



USAID | **INDONESIA**
FROM THE AMERICAN PEOPLE

More Effective Decentralized Education Management and Governance

Annual Report

October 2006 to September 2007

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Annual Report Year 2

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Introduction

This is an annual report for FY 2007, Year 2, of the USAID Quality Improvement for Decentralized Basic Education program, Component: More Effective Decentralized Education Management and Governance (DBE1) implemented by Research Triangle Institute. The material contained in this report is drawn from several sources. Among them are:

- DBE1 Quarterly Reports (Numbers 7, 8, 9, 10)
- Year 3 Workplan
- Progress Monitoring Reports (2 and 3)
- DBE1 Special Reports¹.

The present report summarizes information contained in the above and makes specific reference to these sources when the reader is referred to more in-depth material contained in them. Most of the activities reported took place in the period October 2006 – September 2007, which constitutes Year 2 of the USAID IQDBE program. Occasionally reference is made to activities that took place in Year 1 (April 2005 – September 2006)² and in the months October- November 2007 (first two months of Year 3)

¹ Most Special Reports are reports on deliverables specified in Task Order. See Section IV, Progress in Achieving Deliverables and Appendix 2, Special Reports Produced in Year 2.

² By mutual agreement with USAID, “Year 1” of the project was extended through September 2006 so that subsequently the project calendar could be aligned with the USG fiscal year (October – December). It may be noted that the first six months of the project was focused on recruiting staff, establishing offices, procuring equipment etc.; project technical interventions began in November 2005.

I. Progress in implementing Tasks and Activities³

1. District Selection⁴

One of the most important first steps of the DBE project in Year 2 was to select the districts that would participate in the first expansion of the project; hereafter these newly selected districts are referred to as Cohort 2. The selection process was carried out in accordance with the Cohort 2 “Protocol for Selecting Phase 2 Districts (2006-2008)” dated September 2006 to which USAID and DBE123 all agreed. Extensive discussions were held between USAID and DBE123 to finalize the protocol which among other points allows for adding additional sub districts (clusters and schools) to certain Cohort 1 districts, and that those districts be receive special designation as a “Cohort 2 Expansion District.” The protocol also gives special consideration to inclusion of districts where MBE program had not been completed. For Aceh, a different selection process was followed as discussed below.

As agreed in the Protocol, districts were short listed in meetings in each province with provincial stakeholders, USAID, Menko Kesra and DBE123 representatives⁵. Then provincial teams traveled to each short listed district to assess the extent to which the short listed districts meet selection criteria specified in the selection protocol. In all cases MORA representatives were involved in the selection process or have agreed with the selection of districts. As part of the assessment each district was asked to send a Letter of Intent to DBE1. (Copies are attached in the report on Cohort 2 district selection).

DBE1 sent a letter to each of the USAID-approved districts in response to the letter of intent. The letter specified certain expectations on the part of the districts that are not addressed in draft MOUs. USAID and DBE 123 all approved the drafts of the letters. Different letters were prepared for “Expansion Districts” and for new districts.

Each province sent a report on its assessment of short listed districts. The provincial reports were sent to USAID for final approval in the period November 2006-February 2007⁶. In almost all cases USAID approved the recommended short listed districts. However, initially recommended districts in Aceh required further assessment; about 3 rounds of submissions occurred before final approval was made. The table below presents the districts approved by USAID.

³ This section follows the organization of “Part III, D. Tasks and Activities” in DBE1 Task Order

⁴ The Task Order requires DBE1 to select project districts and assist DBE2 in selecting project schools.

⁵ USAID and MenkoKesra did not attend such meetings in North Sumatera or Aceh.

⁶ Provinces excluding Aceh had completed the selection process by early December, 2006. Aceh selection was completed toward the end of February 2007.



District Selection meeting with provincial stakeholders, USAID and DBE123 in Makassar, South Sulawesi

The process in Aceh was different because of special considerations there due to the tsunami and conflict. A special central selection team comprised of representatives from USAID and DBE1 asked the DBE1 and 2 provincial staff to conduct a preliminary survey to determine provincial government and other NGO stakeholder needs and perceptions as a first step in developing the selection protocol. On November 2, 2006 the central selection team analyzed initial survey data from the provincial teams, and drafted a protocol for district selection and initial recommendations for areas of the province to consider. Using the November 2 protocol as a basis, the provincial teams conducted feasibility studies in a number of districts and made recommendations to the central selection team which made its final recommendations to USAID. USAID in a memo dated February 12, 2007 officially approved three new districts and one “expansion” district for Cohort 2. Those districts are included in the final list of districts below.

Table 1: List of Cohort 2 Districts by Province

PROVINCE	NEW DISTRICT	PHASE 1 EXPANSION DISTRICT	CURRENT MBE DISTRICT	TOTAL COHORT 2 DISTRICTS
North Sumatra	Dairi Tapanuli Selatan Tanjung Balai	Tapanuli Utara		4
West Java/Banten	Kota Bogor Subang Garut	Karanganyar Indramayu		5
Central Java	Blora Demak Grobogan	Klaten	Purworejo	5
East Java	Pasuruan	Tuban	Nganjuk	5

	Sampang Bojonegoro			
South Sulawesi	Pinrang Luwu Sidrap* Makassar			4
Aceh	Bireun Pidie Aceh Tengah	Aceh Besar		4
TOTALS	19	6	2	27

* Formal name: Sidenreng Rappang

DBE1 submitted a final report on district selection to USAID in May 2007. The report was in the form of a hard copy. It included copies of originals of letters of commitment from each participating district. Appendix 1 updates all current DBE districts including Cohort 1 and districts where only parts of the DBE program or special activities under private Public Alliances are being implemented. Maps of the DBE districts are also provided in Appendix 1.

In January- May 2007 MOUs were signed with all new Cohort 2 districts and extensions to MOUs signed with districts in which new clusters were added to the project.



Mr. H. Bukhari Daud (Aceh Besar Regent,) Mr. Dan Moulton (COP DBE1), Mr. Michael Calvano (COP DBE2), sign MOU May 29, 2007

2. District Coordinators

By the end of Year 2, 50 District Coordinators (Cohort 1 and 2 districts) had been contracted. All District Coordinators have been provided office space by local counterparts in most districts. All Coordinators have computers, printers and other equipment. Assistant District Coordinators were hired to work in six districts where the DBE1 program was expanded for Cohort 2. During the year a few resigned and three were terminated for unsatisfactory performance. All these persons were replaced during the year. DBE1 will promote high performing district coordinators to provincial positions in Year 3.

We endeavored to hire as many former MBE staff as possible for District Coordinator positions for Cohort 2 districts because of their relevant experience. In all cases District Coordinators contracted by DBE1 have been selected with full consultation and agreement of district counterparts. Our counterparts have deeply appreciated such consultation. This selection process has been described as a best practice in the DBE website⁷. Table 2 provides a summary of the status of District Coordinators as of September, 2007.

Table 2: Active District Coordinators and Assistants

District Coordinators	Assistant District Coordinators
50	6

All newly appointed District Coordinators received induction training related to their scope of work, administration, etc. and during the year all Coordinators participated in technical training of trainers related to knowledge and skills to train School



Meeting between DBE1 and district counterparts to select District Coordinators, Central Java, February 2007

Development Plan Working Groups in developing their own School Development Plan (Rencana Pengembangan Sekolah/RPS) and to facilitate the Working Groups during RPS Development stage at the school cluster level.

3. Decentralized Planning and Management of Education Services

3.1 Elementary School/Madrasah and Junior Secondary School/Madrasah Development Plans (RPS/RKS)

During the first two years of implementation, DBE1 focused primarily on activity at the level of school and community. The strategic purpose of this focus was to strengthen a bottom-up planning and policy development process within districts. At the same time, DBE1 was able to assist the national ministries (MONE and MORA) in developing and piloting approaches to implement their own policies in school planning, school budgeting, and parent and community participation through school committees.

Along with the development of a new curriculum and new approaches to teaching and learning introduced during the reform period of the late 1990s and early 2000s, a new approach to school-based management was introduced and became MONE policy for elementary and primary schools in the early 2000s. With the passing of the Education Law (20/2003) Indonesia formally adopted a policy of school-based management for all of its public and private schools and madrasah. With the introduction of the School Operational Funding (BOS) scheme in July 2005, schools and madrasah now receive per-capita grant funding direct from the central government, giving them for the first time some financial independence. DBE1 is the first major donor-funded project to develop and implement an approach to school planning since the introduction of this policy. This makes it very significant. Prior to the introduction of BOS, school planning lacked a certain degree of substance, since schools had such inconsequential budgets. Now, with BOS, school budgets are significant. School planning is thus much more important, as is the role of school communities and, particularly, school committees in school governance.

Now that the new school management and governance policies are in place, Indonesia is tackling the daunting task of implementing them across its 216,000 schools and madrasah. The challenge is not what to do – it is how to do it. How can capacity be built to enable schools and madrasah, communities and district education systems to adopt the new policies; to shift from a centralized to a decentralized system; to manage their own funds; to effectively involve communities in school governance? It is in this context that DBE1 has provided assistance by developing and implementing a model of school development planning, supported by training in leadership for school principals and training to empower school committees⁸.

Based on the regulation that sets national education standards (PP No. 19/2005) and in consultation with national stakeholders from MONE and MORA, DBE1 developed a

⁷ <http://www.dbe-usaid.org>

⁸ For fuller description of how DBE1's school planning programs affect education policy see DBE1 Special report "*Policy Reform in Education Planning*", October 2007

manual for school development planning in 2005-6 (*Rencana Pengembangan Sekolah/Madrasah (RPS)*). The first draft of the RPS manual was evaluated and revised toward the end of 2006; the revised manual was used for RPS training for Cohort 2 schools in Year 2 of the project. Using these manuals, DBE1 provided intensive assistance to 1,086 elementary schools to prepare comprehensive needs-based school development plans in collaboration with their communities.

Figure 1: Cover of Revised Elementary School/Madrasah RPS Manual



The aim is to improve capacity and achieve significant school reforms which can be replicated to other schools by the district. Following the first round in 2006, 23 Cohort 1 districts committed funds in 2007 to support replication in 831 schools (see Section I.5). Non-government systems, such as Muhammadiyah, are also planning to replicate the DBE approach to school reform and other donors such as Save the Children UK in Yogyakarta are using the DBE1 school development planning materials to replicate the program.

The heart of successful school-based management is a commitment to children, to teaching and learning, to continuous improvement, to good planning and to the participation of all stakeholders. Following established models of good practice, and building on the work of earlier projects, DBE1 assists schools and madrasah to create and implement comprehensive school development plans, which:

1. are based on a thorough analysis of the current school profile and identified needs,
2. reflect the aspirations and priorities of all stakeholders,
3. are integrated and cover all aspects of the school program,
4. are multi-year – four years is standard,

5. are multi-resourced and link directly to annual school budgets (*RAPBS/M* or *RKAS/M* – see below) and resourcing plans – all sources of funding and resourcing are covered, including *BOS*, *APBD*, parent contributions and other sources, and
6. are effectively implemented and monitored by the school committee and stakeholders.

Specific criteria for school development planning (RPS,) were set regulations issued in 2005 (PP19/2005). The DBE1 approach implemented in the first two years of the Project was designed to support the implementation of this policy. The 2005 regulation was subsequently revised and strengthened with a new Ministerial Decree (Permendiknas 19, 2007) which requires all Indonesian schools and madrasah to produce school development plans known as School/Madrasah Work Plans (*Rencana Kerja Sekolah/Madrasah (RKS)*). School/Madrasah Work Plans under the new policy differ from the earlier model – and from the original DBE1 model - in two ways:

1. The new model uses nine categories in the school profile compared with the six used in the earlier DBE1 model. These eight categories correspond to those used by the new National School Accreditation Board (BASNAS).
2. Under the new policy, schools and madrasah will no longer produce annual school budgets using the old format (*RAPBS/M*) but will produce integrated Program and Budget Plans (*Rencana Kegiatan dan Anggaran Sekolah/Madrasah* or *RKAS/M*).

Work was completed in mid-2007 to align the DBE1 model with the new Ministry approach for junior secondary schools (SMP and MTs). This involved a series of workshops involving representatives of the key national ministries – MONE, MORA and Menkokesra. From June-September 2007 DBE1 together with MONE and MORA representatives piloted the junior secondary RKS program in six schools in six districts West Java/Banten. Although the process is long and detailed most schools found it to be very helpful because the resulting plans provide all the information needed for school accreditation.

It is intended that the same will soon be done for elementary schools (SD and MI). These changes fit well with the DBE1 approach to integrated planning and budgeting and the original DBE1 model is easily aligned to the new approach. It is the hope of MONE policy-makers and officials that the new, more integrated, and more rigorous, approach to school development planning will help the 94% of junior-secondary schools which are currently assessed as below the national standards to reach those standards through a deliberate and purposeful school improvement program.⁹

Successful school/madrasah development planning, or ‘work-planning’ as it is now known, requires intensive support in the initial stages. The DBE1 approach is to provide a series of three training events held at cluster level for working groups, comprised of school heads, teachers and school committee/community representatives. These training activities are interspersed with mentoring visits to schools by district facilitators and community consultation events for each school.

⁹ Discussions between DBE1 personnel and the Director of JSE, 2007.

This process is further supported by a series of training events for school/madrasah committees to strengthen their role, together with training in participative leadership for school/madrasah principals. During Year 2, 4,350 persons were trained in the RPS process in 553 Cohort 2 schools and another 1,689 were trained in updating RPS produced last year in Cohort 1 schools (See Table 3). In addition to technical training provided to the school development teams thousands of community members were involved reviewing the plans in each school community¹⁰.

Table 3: Persons Trained In RPS in Year 2

Component	Cohort 1			Cohort 2			Grand Total
	M	F	Total	M	F	Total	
District Facilitator	100	30	130	164	40	204	334
School Principal	137	88	225	461	301	762	987
School Committee	407	84	491	1,549	305	1,854	2,345
School teacher	299	280	579	403	495	898	1,477
District Education Staff	46	9	55	165	41	206	261
MORA District Staff	4	-	4	23	7	30	34
Local Government	3	-	3	13	2	15	18
CSO	5	1	6	-	-	-	6
DPRD	1	1	2	3	-	3	5
Other	117	55	172	279	78	357	529
Total	1,119	548	1,667	3,060	1,269	4,329	5,996

As of the end of Year 2, 1,086 DBE elementary schools and madrasah had completed RPS. For monitoring purposes, DBE1 has established 32 criteria for Cohort 1 RPS and 40 criteria for Cohort 2 schools (the difference is due to revision of the RPS methodology for Cohort 2.) Baseline data collected at beginning of 2006 and 2007 for Cohort 1 and 2 respectively indicated that 841 schools either had no RPS or had school development plans that met less

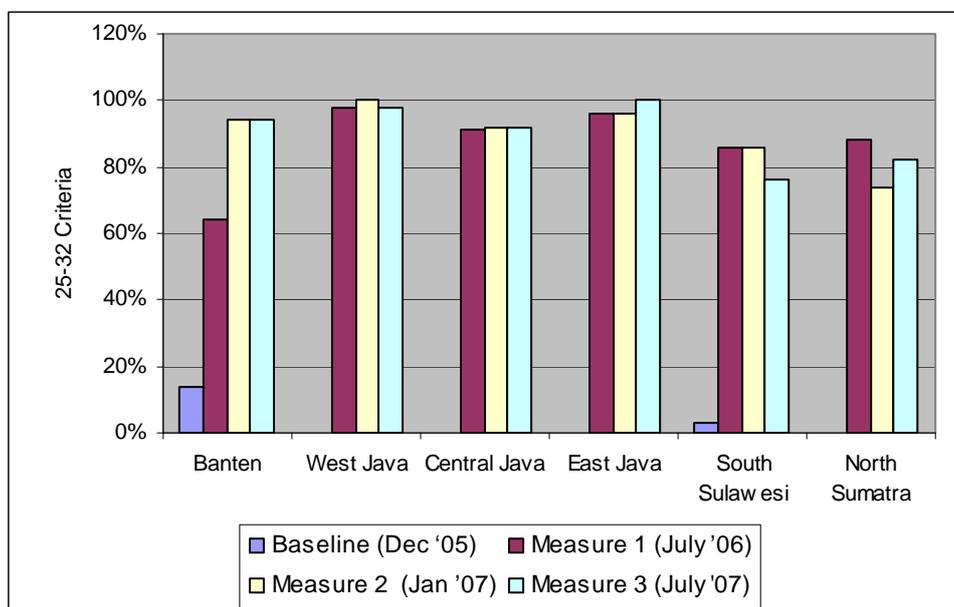


RSP Training in Aceh

¹⁰ In Year 1 we estimated between 12,000-15,000 community members participated in reviewing school plans. We did not specifically record such data for Year 2; however, our experience is that about 25 community

than 8-10 out of 32 criteria¹¹ which indicated a low quality of RPS. Measures against the baseline taken in July 2006, January 2007 and July 2007¹² indicate that by July 2007 nearly 80% of Cohort 1 schools had produced RPS that meet 25-32 criteria (see figure 3).

