03	23.30	478%
	Central Java		10.54	19.30	83%
	East Java		1.09	6.39	486%
	South Sulawesi		0.46	3.89	746%
	North Sumatra		1.62	10.49	1592%
	<b>TOTAL</b>		<b>3.54</b>	<b>13.45</b>	<b>280%</b>
and (c) and <u>promote transparent reporting use of funds</u>	Banten	<b>Active</b>	<b>64%</b>	<b>66%</b>	3%
		<b>NOT</b> active	36%	34%	6%
	West Java	<b>Active</b>	<b>24%</b>	<b>93%</b>	288%
		<b>NOT</b> active	76%	7%	91%
	Central Java	<b>Active</b>	<b>80%</b>	<b>86%</b>	<b>7%</b>
		<b>NOT</b> active	20%	14%	30%
	East Java	<b>Active</b>	<b>45%</b>	<b>96%</b>	113%
		<b>NOT</b> active	55%	4%	93%
	South Sulawesi	<b>Active</b>	<b>66%</b>	<b>82%</b>	<b>24%</b>
		<b>NOT</b> active	34%	18%	47%
	North Sumatra	<b>Active</b>	<b>53%</b>	<b>75%</b>	42%
<b>NOT</b> active		47%	25%	47%	
<b>TOTAL</b>	<b>Active</b>	<b>58%</b>	<b>84%</b>	<b>45%</b>	
	<b>NOT</b> active	<b>42%</b>	<b>16%</b>	<b>62%</b>	

Indicator	Province	Category / Criteria	Baseline (Dec '05)	Measure 1 (July '06)	Differences
<b>Indicator 16:</b> Percent of school committee in targeted schools that involve community stakeholders in education	Banten	No criteria / category	44%	56%	27%
	West java		57%	85%	49%
	Central Java		14%	45%	221%
	East Java		32%	94%	194%
	South Sulawesi		16%	80%	400%
	North Sumatra		25%	42%	68%
	<b>TOTAL</b>		<b>28%</b>	<b>65%</b>	<b>132%</b>
<b>Indicator 17:</b> Increase in understanding by school committee members in the targeted schools of the importance of broad representation of community stakeholders in school committee, including gender	National level	Women	35%	46%	11%
		Students' parent	74%	83%	9%
		Minority groups	7%	27%	20%
		Student and Alumnae	15%	23%	8%
		Business group	43%	60%	17%
		Village official	50%	57%	7%
		NGO	13%	23%	10%
		Religious leaders	59%	75%	16%
		More and Mora staff	30%	29%	1%
<b>Indicator 28.</b> Increase in number of PPA formed at the community, district, province, and national level	Banten	Formed formally (at schools)	2%	18%	800%
		Formed informally	2%	8%	300%
	West Java	Formed formally	15%	13%	13%
		Formed informally	5%	8%	60%
	Central Java	Formed formally	10%	19%	90%
		Formed informally	20%	41%	105%
	East Java	Formed formally	17%	39%	129%
		Formed informally	17%	33%	94%
	South Sulawesi	Formed formally	2%	0	100%
		Formed informally	10%	25%	150 %
	North Sumatra	Formed formally	5%	16%	220%
		Formed informally	14%	23%	64%
	<b>TOTAL</b>	<b>Formed formally</b>	<b>9%</b>	<b>18%</b>	<b>100%</b>
		<b>Formed informally</b>	<b>13%</b>	<b>26%</b>	<b>100%</b>