Figure 3: Percentage of Schools with RPS that Meet Criteria



School development plans culminate in programs that schools intend to implement over a four year period. Typically they plan for 12- 18 programs. Examples of programs are: increase test scores from average of 6 to 6.5, provide training for teachers, rehabilitate classrooms, and seek support from the private sector. School planning has been taking place for several decades in Indonesia. However, experience has shown that often once plans were developed, there was little or no evaluation of the implementation of programs, neither qualitative nor quantitative. As a result, many plans existed only on paper, and for those plans that were implemented, there was little attention paid to the impact.

Beginning in July 2007, DBE1 undertook a preliminary study to determine the impact of the DBE1 RPS development process on such indicators as the participation of community in school affairs, financial contributions from parents and community, new student enrollment etc.¹³ The study also assessed the extent to which programs planned by Cohort 1 schools in Year 1 were actually implemented. Table 4 below indicates that 5,600 out of 7,711 school development programs planned by the 536 Cohort 1 schools had been implemented or were in process of being implemented. As an example of a planned program, Madrasah Ibtidaiyah Al Ma’Muriyah of Jakarta

members per school at some point in the plan drafting process review the plans during the processes of development; thus about 12,000 community members from about 500 schools participated in developing RPS.

¹¹ “Baseline Report edition 2”, November 2007.

¹² “Progress Monitoring Report No.3”, November 2007.

¹³ “Preliminary Study of Impact of School Development Planning Process”, December 2007

intends to “increase academic quality and increase participation of parents in school affairs”.

Table 4: Number of Programs Planned and % Implemented (By Province)

Province	Total Programs	Implemented	Delay	Cancel	No Information
Banten	647	492 (76%)	75 (12%)	4 (1%)	76 (12%)
West Java	1191	883 (74%)	296 (25%)	12 (1%)	0
Central Java	1137	930 (82%)	156 (14%)	18 (2%)	33 (2%)
East Java	1607	1253 (78%)	323 (20%)	31 (2%)	0
South Sulawesi	1819	1080 (59%)	680 (37%)	59 (3%)	0
North Sumatra	1310	962 (73%)	324 (25%)	24 (2%)	0
Total	7711	5600 (73%)	1854 (24%)	148 (2%)	109 (1%)

Unanticipated Outcome of the RPS Process

As a result of the RPS process which involves members of the school community in the planning, voluntary contributions to schools, not counting regular fees where they exist, have increased dramatically. With school year 2004-2005 as a baseline, the year before DBE interventions, voluntary contributions by the school communities in the project totaled Rp. 458,714,500 (\$50,968). After the first year of the project this increased to Rp. 3.3 billion (\$367,000). The annual totals of voluntary contributions to DBE schools beginning with the baseline year, 2004/2005, through 2008, are listed in Table 5. Contributions range from cash donations, to computers to a load of sand, to labor. As an example, the school committee of Madrasah MI Salafiyah of Tuban district, East Java collection contributions of Rp. 30 million to build a new classroom. We have monitored such contributions; results are reported in a DBE1 publication titled “*Ketika Menyapa Masyarakat*” (“When You Involve the Community”).

Table 5: Voluntary Contributions to DBE Schools

Province	School Year				Grand Total After DBE Interventions
	Baseline 2004/2005	2005/2006	2006/2007	2007/2008	
West Java and Banten	328,359,000	1,445,850,500	2,758,674,200	3,342,101,425	7,546,626,125
Central Java	44,908,000	764,498,833	869,928,575	1,034,874,250	2,669,301,658

East Java	40,378,500	608,950,000	1,944,014,940	1,368,564,025	3,961,528,965
NAD	-	-	287,118,000	8,505,000	295,623,000
South Sulawesi	44,235,000	213,476,500	394,602,500	968,031,500	1,576,110,500
North Sumatra	834,000	270,612,000	423,641,500	367,830,100	1,062,083,600
Grand Total (Rp)	458,714,500	3,303,387,833	6,677,979,715	7,089,906,300	17,071,273,848
Grand Total (USD)	50,968	367,043	741,997	787,767	1,896,807

3.2 District Planning and Management

In the first quarter of 2006, DBE1 developed a methodology for Capacity Development Planning (*Rencana Pengembangan Kapasitas – RPK*) for District Education Offices. The RPK identifies the actions planned to be taken to improve the performance of key education management functions, namely education planning, human resource management, financial management, and providing technical support to schools. The RPK also indicates what the District Education Office plans to do to ensure that it exercises its authority in accordance with principles of Good Governance.

After completion of the draft methodology for RPK development, DBE1 advisors commenced with the development of a methodology for preparing medium-term education development plans. Key features of the methodology are (i) information based plans; (ii) a shift from input to output/outcome based planning; and (iii) strong focus on identification of groups of schools requiring special attention (e.g. low performing schools or underserved schools). DBE1 has worked closely with officials from two ministries—Ministry of National Education (MONE) and Ministry of Home Affairs (MOHA)-- in the development the education planning methodology, progressively revising and refining the approach to meet the objectives of the national ministries. This process has taken more time than anticipated (see below) but is considered vital if DBE1 is to impact not only on education planning and management in target districts, but more broadly on national policy¹⁴.

In reality DBE1 is pioneering new approaches to education management capacity development and education planning under a decentralized education system. While previous projects, including MBE and CLCC had a strong focus at the school level, their impact on capacity development at district level was limited. The ADB-funded Decentralized Basic Education Project (DBEP), one of the first projects implemented after the introduction of regional autonomy, has to some extent maintained a project focus in its education planning methodology as it has been bound by the loan

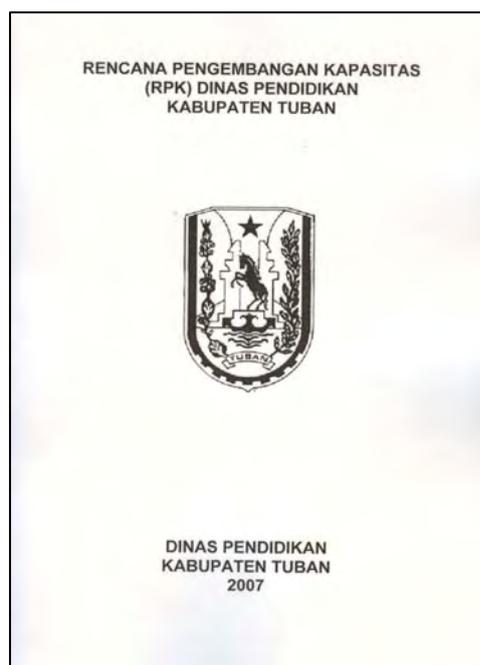
¹⁴ Cf. DBE1 Special report “*Policy Reform in Education Planning*”, October 2007

agreement in a number of areas. Further, the new regulatory framework guiding district planning has only gradually taken shape in the years after the introduction of autonomy with for instance the issuance of Law No 25 on the National Development Planning System in only 2004¹⁵.

Capacity Development Planning for District Education Offices (Rencana Pengembangan Kapasitas (RPK))

DBE1 has now assisted in the development of RPK in eight Cohort 1 districts: Tuban District and Mojokerto City (East Java); Kudus and Jepara Districts (Central Java); Soppeng and Enrekang Districts (South Sulawesi) and North Tapanuli District and Sibolga City (North Sumatra). RPK will be completed in four more districts in the first quarter of Year 3. We do not plan to prepare RPKs for other districts in Year 3 but will shift our efforts to assisting the districts in implementing their RPK. In this way we will deepen our understanding of education management issues faced by the district governments and develop the approaches to address these issues, which in turn will be used in other project assisted districts. Initial discussion with World Bank and AusAID indicate that the RPKs developed in the 12 districts may serve as models for replication under other donor funded programs.

Figure 6: Cover of RPK, Tuban District, East Java



The RPK process results in a plan to build capacity in the district education office. In order to implement the RPK a budget is required. In Tuban district, for example, an allocation of Rp 250 million (\$28,000) has been included in the 2008 budget for RPK implementation. The programs to be implemented are teacher mapping and the conduct of a School Unit Cost Analysis.

¹⁵ For further description and analysis of laws and regulations relating to decentralized education, see DBE1 Special report “*Study of the Legal Framework for the Indonesian Basic Education Sector*”, November 2007.

A significant outcome of the RPK process across the districts where the process has been conducted is the identification of the need to improve asset management, personnel management and school supervision. DBE1 in Year 3 will thus work in those districts where RPK has been completed to develop and implement systems to better manage human resources, assets (including school facilities) and school supervision¹⁶. By enhancing systems and models that already exist in the education system, the DBE1 supported approach enables better collection and management of data in order to facilitate better management. In this context, a number of systems are addressed: personnel mapping (SIM), teacher competency, qualifications and certification, HR planning, recruitment and deployment of teachers, promotion and career development, professional development (training), performance appraisal, reward and protection. Asset management and school supervision are also addressed. Piloting for this work began in last quarter of Year 2 in Kudus District, Central Java.

District Education Strategic Planning (Rencana Strategis (Renstra))

Strategic education plans and financing plans (Renstra SKPD) have been completed in Pidie District (Aceh) and Soppeng District (South Sulawesi).¹⁷ DBE1 also worked closely with policy makers and other donors in the preparation of the Aceh (NAD) provincial strategic education plan. DBE1 plans to assist up to 50 Cohort 1 and 2 districts to develop medium-term planning capacity in Year 3.

The DBE1 planning methodology is laid out in a manual that has been under development over the past eighteen months. Among the features of the methodology is data analysis software that allows districts to make plans based on disaggregated data in order to prioritize specific schools and program areas that need special attention. Currently, plans are prepared on the basis of data aggregated at the district level, which often results in over supply in some cases and under supply in others.

The national strategic education plan, Rencana Strategis Departemen Pendidikan Nasional Tahun 2005-2009, also provides a strategic policy framework for the development of district level plans. The national Renstra identifies three policy pillars – access, quality and management. In the DBE1 experience so far, both the Renstra SKPD in Pidie District and the NAD (Aceh) provincial strategic plan refer to the national Renstra.

The Pidie District strategic plan highlights the issue of low school preparedness resulting in high repeater rates in grade I of primary education. The distribution of teachers emerged as a significant issue in this district, highlighting the concern with equity. There is a big variation in the quality (qualifications and competency) and quantity of teachers available between urban and rural schools. There are also gender disparities, with proportionately greater numbers of female teachers (often spouses of civil servants) in the urban schools and of male teachers in the rural schools. The plan aims to better distribute the current teaching resource, eliminating inequities and improving overall quality, while at the same time gaining efficiencies.

¹⁶ This will complete the development of the package of DBE1 interventions.

¹⁷ At the time of writing, Renstra is 80% completed in Soppeng District.

Figure 7. Cover of Renstra, Pidie District, Aceh



Renstra SKPD Pidie Workshop, July 12, 2007

RENSTRA SKPD Pidie District

The Pidie District strategic plan (Renstra) also identifies good practices (meaning those which achieve worthwhile results from the district perspective) from previous donor-funded projects such as MBE, UNESCO and World Bank activity. The plan provides support to increase sustainability of project outcomes and to replicate programs.

DBE1 is assisting the Aceh provincial government in implementing its new policy expressed through the provincial Renstra by assisting districts, including those not participating in the USAID DBE project, to align district plans with the provincial plan.

Scheduling and Timing of DBE1 District Planning and Management Interventions

Interventions in 26 Cohort 1 districts (not including Jakarta) commenced about December 2005. An additional two districts in Aceh joined the program in January, 2006. According to the terms of the DBE1 Task Order, education development and finance plans for the 26 original districts (Cohort 1) should thus be completed by December 2007 and for the two Aceh districts by January 2008.

By end of December 2007 we expect that six sets of plans will be completed: five in Aceh (two Cohort 1 and three Cohort 2 districts) and one in Soppeng District, South Sulawesi (Cohort 1). As described above, district education plans are termed 'Renstra' or 'rencana strategis', meaning strategic sectoral development plans. Renstra prepared with assistance from DBE1 include both 'medium term education sector development plans' and supporting 'finance plans and budgets'¹⁸.

Building on the experience in Aceh and South Sulawesi, it is anticipated that the majority of remaining Cohort 1 districts will complete plans by September 2008. There may be some districts outstanding at that time due to the complication of

¹⁸ Deliverables 9 and 10.

election schedules explained below. The majority of Cohort 2 districts (18 new districts plus 3 in Aceh) should be completed by December 2008.

The main reasons for delays in producing district education development plans in Cohort 1 districts are explained as follows.

1. As discussed above, DBE1 focused development planning efforts at the school level in Years 1 and 2 of the project for two reasons: (i) we felt it necessary to have valid input from schools to inform district planning; (ii) we believed that we could quite easily develop and implement district education development and finance planning program by improving existing methodologies that had been developed by MBE and other projects such as ADB-funded Decentralized Basic Education Project (DBEP).
2. After the school development planning program was developed and implemented in 2005, we turned our attention to developing the district level interventions in early 2006. By mid 2006 we had produced a methodology for producing development plans called *Rencana Pengembangan Pendidikan Kabupaten/Kota (RPPK)*, building on experience from previous projects; and a District Education Financial Analysis (DEFA) methodology was developed and implementation begun in Cohort 1 districts (see below). Draft manuals and methodology were presented to national counterparts in June 2006. However, feedback from that meeting required DBE1 to change the approach in order to align education development and finance plans with new national planning regulations which required districts to produce Renstra in accordance with the requirements specified by Ministry of Home Affairs (SE No. 50). This required DBE1 to study the new regulations, to initiate meetings and negotiations with Ministry of Home Affairs (MOHA) since the DBE1 methodology needed to be in line with MOHA as well as MONE regulations, and revise and test revised manuals and training methods. This was carried out in the second half of 2006.
3. The timing of the Renstra development process is very dependent on the timing of local elections. Under the National Development Planning System Law (UU 25/2004 tentang Sistem Perencanaan Pembangunan Nasional) and the Regional Government Law (UU 32/2004 tentang Pemerintahan Daerah) the education sector plan should be developed within three months of the inauguration of a new district head and should reflect his/her policy platform, expressed in the district medium-term development plan. The district education plan (Renstra) runs for five years to coincide with the period of office of the new district head (bupati or walikota). This is an excellent example of the principles of decentralization and democracy in practice and is strongly supported by DBE1. However, it has created delays. After the Renstra development program manuals and materials were ready for implementation in late 2006, all districts in Aceh held elections in December 2006. Knowing that the five DBE districts in Aceh would be in immediate need of our assistance, and considering that Aceh districts would be the first to implement

the new planning law¹⁹, we decided to concentrate our efforts on rolling out the Renstra program in Aceh to both Cohort 1 and Cohort 2 districts. As a result of this decision, two Aceh Cohort 1 districts and three Cohort 2 districts will have completed education development/finance plans by December 2007.

In order to comply with the National Development Planning System Law (UU 25/2004 tentang Sistem Perencanaan Pembangunan Nasional) and the Regional Government Law (UU 32/2004 tentang Pemerintahan Daerah), DBE1 will endeavor to follow the schedules of local elections. Given the constraints imposed by the election schedule and current laws and regulations, DBE1 aims to support strategic educational planning and educational finance planning in as many target districts as is possible through a mix of (1) working collaboratively on new plans (following elections), (2) assisting in the revision of existing plans (where election are recent) and (3) assisting districts to prepare for new plans (ahead of planned elections where these are imminent).

In order to be successful, the timing of strategic planning of this nature should be demand-driven. In all MOUs signed with districts, strategic planning is listed as one of the activities to be undertaken. Notwithstanding this, in a small number of cases, where for example the district authorities do not approve of making revisions to current Renstra or the timing is impossible, it may not be possible to provide the assistance for preparation of medium term education sector development plans and supporting finance plans and budgets. However DBE1 will aim to provide the agreed assistance in all Cohort 1 and 2 districts during 2007-2008.

The schedule for local elections for Cohort 1 and 2 districts is appended as Appendix 3 to this report. Timing of the provision of assistance to Cohort 1 and 2 districts for strategic and finance planning will be determined in consultation with local authorities.

3.3. Education Finance

DBE1 has developed a range of methodologies designed to inform the development of district education plans and policy from a finance perspective. These include:

1. Provincial Education Finance Analysis (PEFA)
2. District Education Finance Analysis (DEFA)
3. School Unit Cost Analysis (SUCA)
4. BOS Impact Study.

¹⁹ In 2007, DBE1 also became aware of ambiguities in the regulatory framework. New regulations (PP 38/2007) appear to shift responsibility for strategic education planning to the provincial level, leaving districts with the responsibility for developing district operation plans, under the umbrella of a provincial strategic educational plan (Renstra). However, this development was not anticipated in the project design or earlier work-plans, and the new government regulation appears to contradict the national planning laws (UU 25/2004, UU 32/2004) which have higher authority. Noting this ambiguity and the fluidity of the legal and regulatory environment in Indonesia, DBE1 will continue with the plan to assist districts as required by the Task Order, irrespective of the timing of provincial gubernatorial elections – which under the new regulation should determine the timing of provincial strategic planning for education. This ambiguous situation should be noted in the context of DBE1's request for an extension on the timing of Deliverables 9 and 10.

All of these methodologies impact on policy development through the district education planning and finance planning process (Renstra) to be implemented across all target districts in Cohort 1 and 2 over the coming year. PEFA and DEFA will be conducted in all provinces and districts and the results will feed directly into the Renstra process. Meanwhile SUCA and the BOS Impact Study will be conducted in selected sample districts in each province. The results of these various analyses will potentially have great impact on policy reform, not only at district level, but also at provincial and national levels.

District Education Finance Analysis (DEFA) and Provincial Education Finance Analysis (PEFA)

Education development planning should result in plans that can be realistically implemented. This can only be achieved when plans are prepared by taking account of financial resource constraints. DBE realized that critical financial information was missing to effectively support the education planning process and therefore developed District Education Finance Analysis (DEFA), which is a tool to get a more comprehensive picture of how education development is financed. It basically concerns condensing and reworking information contained in the very thick budget documents into information that is easy-to-understand and that provides a transparent and relevant picture of what the money is spent on. This will help:

- Improve decision making as decisions are based on analysis results
- Setting priorities among district development sectors and within the education sector (e.g. investments in early childhood development versus improved education at the secondary level)
- Assess whether funding is being allocated in a fair manner as DEFA provides information on per student expenditure by level of education
- Compare performance among districts which is an effective way of assessing individual district performance
- Assess to what extent the district has met its obligation under Law 20 of 2003 to spend a minimum of 20% of APBD on education, excluding teacher salaries
- Move toward a results orientation in which expenditures are matched to key education performance indicators
- Improve internal accountability by linking results to inputs which will help improve internal management
- Improve external accountability by widely disseminating results-to-inputs information in an easy-to-understand manner for use in public policy debate.

This information will help the executive branch of government, the legislature, and civil society develop effective policies for education development. Figure 8 presents a summary of a typical DEFA report.

Figure 8: Summary of DEFA Report For Kabupaten Karanganyar, 2005

Rupiah Millions	FY2005	
	Realised Expenditure	Share of APBD(%)
Total APBD Expenditure	388,738	100.0
Education Sector Expenditure (including Teacher salaries)	180,081	46.3
Teacher Salaries	128,350	33.0
Education Sector Expenditure (excluding Teacher salaries)	51,731	13.3
Education Sector Expenditure by type of expenditure	180,081	100.0
1. Total Salaries	153,500	85.2
(1a) Teacher Salaries	128,350	71.3
(1b) Other salaries	25,150	14.0
2. Capital Expenditure (Belanja Modal)	14,400	8.0
(2a) Schools	14,149	7.9
(2b) Non-school	251	0.1
3. Operational Expenditure	12,181	6.8
(3a) Schools	5,935	3.3
(3b) Non-school	6,247	3.5
Education Sector Expenditure by level of education		
SDN (Primary)	101,163	56.2
SMPN (Junior Secondary)	33,560	18.6
SMAN/SMKN (Senior Secondary)	10,485	5.8
Education Department (Dinas+KCD)	29,143	16.2
Other (not included above)	5,730	3.2
Education Expenditure per student per annum	Students	Rp/student
SDN (n=486)	75,644	1,337,352
SMPN (n=49)	28,890	1,161,658
SMAN (n=12)	8,143	1,092,192
SMKN (n=2)	1,375	1,157,373
Operational Expenditure per student per annum	Expenditure	Rp/student
SDN (n=486)	5,422,558,081	71,685
SMPN (n=49)	2,296,741,075	79,500
SMAN (n=12)	728,032,604	89,406
SMKN (n=2)	106,582,964	77,515

n=number of schools

Data in the above table shows that salaries take major portion (85.2%) of the education sector budget from APBD Kabupaten Karanganyar. Of salary expenditure, teacher salaries takes major portion. This leaves very small budget for capital expenditure and operational expenditure. Realizing that Central Government's Bantuan Operasional Sekolah funds only cover about 30% of operational budget required by schools, this additional small budget from APBD Kabupaten will not

enable schools to cover the required operational budget for providing quality education.

DEFA was developed by DBE1 national staff in 2005, the backbone of which is a series of linked Excel spreadsheets (see DBE1 Special Report “*District Education Financial Analysis (DEFA)*”, October 2007). A special manual was prepared explaining the methodology which was used in the training of DBE1 Provincial staff in July and October 2006. DEFA in 27 Cohort 1 districts (including Aceh) was completed primarily in 2006 with a few finalized in early 2007. DEFA is also almost completed in three districts in West Papua as part of a USAID-BP public private alliance, namely for Kota Sorong, Kab Sorong Selatan and Kab Manokwari.

Table 7: DEFA’s Completion in Cohort 1 DBE Districts²⁰

Province	Kabupaten (18)	Kota (9)
Aceh	Aceh Besar	Banda Aceh
North Sumatra	Tapanuli Utara, Deli Serdang	Sibolga, Tebing Tinggi, Binjai
Banten	Lebak	Tangerang, Cilegon
West Java	Sukabumi, Karawang, Indramayu	
Central Java	Karanganyar, Kudus, Boyolali, Jepara	
East Java	Sidoarjo, Tuban, Bangkalan	Mojokerto, Surabaya
South Sulawesi	Jeneponto, Pangkajene Kepulauan, Soppeng, Enrekang	Palopo

DEFA requires availability of district government budget documents plus other supporting data. Experience in the field has shown that obtaining these documents has not always been an easy task and has required tactful intervention. On average, it took around one-person month to complete a DEFA report for one district, depending on the availability of all necessary documents and information. But in some instances it took up to three months if information was not readily available. DEFA implementation in cohort 1 districts was basically a pilot and therefore the analyses were conducted by DBE1 staff with limited involvement of district staff. As DBE1 has now extensive experience, the delivery method will be changed from a DBE1 staff-led exercise to a model focusing on developing the capacity of district staff to conduct financial analysis of the education sector.

The focus of DEFA is on public education provision and consequently the analysis is primarily being conducted on the basis of the most up to date district government budget documents (APBD Kab/Kota), which means either the budget, mid-year

²⁰ As of October 2007, DEFA in Klaten, Central Java and 3 districts in West Papua were still being finalized.

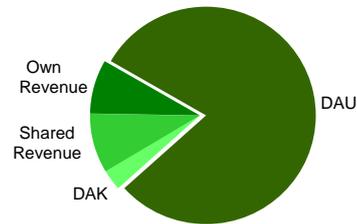
budget revision or budget realization documents. Figure 9 on the following page summarizes the steps in DEFA methodology.

Districts receive most of their funding²¹ in the form of annual block grants from the central government through mechanisms called General Allocation Fund (Dana Alokasi Umum (“DAU”)) for salaries and services and Special Allocation Fund (Dana Alokasi Khusus (“DAK”)) for centrally earmarked priorities and projects. In addition, districts receive “Shared Revenues” from the central government which is a partial of return of funds generated from taxes and the extraction of natural resources in the district. Districts also internally generate revenue (“Own Source Revenue”) from local taxes and fees; and in some cases they receive “Other Revenue” in the form of contributions from industries, for example, located in the district. A great deal of other education funding enters the district in the form of central and provincial allocations directly to schools, teachers or students; but this funding does not enter the district revenue budget accounts.

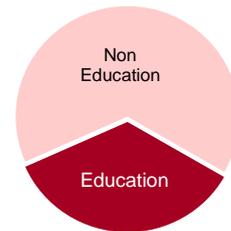
²¹ For detailed description and analysis of education funding cf. “*Study and Analysis Related to Education Governance and Finance*”, DBE1 Special Report dated August 2007.

Figure 9: DEFA Methodology²²

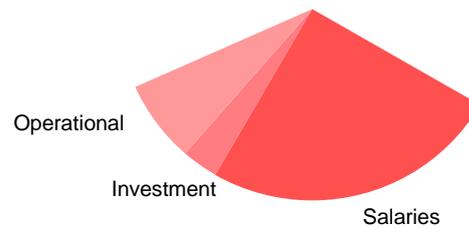
1. Summarize APBD revenue and expenditure



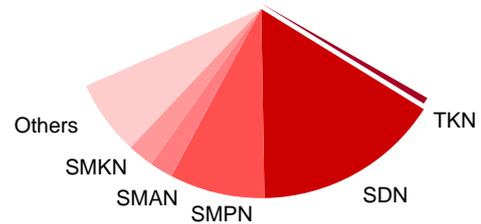
2. Calculate total education sector expenditure and its share of APBD



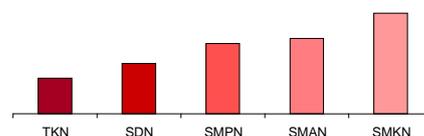
3. Disaggregate education sector expenditure by type of expenditure:
 - Salaries
 - Operational Expenditure
 - Investments



4. Disaggregate education sector expenditure by level of education



And calculate the education expenditure per student



²² Illustrations are based on results of one DEFA district.

In its current form, the district government budget has been the primary DEFA focus. However, education development in districts is funded from a variety of sources other than through districts' APBD, including provincial APBD, which is the province's own discretionary budget under decentralization laws, and through budgets of the national ministry (MONE) that are implemented by provincial governments through a mechanism called Deconcentration Funding (Dana Dekonsentrasi). The funds from these budget sources are expended by the provincial government to implement centrally defined programs and projects. Examples include block grants directly to schools to purchase text books, scholarships to students, special teacher training programs. In addition, the central ministries (MONE and MORA) also channel funds directly to schools. The largest of these directly funded central programs is called Bantuan Operasi Sekolah (BOS) (School Operational Funds) which are grants based on school enrollments channeled directly to schools by the central ministries MONE and MORA. Importantly, all these funds do not flow through the district budgets, and the extent to which districts participate in implementation decisions or even are fully aware of these programs varies widely²³.

To get a more complete picture of the education sector funding, DBE1 is currently widening the DEFA scope to also include an analysis of the above mentioned sources of funding; some preparatory work has commenced in West Java Province by implementing an expansion of the original DEFA methodology called Provincial Education Finance Analysis (PEFA)). Initial results in West Java show that total education sector expenditure from provincial APBD and central ministry sources through the Dana Dekonsentrasi mechanism in West Java Province is on average Rp 102 billion per district which is broken down as follows: Rp 74 billion under the central ministry's BOS program, Rp 26 billion under various deconcentration programs and Rp 2 billion from provincial APBD. DEFA analysis has shown that average non-salary education expenditure from districts' APBD is around Rp 22 billion per district. By combining these two pieces of information the following picture of district education sector financing evolves.

Table 8: Education Sector Funding Sources

Funding Source	Amount (Rp billion)	%
Provincial APBD	2	2
Dana Dekonsentrasi	26	21
BOS	74	60
District APBD	22	18
Total	124	100

²³ See also "Study and Analysis Related to Education Governance and Finance", DBE1 Special Report dated August 2007.

Table 8 shows that the district government is a relatively small player in education sector development as it only funds only 18% of total education sector non-salary expenditure. This suggests that there is a disconnect between district responsibilities under Law 20 of 2003 which places responsibility for education management upon the districts and the financial resources available at the district level. It looks a bit like the following: the district pays the salaries of the teachers and the higher levels of government finance education sector development. The education sector financing pattern has also major implications for education planning as districts must attune their plans to plans made by higher level of governments --in particular to the plans of central government-- as well as to the school development plans prepared at the school level. It should, however, be kept in mind that the above analysis concerns a first and rough analysis and that more follow up work remains to be done.

School Unit Cost Analysis (SUCA) and BOS Impact Study

To support education financial analysis in the remainder of the project, DBE1 will introduce two new programs in Year 3: (1) school unit cost analysis (SUCA) to be conducted in a sample of six districts in every province (ten elementary schools and five junior secondary schools will be analyzed in each sample district), and (2) BOS impact analysis to be conducted in two sample districts in each province. The SUCA and BOS interventions will provide a large enough sample to support planning in the districts where those activities are not implemented. At the same time SUCA and BOS will be valuable models for replication by others. This package of financial analysis in addition to providing important input into district planning where it is conducted will also inform provincial and national level policy making.



Ibu Lusi from BSP presented materials related to unit cost calculation for Elementary Schools

The School Unit Cost Analysis (SUCA) methodology has been developed and piloted in one district (Sidoarjo, East Java) in response to a special request made by the district head. Work began toward the beginning of Year 2 with preliminary meetings, developing and testing training materials and manual and methodology which culminated in a Workshop on Operational Cost of Education Unit (Biaya Operasi Satuan Pendidikan/BOSP) on August 22, 2007. This workshop was officially commenced by Head of Sidoarjo District, and attended by 150 people representing Sidoarjo District Government, Education Office staff, District Parliament, and High School, Junior Secondary, and Elementary Schools.

As a result of the work in Sidoarjo, district stakeholders with DBE1 technical assistance calculated the minimum school operation costs on a per student basis to meet various standards based on guidelines set by National Education Standards Board (BSNP).

Table 9: Per Student Unit Costs in Sidoarjo District According To Type of School

No.	Education Unit	Category		
		1	2	3
1.	SD-MI	73.600	47.000	26.000
2.	SMP-MTs	230.000	139.000	95.000
3.	SMA-MA	240.000	160.000	115.000

A review of the BOS program was conducted at national level in 2007.²⁴ Also in Year 2 DBE1 began to develop a methodology for carrying out a BOS financial analysis will begin in the first quarter of Year 3. The analysis will be conducted in two sample districts in each province. The results will be used to provide more information for all districts to consider in preparing Renstra, and the results will also inform national policy recommendations.

Financial Analysis to Support Primary Education Expenditure Survey for the Millennium Challenge Corporation (MCC)²⁵

The MCC is a new US Government agency through which substantial development assistance is provided to those countries that (1) rule justly; (2) invest in their people; and (3) encourage economic freedom.

The vision for the MCC is a \$5 billion annual increase in development assistance worldwide, or a 50% increase in US core assistance. However, MCC is more than just an increase in financial aid. Meeting MCC indicator objectives would put Indonesia in a select group of countries whose governments have firmly demonstrated their successful commitment to development. MCC qualification signals to public and

²⁴ *Study and Analysis of Issues Related to Education Governance and Finance* (DBE1 2007)

²⁵ The notes in this section are drawn from a USAID Indonesia PowerPoint presentation entitled: *The Millennium Challenge Corporation and Indonesia's Threshold Program*

private sector stakeholders that Indonesia is committed to ruling justly, investing in its people and supporting economic freedom.

In November 2005, the MCC selected Indonesia to participate in the Threshold Program. For Indonesia to become a compact eligible country, it has to meet specific benchmarks and criteria in within 16 specific MCC indicators. One of the 16 indicators used by the MCC is the country's public primary education spending as a percentage of GDP. MCC uses data from UNESCO Institute for Statistics, which in turn compiles education expenditure data by level of education from official responses to surveys and from reports provided by education authorities in each country. Indonesia participates in UNESCO's surveys. The Indonesian government agency that has the authority to complete UNESCO's survey for education expenditures is Ministry of National Education, specifically Pusat Statistik Pendidikan (PSP).

For both FY2005 and FY2006, Indonesia scores 0.56% of GDP for primary education expenditure. These scores are significantly below the medians of 1.84% and 1.90%, respectively. For FY2007, Indonesia scores even lower, at 0.35% of GDP among a median of 2.07%. These low scores were basically due to two reasons:

- Data for primary education expenditures for FY2004, FY2005, and FY2006 was not updated and used the same data as for FY2003.
- Calculation of primary education expenditures only included spending from the central government budget (APBN). It did not include spending from Province and Kabupaten/Kota budget (APBD). This significantly understated the amount for primary education spending.

In 2006 DBE1 developed a model for calculation of primary education expenditure, which includes spending from both APBN and APBD. In this model, DBE1 makes use of the methodology for calculating total education sector expenditure and average percentage of primary education spending from APBD Kabupaten/Kota that it obtained from District Education Finance Analyses (DEFA) conducted in some 26 DBE1 cohort 1 Kabupaten/Kota. Although in 2006 this methodology was explained to GOI stakeholders and has been accepted as to be more correct, especially by MONE staff, the data produced through this methodology was not reported officially to UNESCO. This year, DBE1 participated in PSP's workshop for completing UNESCO's survey formats for education expenditure by level of education. DBE1 even met with assigned staff of each MONE's directorate general and MORA staff to explain calculation of expenditure for each department's portion of primary education expenditure. However, the UNESCO reporting format is so complex, that apparently MONE did not take the time to complete the report properly. Next year DBE1 will try to assist MONE in actually completing the UNESCO reporting formats.

4. Increased Community Participation in the Provision of Education

4.1 School Committee Capacity Building

In Year 2, DBE1 completed development of training modules to strengthen school committees, conducted training of Trainers (TOT) for district government education supervisors (DBE1 District Facilitators) to enable them to deliver training to the committees, and implemented three rounds of training for Cohort 1 schools and two rounds for Cohort 2 schools in most provinces.

Development of Modules on Capacity building for School Committee, Teachers and School Principals

A workshop was held in Surabaya (9-12 October 2006) to finalize training modules. The materials were developed by DBE1 Community Participation Specialists from each province together with resource people from MONE and MORA, as well as David O'Meara, DBE2 advisor on Primary School Management. Thirteen modules on three major themes were drafted:

Self Assessment (required) and **Organization Strengthening** (optional), including formation and representation, gender sensitivity, sensitivity to diversity and marginalized groups, and school committee organization;

Strengthening the relationship between parents and community, including participation, transparency and accountability (required), assessing community aspiration (required), partnerships and alternative funding sources;

Role enhancement in supporting the school program, including using the School Development Plan as a working document (required), identification of learning sources, simplified financial reporting, and simplified outcome reporting.

The school committee training package consists of a set of compulsory modules and elective modules. Training focused on the first module in the training package which entails a self assessment of training needs (Mawas Diri). As a result of the self assessment committees can plan which of the modules they wish to focus on in the future. After completing the self-assessment, most committees in East Java chose to receive future training "School Committee Formation and Representation" and "School Committee Organization" because these two modules reflect their current situation; i.e., many school committees have not yet been elected in democratic way nor have they yet adopted by-laws as required by MONE regulations. Most East Java schools did not choose the sessions on "Gender" and "Sensitivity Towards Vulnerable Groups"; however, several schools in West Java choose future training on gender.

The training materials were evaluated and revised in August 2007 (see Section II below)

School Committee Training of Trainers (TOT)

A number of TOT for DBE1 District Coordinators and District Facilitators (primarily district education office inspectors (pengawas) were held at province level in all provinces at various times throughout the year for both Cohort 1 and 2 trainers. DBE1 provincial specialists led the trainings.



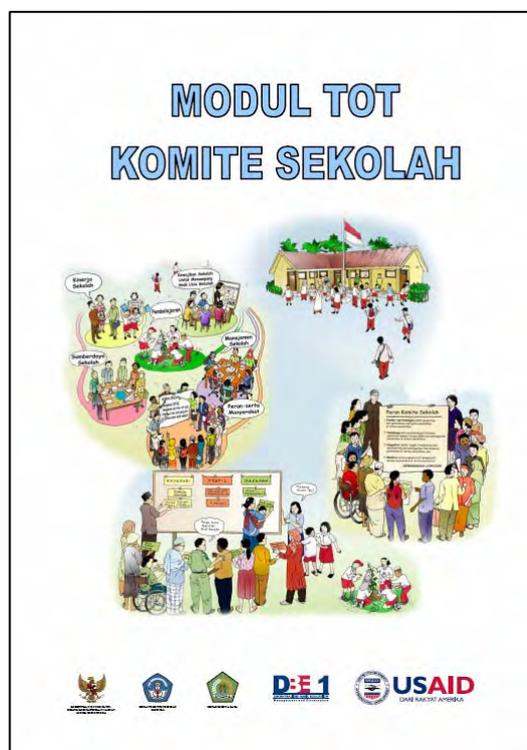
David O'Meara, Primary School Management Advisor (PSMA) DBE-2 Jakarta participated in TOT in West Java



TOT for School Committee Training in East Java

Training on Role and Function of School Committee

School committee training was carried out in one-day training sessions for nearly all 1,086 Cohort 1 and 2 schools during the year. The goal of the training program is to improve school committee members' understanding of their roles and functions, to improve skills in school budgeting and to enhance participation, transparency, and accountability. The training builds on the participatory planning practices introduced in the RPS program. The materials used were the modules described above. The venue for training varied from province to province: in some places it was conducted at the school and in others at the school cluster level. In addition to formal training District Facilitators usually carried out follow up sessions in a more informal manner in each school.



The number of trainees varied from 5 to more than 15 persons. (Mandated size of school committees is 9 persons, including some teachers as well as parents and community leaders; but because the school committee regulation is not well understood, composition varies widely among provinces and districts). Some persons attended only one training while others attended all. DBE1 data indicates that nearly 17,000 persons attended school committee training in Year 2 (see Table 9)²⁶.

²⁶ Data presented in Table 9 counts number of persons who attended trainings, whether they attended once or more than once. The data are quite different from data submitted to measure USAID indicators which stipulates a person may be counted as a trainee only if he/she receives 3 days (24 hours) of training.

Table 9: Persons Attending School Committee Training In Year 2 by Province

PROVINCE	SCHOOLS	FEMALES	MALES	TOTAL TRAINEES
Aceh	145	66	100	116
North Sumatra	175	810	1,143	1,953
West Java/Banten	211	397	535	932
Central Java	204	2,609	5,076	7,685
East Java	182	1,249	1,861	3,110
South Sulawesi	162	1,529	1,623	3,152
TOTALS	1,079	6,660	10,338	16,998

Incidental feedback on school committee training has been very positive as demonstrated by the following examples. In Kota Mojokerto, East Java the head of District Education Board (Dewan Pendidikan) agreed that the Dewan would undertake socialization and training of school committees. The Pare Pos newspaper in South Sulawesi published a very positive article on school committee training in Enrekang. In several places school committees reorganized themselves as a result of the training. (Commonly committee members were simply appointed by the school principal without community consultation. Often these were the same persons who were members of the old style BP3 committees whose sole purpose was to collect school fees). After the training in East Java, 67% of DBE School Committees re-elected their members to ensure that their organizations were well-represented by community school stakeholders. Most committees in Aceh also reorganized themselves through the democratic process of election.



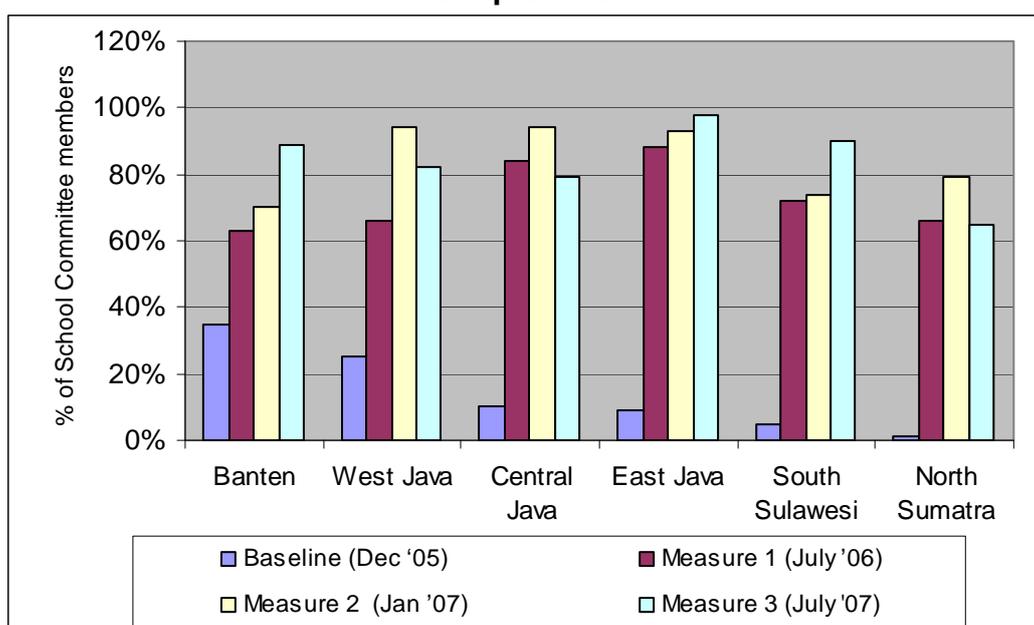
Ice breaker at school committee training in North Sumatra



Secretary of Palopo District, South Sulawesi Government Office officially opened the School Committee training.

DBE1 monitoring indicates that as a result of this training, school committee members have a better understanding of their rights and responsibilities for governance under the new decentralization laws. In addition, as a result of RPS and school committee training programs, there has been a dramatic increase in percentage of school committee members in DBE schools that are actively involved in school planning (see Figure 10).²⁷ Other M&E results indicate a substantial increase in most provinces in school committee members who promote transparency (although there was a slight decrease in three provinces between July 2006 and July 2007 but still substantial improvement over the baseline) (Figure 11). However, there was a sharp decrease in monitoring rates by school committee members between July 2006 and July 2007 in three provinces (although still above the baseline) (Figure 12).²⁸ During the 12-month period between when Measure One and Measure Three were taken, DBE1 had not implemented sufficient school committee training in some of the provinces, which may account for the drop in school committee monitoring. Further investigations will be undertaken to better determine the reasons for the decline. We expect the monitoring rates by school committees will show sustained increases in future years once the full package of training modules has been delivered.

Figure 10: Percentage of School Committee Members Active in RPS Preparation



²⁷ Results of measuring Project Performance Indicators again baseline are reported in “Project Performance Monitoring Report #3” dated November 2007

²⁸ The Monitoring Rate refers to the number of times the School Committee formally visits the school during the six-month period to monitor school activity, including the implementation of RPS.

Figure 11: Percentage of SC Members Active in Promoting Transparency

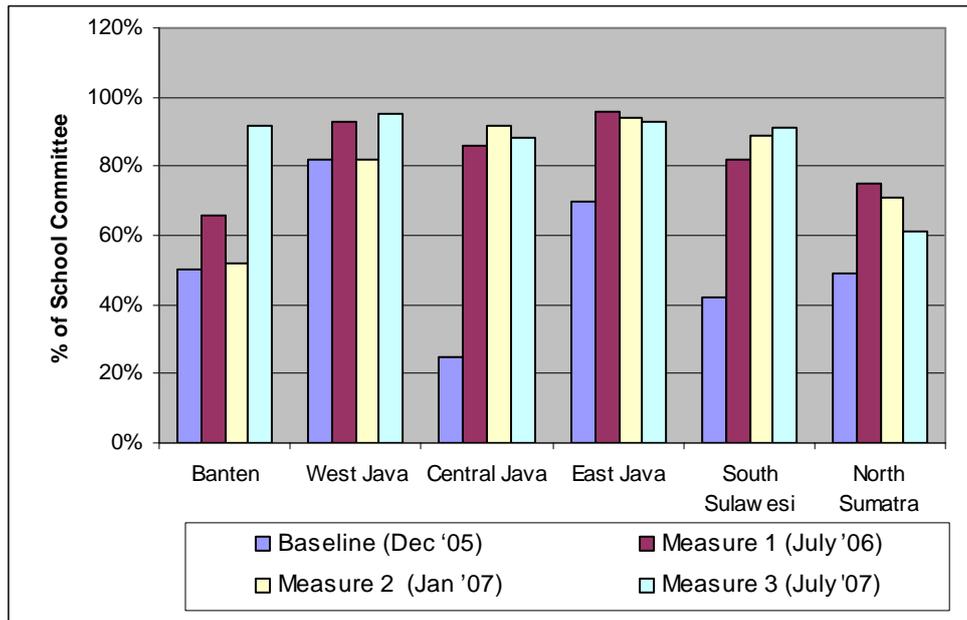
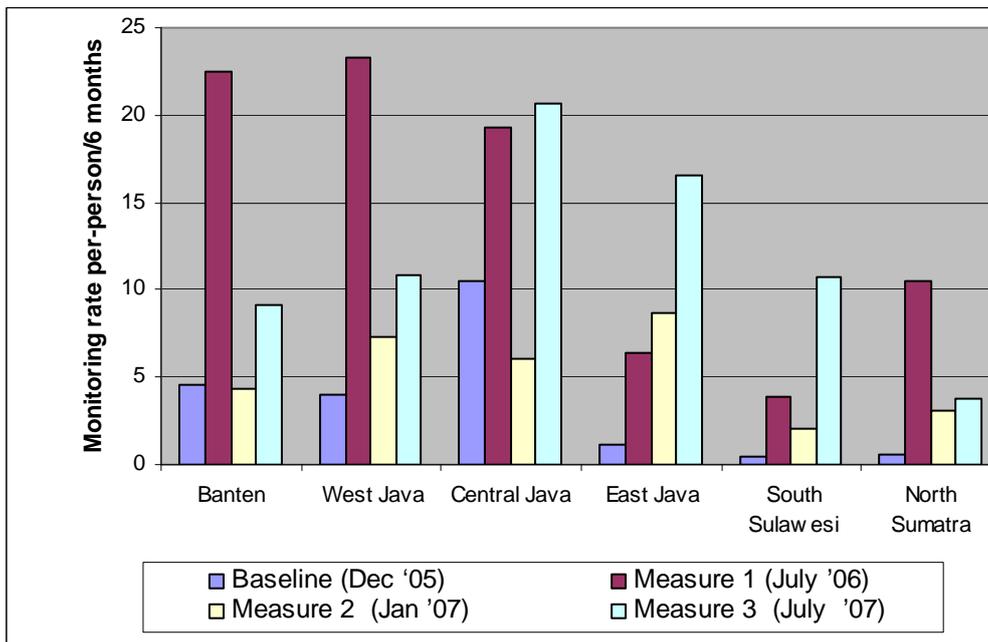


Figure 12: Monitoring Rate by School Committee during the 6 Month Period



4.2 Leadership Training for Principals

For principals to practice more effective and participative leadership, DBE1 implemented leadership training for Cohort 1 and 2 principals to provide opportunities for principals to assess their own leadership style and to develop self-improvement plans. The training in most places was carried out at the district level in one day workshop settings. Through this training, principals were introduced to skills and strategies to assess their leadership style and devise self-improvement plans accordingly. Trainings were often attended by other local stakeholders as well, namely representatives from District Education Office or Office of Religious Affairs. Details of numbers of principals and others trained in Year 2 are presented in Table 10.



School Committee members in MI Al Habib Doglo, Boyolali, Central Java, discussed contents of training manual

Table 10: Number of Elementary School Principals and Others Trained in Leadership Cohorts 1 and 2

Provinces	Total
Aceh	161
North Sumatra	136
West Java/Banten	275
Central Java	298
East Java	280
South Sulawesi	165
Total	1,315

Training evaluation reports indicate that the training was very useful. DBE1 introduced the concept of participatory planning by involving the principal, teachers and school committee members in preparing RPS. The leadership training for principals reinforced this.



Principal, as the school manager, learned to develop their management & leadership skills during Leadership Training in North Sumatra

As a result of the leadership training, principals indicate they see the value of greater involvement of teachers and community in school management; in other words, traditional “autocratic” practices are being replaced with more modern management practices.

4.3 Governance of Education at District Level

In Year 2 DBE1 began developing its capacity building program for district stakeholders to promote better education governance. Key stakeholders have been identified as members of the district legislature (DPRD), District Education Board (Dewan Pendidikan), and media and NGO representatives. Program preparation included extensive discussions and coordination with LGSP.

An important milestone reached at the beginning of the year was the selection and contracting of five province-based Governance Specialists. (This position will be filled temporarily by a Media and Outreach Specialist in Aceh). A preparatory workshop with the new specialists was held in March 2007 in Bandung, West Java. DBE1 provincial Community Participation Specialists also attended the workshop. The workshop was led by DBE1 central team. Resource persons attended from MenkoKesra, Department of Home Affairs (MOHA), MORA and from LGSP as well as West Java representatives from NGOs, Education Board, and the Chief Editor of a local newspaper. The workshop included in-depth discussion on decentralization laws and procedures, Minimum Services Standards, experience in promoting good governance in other sectors, as well as DBE1’s vision for the governance program and

review of the Governance Specialists' scope of work. The output of this workshop was an action plan for the following three months and outlines of a technical assistance and training manual for governance.



Governance Specialist Workshop in Bandung

Although response from Governance-related stakeholders (District Parliament (DPRD), Education Council (Dewan Pendidikan), Non Governmental Organizations related to education, and Media) have been encouraging, DBE1 teams also encounter challenges due to lack of coordination or communication among these stakeholders. In most cases the four education governance related institutions have seldom or never met together to discuss education planning and policy.

During the third and fourth quarters of Year 2 DBE1 teams in all provinces (excepting Aceh where DBE1 was focusing on Renstra interventions) carried out mapping exercises on average in two districts per province. The mapping revealed the current activities in which district stakeholders engage in implementing governance in the education sector and collected information of how they view their respective roles.

The mapping was followed by multi-stakeholder workshops in North Sumatra, West Java/Banten, Central Java, East Java and South Sulawesi. A total 260 district stakeholders from education governance related institutions took part in the workshops which were facilitated by DBE1 staff. Some of the outcomes of these workshops are as follows:

- Coordination and Communication Forum for education stakeholders and to meet twice a month to discuss education-related issues was planned in North Sumatra. The Forum agreed that the outcome of their meetings would be used as guidelines for future Governance activities.
- All multi stakeholder forums have formulated an action plan for governance for their respective districts to be implemented soon. The action plan was based on their strategic issues that should be addressed at district level²⁹.
- All stakeholders attending the workshop have awareness that to develop good quality education needs strong commitment and synergic cooperation among

²⁹ However, District of Karanganyar in Central Java still needs to have a meeting to complete their action plan by inviting DPRD and Dewan Pendidikan that did not attend the workshop

them. Therefore, all forums committed and agreed to strengthen communication and network among stakeholders through a regular multi stakeholder meeting at district level as a medium for them to share information and to discuss strategic issues concerning the education. The first two monthly regular meetings will be handled by DBE1 team and Dewan Pendidikan and the next meeting will be conducted by themselves.

- Tuban district, East Java and Sibolga, North Sumatra have made an agenda to stipulate a Local Regulation on Education (Perda Pendidikan) during year 2007 –2008 and hope that DBE1 team could assist them both in process of formulating and substance.
- Stakeholders in Soppeng, South Sulawesi and Karawang, West Java committed to campaign and advocate for free basic education.
- DPRD in Karawang, West Java and Klaten, Central Java committed to open the opportunity for CSO to participate in the discussion process before the district education budget is finalized.
- CSO from Karanganyar, Central Java committed to advocate for establishment of educational complaint center.
- All forums recommended that they need a capacity building support especially concerning on policy and budgeting so that they could be more effective in doing their work. Dewan Pendidikan needs to be strengthened on their capacity in policy, planning, and budgeting. DPRD needs support for better understanding on strategic planning on education (Renstra). CSOs need support for improving their knowledge and skill on advocacy. Media needs a capacity building for improving their skill in writing and knowledge on good education governance.

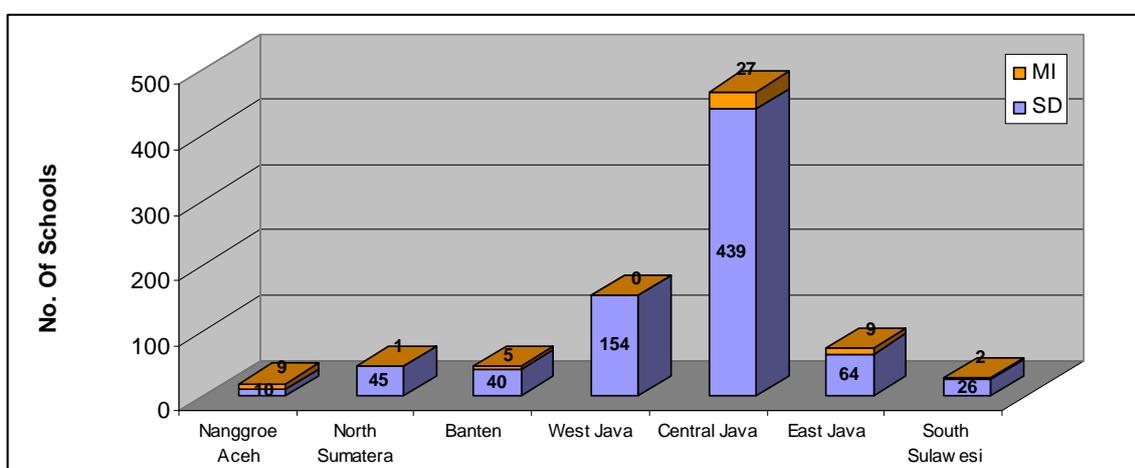


Multi stakeholder Workshops in Central Java (top left,) East Java (top) and North Sumatra (left)

5. Replication of Best Practices

Toward the end of 2006 several DBE districts had seen and appreciated the results of the RPS program in Cohort 1 schools. As a result, some of these districts budgeted for replication of the program with their own resources in FY2007. To date, 23 of the 35 Cohort 1 districts have committed substantial funds to expand training for school development planning (RPS) to non-target schools. Replication is currently taking place in 831 elementary schools and madrasah in 23 districts (Figure 13) with total district commitment of Rp. 2.689 billion (\$ 283,000) in district funds (APBD). Consultations are under way with other districts and private school networks for further replication. In Central Java the provincial Muhammadiyah organization plans to replicate RPS in more than 200 schools in the province beginning in 2008

Figure 13: Non DBE Schools Replicating RPS by Province



This take-up of school development planning by Cohort 1 districts is most encouraging. It has also placed a strain on resources and raised questions of how DBE1 can most effectively support replication while maintaining an appropriate focus on the core activities in all districts.

The experience of supporting replication in Cohort 1 districts during Year 2 has yielded lessons which provide the basis for support to be provided in Year 3 and beyond. While the high level of buy-in from districts is a very positive indicator of success, it is also recognized that replication of RPS in elementary schools/madrasah as a stand-alone program is not enough. It is the combined impact of programs to improve teaching and learning, school management and community participation that makes the difference. Ideally districts will replicate a more integrated package which includes teacher training in active learning and life-skills at elementary and junior secondary levels, and support to empower school committees and improve school leadership. Efforts to develop, package and 'market' just such an integrated approach are underway.

Through joint discussions with the Replication Working Group comprised of USAID and DBE123 representatives, replication has been defined as the implementation of programs, approaches and good practices from DBE by stakeholders using their own resources. DBE1 has recently appointed a Capacity Building and Replication Advisor,

who will work with the team to improve the effectiveness of DBE1 efforts to promote and support replication of good practice. One of the first challenges is to define the level and type of support to be provided by DBE for replication.

- Too *much* support and it is no longer ‘replication’ but rather program implementation. Local ownership and therefore sustainability is diminished. Project resources are stretched.
- Too *little* support and the effectiveness of the process and quality of outcomes is diminished. It is no longer replication since the approach is no longer true to the original concept. Results are likely to be disappointing and thus both impact and sustainability is reduced.

Within the scope of the above definition, replication may occur in different ways and with differing levels of program support. These varying forms of replication may be broadly categorized as (1) independent replication and (2) supported replication. Both are important.



Head of Banda Aceh Education Office addressing Principals and Supervisors at RPS Replication meeting

In this regard we have found that replication varies from place to place. Some districts fully fund and role out the DBE1 model; however, other districts attempt to modify the DBE1 methodology to complete the program more quickly and at less cost. Because the value of the DBE1 model is in the process more than the outcome (the plan itself), replicating agencies that try to “cut corners” often end up with a less valuable product. A case in point is Soppeng district in South Sulawesi. The district government provided funds to replicate RPS in 2006; however, the implementation was not done well—it used DBE1 materials but did not follow the DBE1 implementation model. When the education office requested additional funding for the program for 2007, the district legislature refused. The education office then submitted a new plan that more closely follows the DBE1 model.

To better assist districts to replicate the RPS program, DBE1 has produced a replication manual that explains how the RPS core materials and manual are best used. The replication manual also provides a budget template that projects all associated costs for implementing the program. The budgeting formula allows districts to insert unit costs prevailing in the district (travel allowances, per diem rates, etc.) This manual was used in all provinces in Year 2.

In addition, DBE1 assists districts to replicate RPS by training district staff in replication. In some cases DBE1 District Facilitators (primarily education office inspectors) who have gained skills and experience by working with the program are able to train and facilitate replication in non DBE schools. At the beginning of 2007 refresher TOT for these persons included sessions specifically addressed to replication. New facilitators also joined some of these sessions. In many districts DBE1 staffs have conducted special training for district staff in replication. In these cases districts cover all the costs of the training while DBE1 provides the trainers and master copies of materials.

Increasing interest is now also being shown by donors in replicating DBE1 approaches and methodologies. Preliminary discussions on this have been held with AusAID and the World Bank, which are both in the process of planning major interventions which will cover all districts in Indonesia. Since DBE1 is pioneering many approaches to improving the management and governance of basic education at district level, it is natural that other donors such as these are interested in learning from our experience and replicating aspects of the program.

In Year 3, a communications strategy will be developed by DBE1 to strengthen this focus. This strategy will link to the cross-component DBE123 strategy and will focus on supporting replication and sustainability of project outcomes. Key manuals and training materials produced by the project will be reviewed, improved and re-published. This process will routinely involve national stakeholders, and official endorsements will be sought for final versions of key documents. For example, the 2007 School Development Planning (RPS) Manual includes a Forward written by Prof. Fuad Abdul Hamied, Deputy Director, Education and State Apparatus, Coordinating Ministry of People's Welfare (Menkokesra). Formatting will be further standardized and improved with the emphasis on making materials as attractive and user-friendly as possibly to support replication. Adoption of uniform branding standards is part of this process. The recent appointment of a DBE1 Communications Specialist will facilitate this activity.

In addition to the materials and media already being produced, other materials planned to promote replication include: articles in mass media to promote awareness



and encourage stakeholder interest; primarily newspapers and print media but also radio and television, web-based publications, newsletters and promotional material, reports to stakeholders on project activity and outcomes and books; the project has produced a series of books describing good practice in community participation to support school improvement. Much of the production of materials will be electronic – web-based and in CD format. This will increase replicability, improve dissemination and reduce costs.

In this context, DBE1 will continue to develop and manage a website to facilitate data and information dissemination, information exchange, learning, and to provide up-to-date reports on replication of project interventions for the three components. DBE2 will be responsible for outreach, and DBE3 will produce a quarterly newsletter.

6. Data and Information Management

6.1 EMIS

DBE1 was required to make an assessment of MONE's EMIS³⁰. The assessment was carried out in mid 2006 using five questionnaires that were previously field tested in three districts (Kab. Pangkep, Kota Mojokerto, Kab. Bangkalan). The assessment reviewed existing EMIS instruments and data collection, analysis and reporting systems in place. Interviews were conducted with district education office and MORE district staff, 40 school principals as well as national level stakeholders. This part of the assessment was carried out during July to September 2006.



DBE1 ICT Specialist Tita Rachmaniah presenting results of EMIS assessment in MONE workshop

Three drafts of the assessment report were made during the period of September 2006 to April 2007. The final report was submitted to USAID in April 2007.

Some of the major findings on the assessment are:

- EMIS is not designed in such a way as to adequately motivate schools and districts to take a vested interest in the success of EMIS
- Schools and districts would be more motivated to enter data more accurately and timely if the data were in a form readily available for their own planning purposes

³⁰ Task Order, Deliverable 6.

- Districts have low capacity for data analysis.

DBE1 presented preliminary results of the EMIS Assessment to 513 district and provincial officials during a workshop in September 2006 titled “Appreciation and Coordination on Education Data Network” which was organized by MONE’s Education Statistics Center (PSP – Pusat Statistik Pendidikan). The purpose of the workshop was to introduce MONE’s new web-based EMIS called PADATI Web (*Pangkalan Data dan Informasi berbasis Web*). DBE1’s preliminary findings were well appreciated by the workshop. MONE commented that the findings fully support their reasons for introducing a new system. However, much yet remains to be done to fully implement the new system.

Continuing communications took place with MONE’s Education Statistics Center (PSP) and in DBE districts in Year 2 to update information uncovered through the EMIS assessment. Particularly, DBE1 continued to assess progress in data collection and data entry in MONE’s new web based PADATIWEB³¹ (*Pangkalan Data dan Informasi berbasis WEB*). We found that districts faced lack the time to go through the entire processes and steps specified in PADATIWEB. Further observations highlighted district difficulties in initiating the system including difficulties in collecting the data in a timely fashion in that the statistical analysis displayed on the web as of November 2007 still only reports year 2005 data.

6.2 DBE Website³²

As part of a strategy to implement the sharing DBE information and best practices among the three DBE components, DBE1 was tasked to develop and manage the project web site³³. From October 2006 until September 2007, the DBE website had about 152,171 hits or 14,299 hits monthly average. The lowest number of hits was 8,389 in November 2006, while the highest hits was 24,260 occurred on August 2007 (see Figure 14 depicted below). Initial analysis indicates that the top 10 requests for documents during the last quarter of the year were for manuals uploaded by DBE1 related to various ministerial decrees (see Table 11 below).

³¹ <http://www.padatiweb.depdiknas.go.id/>

³² <http://www.dbe-usaid.org/>

³³ Deliverable 8: Agreement with the Implementers of other two IQDBE Program Objectives on joint arrangement for exchange of information on best practices and implementation experience of mutual interest.

Figure 14: Website Hits during Year 06/07

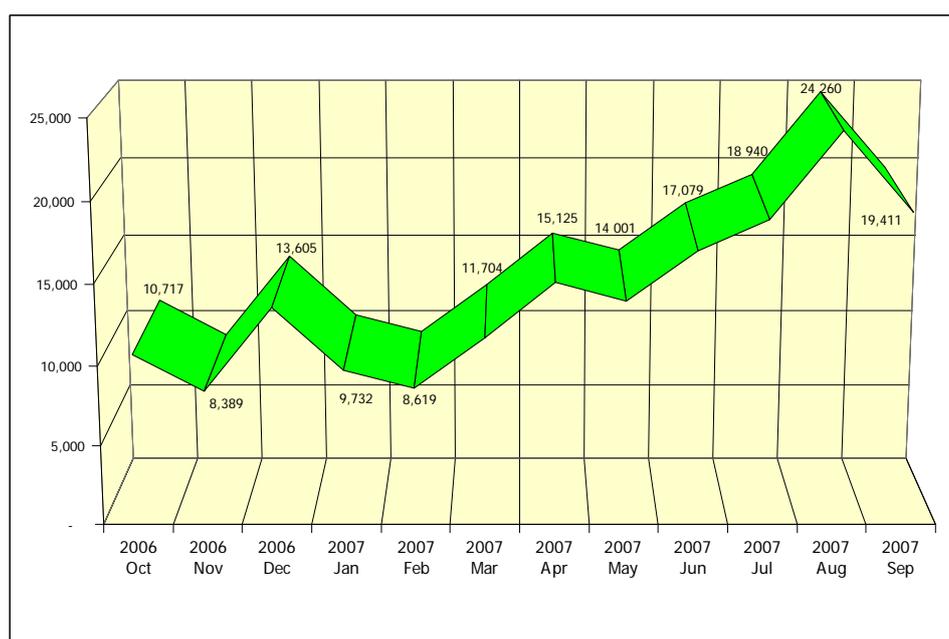


Table 11: Top 10 Requests for Documents during the Last Quarter of Year 06/07

Resource Materials	Frequency of Download	Date Upload (mm-dd-yy)	Duration since upload date (months)
National Education Minister Decree No. 19 Year 2007 regarding Standard of Education Management	383	09/6/2007	0
Republic of Indonesia Government Regulation No. 41 Year 2007 regarding Various District Institutions	451	08/6/2007	1
National Education Minister Decree of Republic of Indonesia No. 18 Year 2007 regarding Teachers Certification	352	08/2/2007	1
Establishing Partnership Module	533	02/20/2007	7
DBE Newsletter Nov 2006	520	11/30/2006	10
Teknologi Informasi Komunikasi untuk Kehidupan, Pembelajaran dan Pekerjaan	846	07/31/2006	14
Pengajaran Profesional dan Pembelajaran Bermakna	540	07/31/2006	14
Integrasi Kecakapan Hidup dalam Pembelajaran	486	07/31/2006	14
DBE Newsletter June 2006	598	06/30/2006	15
DBE2 Quarterly Report April-June 2006	434	06/30/2006	15

During the quarter DBE1 continued to upload information from DBE123 into various sections of the Website, primarily: News, Good Practices, Resource Materials, and Partners. Improvements and updates in links to DBE collaborators were also undertaken during the quarter. These include links to various MONE and MORA websites, as well as websites of district offices and private sector partners.

6.3 PDMS

DBE1 is also tasked with developing and maintaining a Project Data Management System (PDMS) that would serve the three DBE components³⁴. During Year 2 the PDMS program modules, menus, features, manual were completed, improved, expanded, or added described as follows.

- Program modules for Monitoring and Evaluation (M&E) results, school and district profile data, ICT Grant, and Geographic Information System (GIS): (i) M&E program module provides simple correlation analysis, (ii) School and district profile program module provides basic profile for each school (type of school, number of teachers and students, etc.) and each district (number of schools, etc.), (iii) ICT Grant program module enables the tracking of grant documents (such as grant summary, application synopsis, and memoranda of negotiation), and (iv) GIS program module provides maps of DBE locations (province, district, sub-district, village, school) with links to profile data for each location (district and school).
- Program module on Training Activities: The training module includes a data base of training participants, data base of trainers and resource persons, training plans, schedules, evaluations and reports. The output system allows for printing of documents for all administrative purposes related to training³⁵.
- Improved layout menu for users with viewer status: The viewer³⁶ menu enables designated users to view (but not modify) data on-line (Figure 15). Designated users are to include counterparts, USAID and DBE2 and 3

Figure 15: Screen Shot of PDMS Access Using Viewer Status



- Program module for PDMS Administration (input, output, and analysis): This allows for certain designated DBE1 staff to input and modify data in restricted areas of the system.
- New or expanded PDMS features: (i) Fact Sheet of summary DBE information, (ii) program module to track DBE3 training activity and partner profile, and (iii) Private Public alliance (PPA) Tracking System;

³⁴ Deliverable 7: Project Data Management System (PDMS) development and implemented

³⁵ Trainet data is now entered online by DBE1 provincial staff. However, Trainet does not accommodate the data on training required by DBE1; therefore, the more comprehensive PDMS module has been developed.

³⁶ PDMS ask for username and password to view all data and information contained within. Username is [viewer](#). Password is [pdmsviewer](#).

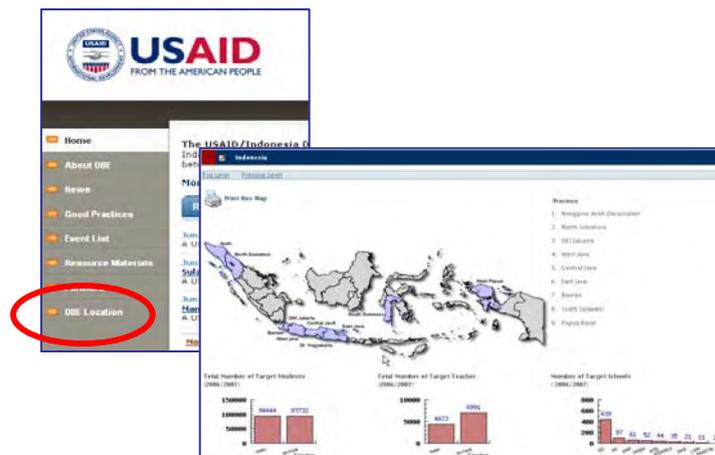
- New or expanded PDMS features based on USAID feedback: frequently asked question (FAQ) and simple query features.

The following sections describe some of these features in more detail.

GIS Interactive Map

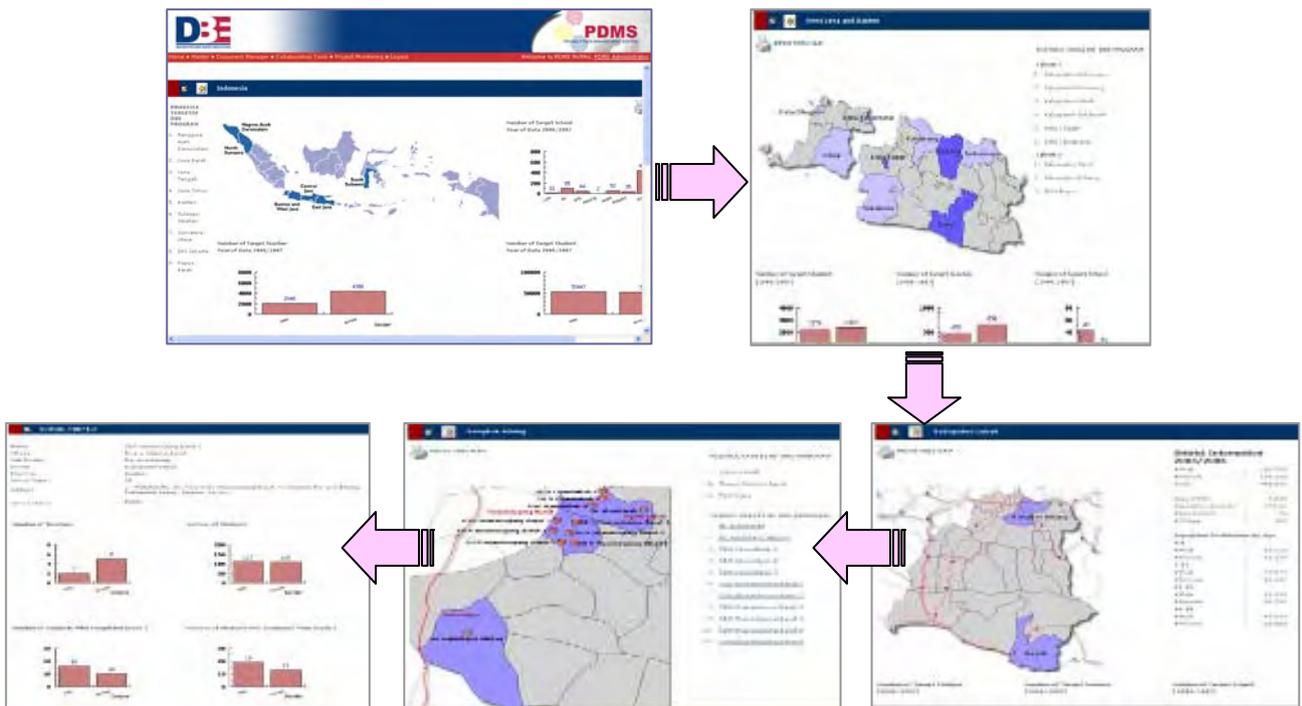
By the end of Year 2 the GIS was updated to include maps of all Cohort 1 and 2 districts and schools profile data. The PDMS GIS feature was linked to the DBE Website (<http://www.dbe-usaid.org>) (Figure 16).

Figure 16: Accessing GIS Feature through DBE Website



The sub district maps will show locations of DBE1 schools. By clicking on the name of the school, detailed school profile information is displayed (e.g., number of teachers and students, type of school (state or private/madrasah), etc. (Figure 17). During the year a great deal of additional data required for USAID Standard Indicators was updated for Cohort 1 schools. Such data for Cohort 2 schools will be available in the first quarter of Year 3.

Figure 17: Screen Shot of GIS Pathways



This GIS feature also provides information about school development plans (RPS). Also RPS planned activities are expressed as programs (see Section I.3.1). DBE1 staff analyzed the types of types and categorized them; this data is being used to make various evaluation correlations (Figure 18). In the example in Figure 18 school management is the priority for the first year of the plan, while improvements in the teaching/learning process become the top priority for Year 3.

Figure 18: Screen Shot of School Development Program Priorities

http://pdms.dbeindonesia.org/project_monitoring/dbe1/sekolah/sekolah

RPS PROGRAM STRUCTURE

No	Year	Semester	Program Priority					
			1	2	3	4	5	6
1	2006/2007	1	3	3	3	1	2	0
2	2006/2007	2	3	3	2	2	2	4
3	2007/2008	1	4	6	5	6	0	0
4	2007/2008	2	5	5	4	4	2	0
5	2008/2009	1	2	2	4	5	6	0
6	2008/2009	2	2	2	3	4	5	5
7	2009/2010	1	2	2	1	1	2	3
8	2009/2010	2	1	1	2	2	2	3

Note :

- 0: Not Defined/Tidak ditentukan
- 1: School Friendly Child/Sekolah Ramah Anak
- 2: Teaching & Learning Process/Proses Pembelajaran
- 3: School Management/Manajemen Sekolah
- 4: Community Participation/Peran Serta Masyarakat
- 5: Student Achievement/Prestasi Anak
- 6: Education Resources/Sumberdaya Pendidikan

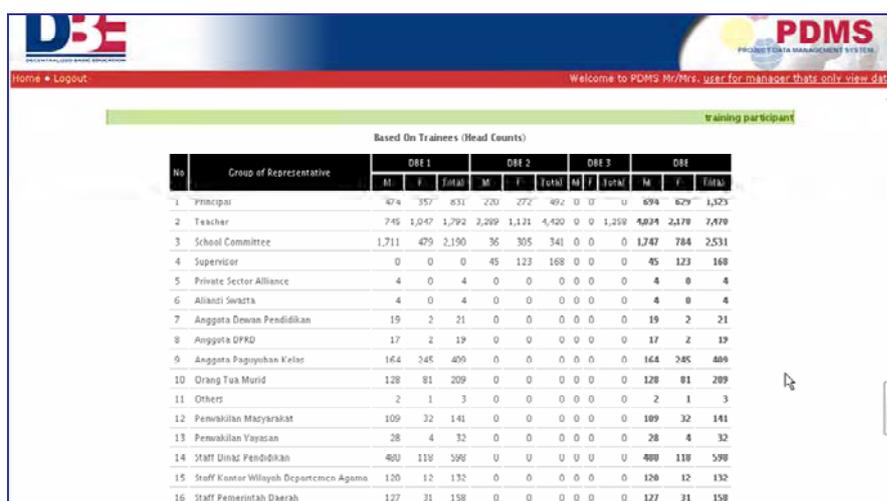
Table Of Content

Sekolah
 Profil Sekolah : [2006
 Profil Siswa : [2006
 Data Guru/Tutor : [2006

Fact Sheet

A new feature of PDMS developed during Year 2 is a Fact Sheet that describes all the information that is provided in the hard copy of the DBE Fact Sheet that was produced in April - May 2007. However, the PDMS version also contains the GIS interactive feature as described above. Whereas the printed version of the DBE Fact Sheet will be updated every six months (as per initial agreement between USAID and DBE123) the PDMS electronic version will be updated regularly as data is uploaded into the PDMS database (Figure 19). (The printed version of the DBE Fact Sheet is uploaded into the Website following its publication).

Figure 19: Training Facts from PDMS Fact Sheet



No	Group of Representative	DBE 1			DBE 2			DBE 3			DBE 4		
		M	F	Total	M	F	Total	M	F	Total	M	F	Total
1	Principar	474	357	831	200	272	472	0	0	0	694	629	1,323
2	Teacher	745	1,047	1,792	2,209	1,121	3,330	0	0	0	4,024	2,178	6,202
3	School Committee	1,711	479	2,190	96	305	401	0	0	0	1,747	784	2,531
4	Supervisor	0	0	0	45	123	168	0	0	0	45	123	168
5	Private Sector Alliance	4	0	4	0	0	0	0	0	0	4	0	4
6	Alliansi Swasta	4	0	4	0	0	0	0	0	0	4	0	4
7	Anggota Dewan Pendidikan	19	2	21	0	0	0	0	0	0	19	2	21
8	Anggota DPRD	17	2	19	0	0	0	0	0	0	17	2	19
9	Anggota Paguyuban Kelce	164	245	409	0	0	0	0	0	0	164	245	409
10	Orang Tua Murid	128	81	209	0	0	0	0	0	0	128	81	209
11	Others	2	1	3	0	0	0	0	0	0	2	1	3
12	Pemwakilan Masyarakat	109	32	141	0	0	0	0	0	0	109	32	141
13	Pemwakilan Yayasan	28	4	32	0	0	0	0	0	0	28	4	32
14	YAMT Dinas Pendidikan	400	118	518	0	0	0	0	0	0	400	118	518
15	Staff Kantor Wilayah Departemen Agama	120	12	132	0	0	0	0	0	0	120	12	132
16	Staff Pemerintah Daerah	127	31	158	0	0	0	0	0	0	127	31	158

PPA Simplified System

The PPA submodule to track DBE123 PPAs was developed and improved during the year. This PDMS feature more easily allows input directly by each DBE component.

ICT Grant Sub Module

The ICT Grant sub module was further developed during the year to allow provincial staff to upload data on grant applications as it becomes available. For example, DBE1 provincial accountant is able to input necessary data directly into the Memoranda of Negotiations between grantees and DBE1 while the DBE1 provincial Data Information Specialist (DIS) can input data related to application synopsis and grant summary.

DBE1 Training Activities Tracking System

The previous version of the Training Tracking System was not well structured, so there was no uniformity among provinces in inputting training plan data. During the last quarter of Year 2 the feature was expanded so that DBE1 specialists input data according to a standard format which enables management to monitoring training implementation.

During the first two years of the project we have faced difficulties in quickly and accurately providing data required by USAID. This was caused by the fact that data recording and reporting procedures were not well established and also caused in part by USAID’s reporting requirements that seem to have changed annually. Figures 20 and 21 depict new data recording and reporting functions that will enable better reporting in future years.

Figure 20: Hardcopy Training Participants Classification

TRAINING PARTICIPANTS (CHECK LIST AS APPLY)										
A. Service Provider (Management Function):					B. Service User (Governance Function):					C. Internal DBE
Dinas Pendidikan	Kandepag	Pemda	Sekolah			Komite Sekolah (Pengurus)				
Kepala Dinas/Mewakili (eselon-2)										
Kepala Unit/Bidang/Bagian (eselon-3)										
Kantor Cabang Dinas/LPTD/Kasie (eselon-4)										
Staf (non-eselon)										
Kepala Kantor/Mewakili										
Kepala Unit/Bidang/Bagian										
Kepala Seksi										
Staf										
Bappeda/Bappel.o										
Kantor Pemda (BKD/Bawasda/Pengada Keuangan, dll)										
Dinas Terkait										
Kepala Sekolah/Mewakili										
Guru										
Lainnya (Konselor, Yayasan, dll.)										
Pengawas Sekolah/Madrasah										
District Facilitator										
Lainnya (Yayasan, LPMP, dll.)										
Orang Tua Murid										
Tokoh Masyarakat										
Paguyuban Kelas										
Lainnya										
Orang Tua Murid										
Paguyuban Kelas										
Dewan Pendidikan										
DPRD										
LSM/NGO										
Media (local Press)										
CSO (e.g. PGRI)										
Lainnya (anggota masyarakat, dll)										
DBE1										
DBE2										
DBE3										

Figure 21: PDMS Training Participant Classification Input Form

DBE3 Training Module and Partner Profile

DBE3 requested DBE1 to develop database modules to record and track training beneficiaries and implementing partner information. This new feature will allow DBE3 provincial staff to enter the data in a database directly from remote locations. This feature not only assists DBE3 database requirements but also allows for easy updating of DBE3 training beneficiary data in the Fact

Frequently Asked Questions (FAQ)

A new feature of PDMS developed is a FAQ that produces query results of specific information. Some of the FAQ functions are to produce information regarding: USAID Standard Indicators, comparison national data to DBE data, statistical data

about number schools, teachers, etc. (Figure 22). This function is still at the prototype stage and will be fully developed in the future.

Figure 22: Training Facts from PDMS Fact Sheet

GENERAL INFORMATION

- DBE 1,2,3 Geographical Information System (GIS)
- Simple Query
- Frequently Asked Question (FAQ)

Frequently Asked Question (FAQ)

Please select one of following question, that regularly asked by stake holder :

1. [USAID basic education Standard Indicator](#)
2. [DBE Program common indicator](#)
3. [Outcome Indicator](#)
4. [Comparison between national number of student with DBE Program](#)
5. [Comparison between national number of teacher with DBE Program](#)
6. [Comparison data national with DBE program on provincial target](#)
7. [Number of target School \(SD/MI, SMP/MTs, and NFE\), school replication, and School that helped by PDA activity DBE 1](#)

NATIONAL DATA

No	Item # Information	Elementary Level						Junior Secondary School							
		National (2005/2006)		DBE		DBE National (%)	National (2005/2006)		DBE		DBE National (%)				
		Male	Female	Male	Female		Male	Female	Male	Female					
1	Student	13,442,832	12,548,865	25,991,696	109,695	104,954	212,719	6.82%	3,867,874	3,745,211	7,653,096	27,510	29,402	56,912	6.75%
2	Teacher	871,824	774,372	1,646,196	4,698	9,372	13,278	0.89%	289,947	266,844	543,591	1,698	1,802	3,500	0.64%

NUMBER OF STUDENTS

No	Province	Elementary Level						Junior Secondary School							
		National (2005/2006)		DBE		DBE National (%)	National (2005/2006)		DBE		DBE National (%)				
		Male	Female	Male	Female		Male	Female	Male	Female					
1	Jakarta	418,881	394,271	813,152	476	421	924	0.11%	184,107	181,740	365,847	4,299	4,511	8,809	0.73%
2	Jawa Barat	2,229,037	2,174,957	4,344,094	19,864	19,496	39,360	0.90%	997,436	963,325	1,911,481	4,299	4,511	8,809	0.73%
3	Banten	608,347	569,661	1,178,008	7,880	7,441	15,329	1.38%	143,025	121,399	264,423	3,061	4,165	8,026	0.87%
4	Central Java	1,780,354	1,648,205	3,428,559	17,876	16,676	34,552	1.91%	666,289	566,963	1,173,252	5,465	5,852	11,147	0.98%
5	East Java	1,896,116	1,566,802	3,462,918	17,718	19,797	37,515	0.79%	549,916	513,096	1,063,012	4,016	4,566	8,111	0.86%
7	West Kalimantan	393,293	366,362	759,655	13,734	13,107	26,841	6.88%	89,472	88,074	178,546				
8	North Sumatra	917,414	850,719	1,768,133	20,482	20,298	40,779	2.31%	292,839	289,843	581,452	4,305	5,172	9,517	1.64%
24	South Sulawesi	523,472	495,646	1,019,118	16,343	15,647	31,992	3.30%	179,895	141,026	320,921	5,005	5,277	10,282	3.68%
	Indonesia	8,454,836	7,913,779	16,368,615	188,181	183,747	372,178	1.38%	3,628,381	3,464,632	6,992,486	27,610	29,402	56,912	0.64%

Simple Query

The simple query is also a new function that will allow PDMS users to request certain information such as number of computers at school by district, province, or national level; number of persons trained by district; number of private vs. public schools under the DBE project. We have begun formulated certain queries based on initial input from USAID. We will continue to expand the query function as requests arise in the future (see Figure 23).

Figure 23: Screen Shot of Query on Training Participant Data

GENERAL INFORMATION

- DBE 1,2,3 Geographical Information System (GIS)
- Simple Query
- Frequently Asked Question (FAQ)

Simple Query

Use this facility for searching information on PDMS Database. This tools cover information on:

1. School profile
2. District Profile

Please do following step:

1. Select Scope of Information

School Profile

2. Select item of information

- Type of School (SD/MI)
- School time
- School Status (Public/Private)
- School room condition
- Number of Computers

Result from Simple Query

Query Parameter:

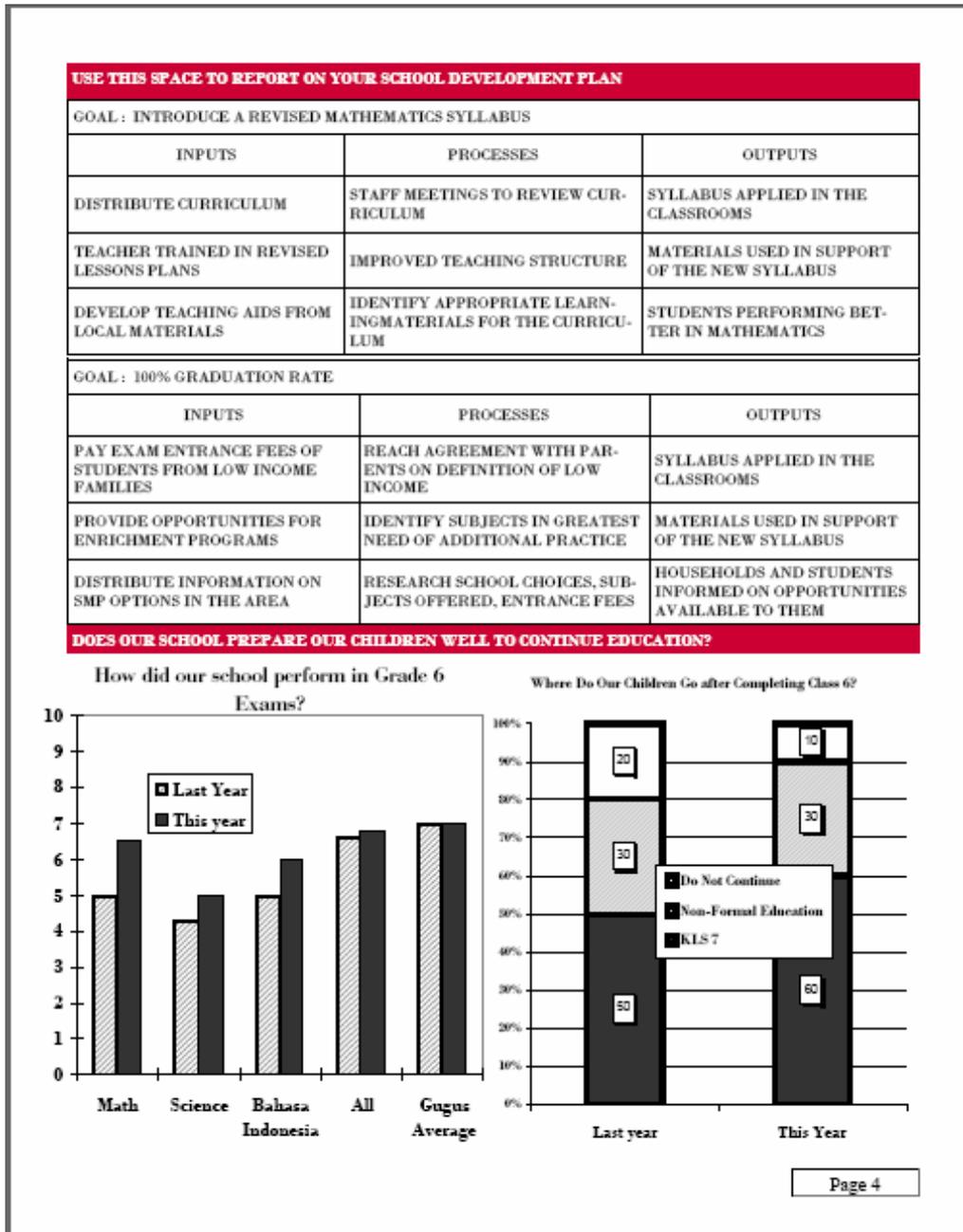
Information Scope : school
 Agregate Level : national
 Data Year : 2006/2007
 Cohort : 1

Province Name	SD	MI
Banten	44	8
DKI Jakarta	5	2
Java Barat	43	18
Java Tengah	90	16
Java Timur	60	22
Nangroe Aceh Darussalam	30	10
Sulawesi Selatan	76	12
Sumatera Utara	91	9

6.4 School Report Card (SRC)

Starting in the second quarter of Year DBE1 collaborated with DBE2 whose consultant is leading an effort to develop a “School Report Card” – a medium where the school reports to the parents and community on school performance (Figure 22). Such reporting is required by government mandate but due to the lack of procedures or a standard instrument is rarely conducted effectively. DBE1 was asked to collaborate in this effort since it links directly to monitoring of School Development Plans and School Committee performance—DBE1 concerns. When completed, schools will be asked to email the electronic copies of the report or enter data in PDMS online. The data will be used for several purposes. DBE1 will analyze the information for all DBE schools in the district and send analysis to the schools so they can see how they compare with other schools. Once the procedure has been tested and refined, DBE1 will work with selected districts to develop a database and procedures based on the PDMS system. In addition, the SRC data will be useful for further research to be conducted through the PDMS in future years of the project.

Figure 24: Example of a Page of School Report Card



The initial SRC program was piloted in 40 schools, including rural schools with low ICT facilities. The program requires schools to have access to a computer. In all places schools were able to rent or borrow a computer (if the school did not have its own). School personnel comprised of principal, teachers and school committee members were trained to enter data in an excel spread sheet in a few hours. DBE1 developed special software module which allows the data to be converted to various charts. Although some thought the process would be too sophisticated for rural schools, we found that the schools did not have a problem in implementing it. (The sophisticated software runs in the background so users are not actually aware of it.) A few months after the pilot we returned to the schools to see what the follow up was. We found that in 39 of 40 schools, school personnel on their own and using their own resources had printed the report (some in color and some in black and white); and they had distributed to parents and in many cases organized discussions around the report.

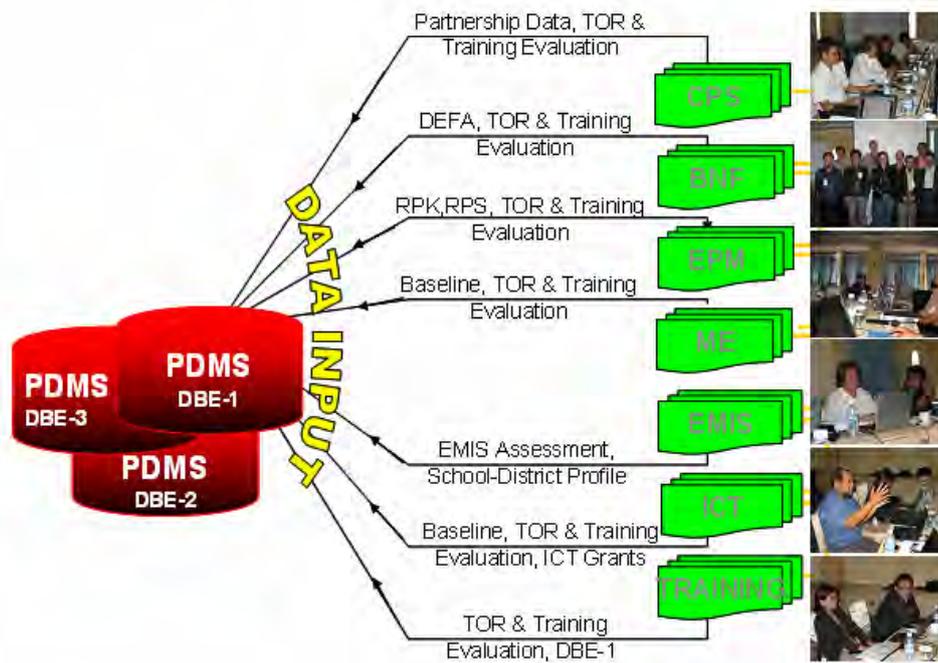


DBE2 consultant Alistair Rodd, DBE1 Community Participation Specialist Handoko with parents and school personnel discussing draft of "School Report Card"

6.5 DBE1 Data Collection

DBE1 has faced several constraints in inputting and analyzing data on a timely basis. The delays are primarily due to the fact that provincial staffs are so overwhelmed with implementing programs in the field that they do not have sufficient time to input data on schedule. Further, we have lacked a clear Standard Operation Procedure (SOP) for data entry. Hence, during the third quarter of Year 2 DBE1 ICT staff developed an SOP for data entry during PDMS Data Management workshops at the end of August (Figure 25). The development of the SOP resulted in the need to recruit an additional data management specialist for each province and for the DBE1 central office. These positions will be filled in first quarter of Year 3.

Figure 25: SOP for DBE1 Internal Data Processing



7. Information and Communication Technologies (ICT)

7.1 ICT Grants

DBE1 is required to set aside \$800,000 to ICT grants and developing hotspots pilots. DBE1 in Year 1 decided to combine the two types of grants with the added innovation to form consortia of district education offices and the private sector. Ten grants were approved by USAID and awarded during the Year 2. Of the 22 grants that passed the first and second evaluation, six grantees have either resigned from the process or were declared non-compliant by DBE1 largely because they could not pass the rigid due diligence on financial/ procurement administration and reporting³⁷. At the last quarter of Year 2 six grants were still in the process of final evaluation by USAID or DBE1 (See Figure 26). The remaining grants are expected to be awarded in late 2007. (See Table 12 for detailed description of status of grants by province at end of the quarter.)

³⁷ standards prescribed in 22 CFR 226

Figure 26: Status of Grants Awarded and Evaluation

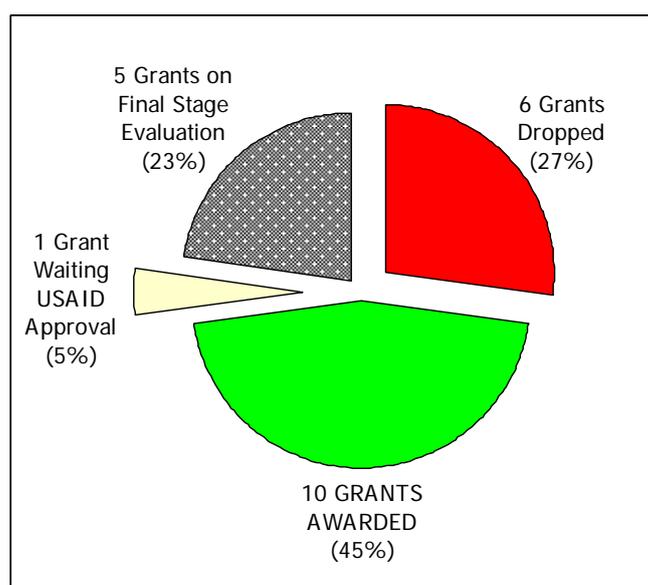


Table 12: Grant Progress Status by Province

No.	DISTRICT	Category	LEAD CONSORTIUM	LOCAL GOVERNMENT								PROGRESS STATUS
				DINAS PENDIDIKAN	PERPUSDA	KANDEPAG	BAPPEDA	UNIVERSITY / SMK	EDUCATION BOARD	DINAS INFOKOM	ICT CENTER	
CENTRAL JAVA												
1	Kab. Karanganyar	Tier-2 EMG	PT Indomaya Wira Sejahtera*	✓	✓	✓					On Going; Grant Awarded: 17 November 2007	
2	Klaten	Tier-2 EMG	CV Cosmo Jaya	✓	✓	✓					Submitted to USAID**	
3	Kab. Karanganyar	Tier-1 Hotspot	PT Indomaya Wira Sejahtera*	✓	✓	✓					On Going; Grant Awarded: 17 November 2007	
4	Kab. Boyolali	Tier-1 EMG	Media Informatika	✓	✓	✓	✓	✓	✓		OUT (granteee resign due to upcoming tight activities)	
EAST JAVA												
5	Kota Surabaya	Tier-2 EMG	LPPM ITS*	✓							Grant files preparation to submit to USAID**	
6	Kab. Tuban	Tier-1 Hotspot	PT Tridata Cakrawala	✓	✓						On Going; Grant Awarded: 27 May 2007	
7	Kota Surabaya	Tier-1 EMG	LPPM ITS*	✓							Grant files preparation to submit to USAID**	
NORTH SUMATRA												
8	Kab. Tapanuli Utara	Tier-2 EMG	PT Indoukm Insis**	✓		✓					Waiting response from grantee*	
9	Kab. Tapanuli Utara	Tier-1 Hotspot	PT Datascrip**	✓	✓		✓				Waiting response from grantee*	
10	Kab. Deli Serdang	Tier-1 Hotspot	PT Data Kreasi Indotama		✓						Waiting response from grantee*	
11	Kota Sibolga	Tier-1 Hotspot	CV Anggita		✓						OUT (granteee resign due to upcoming tight activities)	

No.	DISTRICT	Category	LEAD CONSORTIUM	LOCAL GOVERNMENT								PROGRESS STATUS
				DINAS PENDIDIKAN	PERPUSDA	KANDEPAG	BAPPEDA	UNIVERSITY / SMK	EDUCATION BOARD	DINAS INFOKOM	ICT CENTER	
12	Kota Binjai	Tier-1 EMG	CV Roya Deli	✓			✓					OUT (grantee resign due to upcoming tight activities)
13	Kota Tebing Tinggi	Tier-1 EMG	PT Webmedia Internusa Tata Utama	✓			✓					OUT (grantee resign due to upcoming tight activities)
SOUTH SULAWESI												
14	Kab. Pangkep	Tier-2 EMG	YPK Amanah	✓		✓						On Going; Grant awarded: 27 April 2007
15	Kab. Soppeng	Tier-1 Hotspot	Indo Komputer	✓	✓							On Going; Grant awarded: 27 April 2007
16	Kab. Enrekang	Tier-1 Hotspot	PT. Rekayasa Teknologi Informasi	✓		✓				✓		On Going; Grant awarded: 26 April 2007
17	Kab. Jeneponto	Tier-1 EMG	Turatea Computer Centre			✓						On Going; Grant awarded: 23 March 2007
18	Kota Palopo	Tier-1 Hotspot	PT Palopo Press Intermedia									OUT (grantee resign due to upcoming tight activities)
BANTEN												
19	Kota Tangerang	Tier-2 Hotspot	CV Almagada Jaya*	✓	✓	✓	✓					On Going; Grant Awarded: 17 November 2007
WEST JAVA												
20	Kab. Karawang	Tier-2 EMG	CV Trisatya Pratama*	✓		✓	✓	✓	✓			On Going; Grant awarded: 6 September 2007
21	Kab. Sukabumi	Tier-1 Hotspot	Yayasan Tarbiyah Islamiyah (YASTI)*	✓	✓						✓	On Going; Grant awarded: 29 June 2007
22	Kab. Karawang	Tier-1 Hotspot	CV Perdana Sukses Abadi		✓			✓				OUT (grantee resign due to upcoming tight activities)

* Lead company will be change due to unable to comply perfectly with the procurement standard prescribed in 22 CFR 226

** Expected Grant Award signing by late 2007

Total value of grants awarded was \$167,484 (or equivalent in IDR 1,507,356,000). DBE1 began to disburse grant funds in the last quarter \$3,701 (or equivalent to IDR 33,305,375) was disbursed to the grantee in Jeneponto, Pangkep, and Soppeng districts in the form of equipment, which was procured directly by DBE1, and cash to cover training expenses.

Table 13: Value of Grants Awarded by Quarter

Grant No.	Grant Type	Grant Category	Location	Grantee Name (Start & End Date)	Total Grant Amount	Obligated Amount as of 09/30/07
0209604-G-07-001	FOG	T1	Jeneponto, South Sulawesi	Turatea Computer Center (Apr 17, 2007 - Mar 17, 2008)	\$ 2,806.00	\$ 1,195.00
0209604-G-07-002	SIG	T2	Pangkep, South Sulawesi	YPK Amanah (Apr 30, 2007 - Apr 30, 2009)	\$ 46,128.00	\$44,625.00
0209604-G-07-003	FOG	T1	Soppeng, South Sulawesi	Indo Komputer (Aug 01, 2007 - Aug, 2008)	\$ 3,471.00	\$ 2,885.00
0209604-G-07-004	FOG	T1	Enrekang, South Sulawesi	PT Rekayasa Teknologi Informasi (April 01, 2007 - Dec 31, 2007)	\$ 2,881.00	\$ 2,881.00

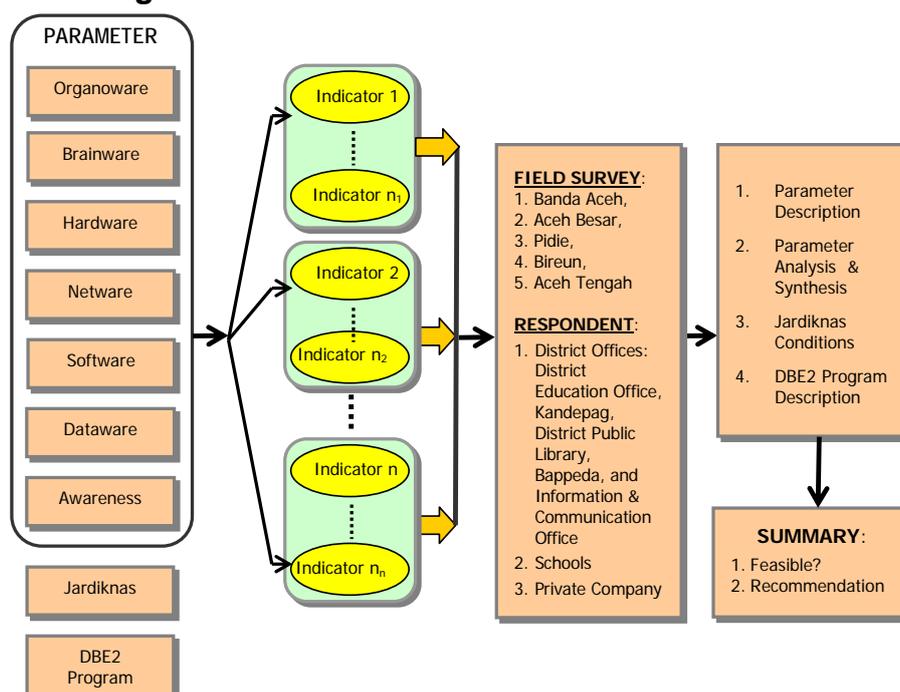
0209604-G-07-005	FOG	T1	Tuban, East Java	PT Tridata Cakrawala (June 18, 2007 - Feb 14, 2008)	\$ 7,750.00	\$ 7,750.00
0209604-G-07-006	FOG	T1	Sukabumi, West Java	Yayasan Tarbiyah Islamiyah (June 27, 2007 - May 28, 2008)	\$ 6,741.00	\$ 6,741.00
0209604-G-07-007	FOG	T2	Karawang, West Java	CV. Trisatya Pratama (Set 06, 2007 – Sep 04, 2009)	\$ 32,502.00	\$ 32,502.00
0209605-G-08-008	FOG	T2	Tangerang, West Java	CV. Almagada Jaya (Aug 22, 2007 – Jul 22, 2009)	\$ 33,437.00	\$ 33,437.00
0209605-G-08-009	FOG	T2	Karanganyar, Central Java	PT Indomaya Wira Sejahtera (Oct 10, 2007 – Sep 10, 2009)	\$ 28,726.00	\$ 28,726.00
0209605-G-08-010	FOG	T1	Karanganyar, Central Java	PT Indomaya Wira Sejahtera (Sep 10, 2007 – Aug 19, 2008)	\$ 3,042.00	\$ 3,042.00
					\$167,484.00	\$163,784.00

7.2 Aceh ICT Program Feasibility Study

A contract modification calls for a separate ICT program in Aceh. DBE1 has set aside an amount of \$350,000 for ICT in Aceh. The ICT program may be the same, similar or entirely different from the ICT program in other districts. A special feasibility study was required in order to determine the most appropriate use of ICT in Aceh, including coordination with DBE2 ICT program, requires a feasibility study.

The framework for the Aceh ICT Program Feasibility Study is depicted in Figure 27. The study was carried out in August 2007 in Banda Aceh, Aceh Besar, Pidie, Bireun, and Aceh Tengah districts. Draft report for the study was finalized by the last quarter of Year 2 and was submitted to USAID for approval. DBE1 intends to use the report as the basis for a proposal to carry out a special pilot in Aceh in Years 3-4 of the project which will attempt to integrate EMIS findings, a District Planning Information Support System (to be adopted from the Renstra methodology), MONE's current EMIS (PADATIWEB), MONE's project to provide ICT hardware to each district, DBE2's ICT program for schools, and a modified version of DBE1's ICT grants program.

Figure 27: Aceh ICT Assessment Framework



8. Public-Private Alliances

The highlights of Public Private Alliance (PPA) component during second year of the project are implementation of the Chevron Alliance in Aceh and the BP Alliance in West Papua, and formalization of the Chevron Alliance in Yogyakarta, the BP Migas Alliance in Central Java, and the ConocoPhillips Alliance in Central Java and Yogyakarta for supporting of school rehabilitation and reconstruction post May 2006 earthquake.

DBE1 was required to set aside approximately \$677,775 amounting to 15% of program activities as PPA counterpart funds. DBE1 task order requires a 1:1 leverage (preferred 2:1); through Year 2 of the project, DBE1 has leveraged 3:1 from the private sector.

Table 14: PPA Budget Analysis

PPA amount set aside in DBE1 Budget: \$677,775
 Total committed through September 2007: \$490,000
 Total leveraged through September 2007: \$1,547,000

PPA amount set aside in Aceh Contract Modification: \$350,000
 Total committed through September 2007: 0
 Total leveraged through September 2007: 0

Amount set aside for GDA/Chevron Alliance: \$250,000
 Amount spent through September 2007: \$160,000

Table 15: Summary of Public-Private Alliances Formed in Year 2

Alliances	Total leveraged	Total commitment	Ratio
BP Alliance	\$500,000	\$225,000	2:1
BP Migas Alliance	\$222,000	\$50,000	4:1
ConocoPhillips Alliance	\$700,000	\$205,000	3:1
Chevron Alliance	\$125,000	\$10,000	12:1
Total	\$1,547,000	\$490,000	3:1

During the first year of the project, DBE1 was tasked by USAID to design the recruitment process and to serve as a facilitator for identification of 346 youth from

Aceh and Nias to attend three-month vocational training programs at the Chevron's Politeknik Caltex Riau in Riau province. The main focus of the second year activities was the management of Lembaga Pengabdian Kepada Masyarakat (LPM) Unsyiah contract to monitor and evaluate the USAID-Chevron Alliance scholarship program and the support of the development of new polytechnic in Banda Aceh.

Second major activity in implementing the tsunami-related PPA was hiring a consultant to work with Provincial Government of Aceh and other donors, specifically AusAID, to develop Provincial Education Development Plan. During the year the plan was approved and implemented by Government of Aceh, DBE1 continues to support the implementation plan by providing information and training to District Government to enable them to produce district plan inline with provincial plan. This activity is expected to continue in Year 3.

In Year 2 a primary focus of the USAID-BP alliance in West Papua was the program implementation in Kota Sorong, Kabupaten Sorong and Kabupaten Manokwari. By September 2007, DBE1 had finished three out of five proposed major activities in West Papua: comparative study of key district stakeholders to MBE and DBE schools in East Java, collect baseline data, and complete district financial analysis (DEFA). DBE1 intends to complete the remaining activities in the first half of FY 2008: district education strategic developments (Renstra SKPD) and a capacity development planning process.

Following the Earthquake that hit Yogyakarta and Klaten areas on May 26, 2006³⁸, BP Migas allocated some funds for reconstruction of SDN Bero, Trucuk and SDN Gondangan 01/02, Gondangan in Klaten District, Central Java. BP Migas funding came from contribution of international oil companies in Indonesia, i.e., ConocoPhillips, BP, Total, Chevron, etc. This reconstruction program involves school neighborhood community (among others: local public figures, local religious figures, parents and other community members) under the coordination of the school reconstruction committee. DBE1 provided supervision, coaching and training to the school reconstruction committee in building reconstruction implementation be it the administration, financial or technical side of construction. Under this PPA DBE1 in consultation and collaboration with MONE has drafted a manual for reconstructing earthquake proof classrooms. The manual is in final editing stages; it will be used nationally by MONE in the future.

³⁸ USAID asked DBE1 to respond immediately to the earthquake by assisting DBE schools to be able to resume classes as soon as possible. DBE1 carried out a rapid assessment and helped construct temporary classrooms made from bamboo (bamboo schools.) This is reported in DBE1 Annual Report 1 and Quarterly Reports 5 (July 2006) and 6 (October 2006). DBE1 also produced a simple manual for constructing temporary classrooms: "*Panduan Pelaksanaan Pembangunan Sekolah dan Madrasah Darurat*", c. August 2006.



SDN Gondangan 01/02 (December 2006)



SDN Gondangan 01/02 (June 2007)



SDN Bero 01 (December 2006)



SDN Bero 01 (June 2007)

USAID and ConocoPhillips formed a public-private alliance, the Education Response Alliance (ERA). The alliance is based on the mutual interest of USAID and ConocoPhillips to support basic education in communities affected by the May 2006 earthquake in Central Java and Yogyakarta. The goals of this alliance include:

1. Restoring quality accessible education services in the targeted communities by rebuilding 6 elementary schools, 4 junior secondary schools and 3 non-formal education sites, and to rehabilitate 19 elementary schools, 3 junior secondary schools, and 1 non-formal education sites, totaling 35 schools in Klaten District, Central Java province and Sleman, Bantul Districts and Yogyakarta City in Daerah Istimewa Yogyakarta province. The rebuilding and the rehabilitation efforts will include basic infrastructure according to the Government of Indonesia's minimum standards for classrooms, administration and library spaces, water and sanitation, electricity, and security needs such as fencing; and
2. Providing training to members of the community, school committees and local government to effectively and transparently manage the school rebuilding and rehabilitation process.



On 19 January 2007, US Ambassador, B. Lynn Pascoe, witnessing a symbolic hand over US\$1 million by Bill Bullock, General Manager & President ConocoPhillips Indonesia, Bill Bullock to USAID Mission Director, Bill Frej.

The contribution was made to USAID which transferred the funds to DBE1 to disburse in the form of grants to 35 schools for reconstruction and rehabilitation activities. DBE2 and 3 are participating in the alliance by providing guidance in procuring books and teaching/learning materials and by producing guidelines for involving young people in disaster recovery and activities that adults can use with young people to safely and meaningfully engage them in recovery activities.

Chevron Corporation and DBE1 formed a Public-Private Alliance to support a school reconstruction project in SDN Kalongan which located in Kecamatan Depok, Kabupaten Sleman, Daerah Istimewa Yogyakarta (DIY). The project is the result of contributions from Chevron Indonesia corporate and employees following the May 2006 earthquake disaster in Yogyakarta. The school reconstruction project used the community participation mechanism whereby Chevron provides grants directly to schools which in turn use the grants to hire local craftsmen and architects and procure materials and labor. DBE1 committed to provide counterpart funding from PPA line item for supporting the school reconstruction committee, specifically (i) to train school committees, principals and foreman; and (ii) to support members of community and school committee to plan for and oversee school construction also to empower community to undertake proper financial management and administration reporting.

9. Gender

In DBE1 programs, gender is included in the compulsory series of modules that School Committee members take during the school committee training program.

One of the DBE1 Project Performance Monitoring indicators measures the increase in understanding of broad representation of community stakeholders within the committee, including balanced gender representation. As a result of measures against

the baseline undertaken in July 2006 and January and July 2007, the information showed a continued increase in awareness of sampled school committee members of the importance of women being represented in school committees (in January and July 2007 an increase of about 70% over the baseline December 2005.) We suspect this performance is directly related to DBE1 school committee training as well as emphasis on gender balance in various RPS activities.

The findings indicate that the DBE1 school committee training program which include specific materials on gender and minorities are having positive impact on the inclusion of minorities and women in school committee composition. Although we do not have data on special changes in the school committee membership, we believe that changes in attitude will result in better representation in the future.



Table 16: 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)	Measure 2 (Jan '07)	Measure 3 (July '07)
Women	35%	46%	(60%)	60%
Students' parent	74%	83%	(88%)	87%
Minority groups	7%	27%	(31%)	38%
Student and Alumnae	15%	23%	(29%)	27%
Business group	43%	60%	(65%)	68%
Village official	50%	57%	(64%)	64%
NGO	13%	23%	(26%)	33%
Religious leaders	59%	75%	(67%)	78%
More and Mora staff	30%	29%	(24%)	29%

10. Conflict and Post-Conflict

When selecting new districts to be included in DBE program in Aceh, post conflict issues were one of the considerations for selection. With progress being made in tsunami reconstruction and the increasing stability resulting from the peace accords—as evidenced by the successful local government elections in Aceh in December—all stakeholders are likely to pay greater attention to post conflict issues.

Currently, out of five districts in the DBE program in Aceh Province, three are post conflict areas: Aceh Besar, Bireun and Pidie. DBE1 has already established collaboration with the USAID Support for Peaceful Democratization project (SPD.) Also, in conjunction with DBE2, DBE1 held discussions with the USAID National Cooperative Business Association (NCBA) project on the possibility of developing some supplementary curriculum materials for coffee ecosystems in Aceh Tengah. In June 2007, DBE1 met with the NCBA Coordinator to further discuss ways of

collaboration, which might include curriculum development of KTSB IPA elements together with DBE2. Until today, DBE1 Aceh team continues to maintain communication with officials at NCBA.

DBE1 will work in a number of schools in Bireun where SDP has already provided support and will follow up with NCBA on developing supplementary curriculum materials.

II. Monitoring Project Performance

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/DCOP bi-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. DBE1 reports to USAID on work plan implementation in the form of bi-weekly reports, quarterly reports and annual reports. Table 17 summarizes Project implementation reports submitted during Year 2. Highlights of these reports are posted on the DBE website in the form of *news* or *best practices*.

Table 17: DBE1 Workplan Implementation Monitoring Reports Year 2

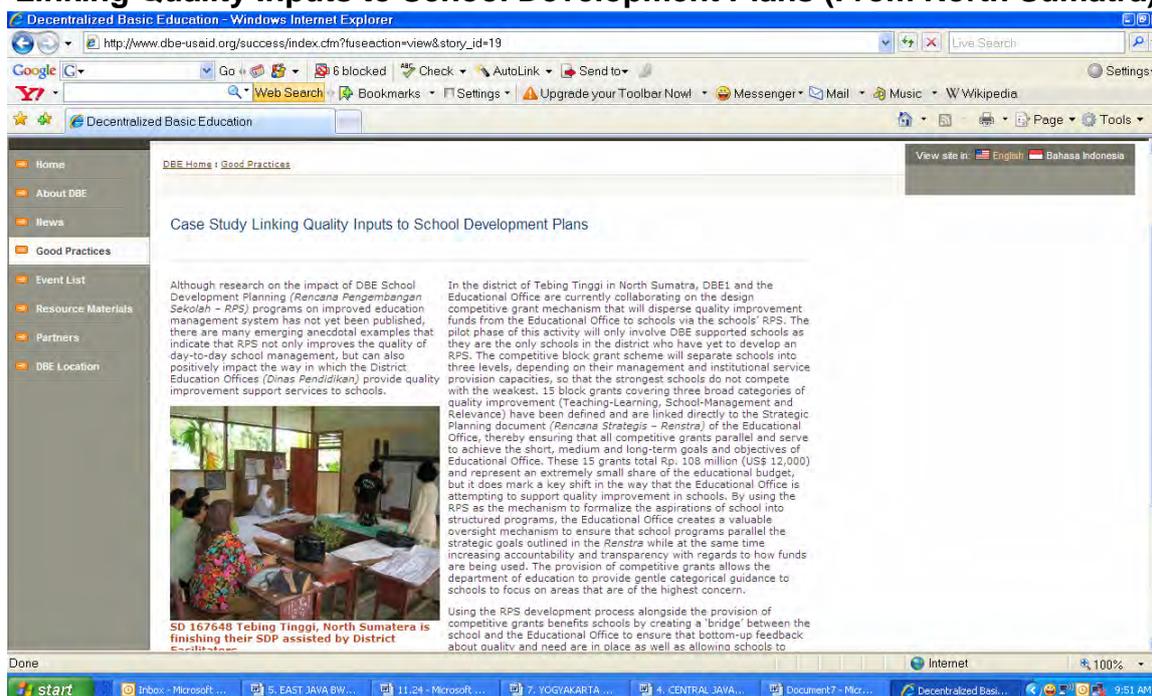
Report	October – December 2006		January – September 2007	
	Number	Total number of publication	Number	Total number of publication
Weekly	# 45 - 55	11	# 56 – 65*	10
Bi Weekly			#66* – 78	13
Quarterly	#7	1	# 8-10	3

*) Weekly reporting ended with report #65 at the end of March 2007. Periodical reporting then continued with Bi Weekly Report # 66

Figure 28: Samples of DBE1 News on DBE Website: DBE1 Supported Renstra Development in Pidie, NAD, And Soppeng, South Sulawesi



Figure 29: Sample of DBE1 Good Practices on DBE Website: Case Study Linking Quality Inputs to School Development Plans (From North Sumatera)



Improvements and revisions in programs and materials are made through two types of formative evaluation. First, every training activity is evaluated by trainers and trainees. These reports are immediately reviewed by the person responsible for implementing the training. Any unusual positive or negative aspects of the training evaluation are immediately reported to the provincial coordinator, who then reports these to the national team. Second, all training evaluations as well as reports from DBE1 advisors and specialists are reviewed periodically in order that manuals and other training materials can be updated. Table 18 lists the ongoing revisions in manuals and training materials and dates of the latest revisions.

Table 18: Revision of Manuals and Training Materials Based On Formative Evaluation

MANUAL/TRAINING MATERIALS	DATE OF LATEST REVISION
RPS Manual (Elementary Schools)	May 2007
RKS Manual (Junior Secondary Schools)	June 2007
School Committee Training Modules	August 27, 2007
Principal Leadership Training Module	January 2006
RPS Replication Manual	May 2007
RPK Manual	February 11, 2007
Renstra Manual	November 06, 2007

DEFA Manual	October 2007
Unit Cost Manual	August 2007
Governance Manual	December 2007
PDMS Users Guide	August 21, 2007
School Reconstruction Manual	6 November 2007
ICT Grant Implementation Tool Kit	June 19, 2007
ICT Grant Manual	June 29, 2007

Impact evaluation is also conducted through two different means. First, impact evaluation is conducted through measuring Project performance Indicators on a regular schedule. This type of evaluation is explained in detail in the DBE1 Performance Monitoring Plan (PMP) manual. The PMP provides a menu for tracking progress toward achievement of the DBE1 Program Objectives and Results. An initial PMP was submitted to USAID in July 2005. An updated version which will include updated baseline data for Cohorts 1 and 2 will be submitted in late November 2007. DBE1 intends to set targets for the indicators together with USAID in November-December 2007.

Measurements against the baseline are conducted every six months at the school/community level and annually at the district level. (By measurement we mean applying the same instruments used to collect baseline data and then comparing the results to determine the extent of improvement or lack thereof.) During Year 2, two measurements to determine achievement of school/community indicators against the baseline were conducted, and three reports were submitted to USAID and other project stakeholders. Table 19 lists the status of baseline reports and measures against the baseline.

Table 19: Monitoring & Evaluation Reports Submitted In Years 1- 2

REPORT	COHORT	DATE
Baseline Report Edition 1	1	March 2006
Baseline Report Edition 2	1 & 2	September 2007
Monitoring Progress Report 1	1	September 2006
Monitoring Progress Report 2	1	September 2007
DBE1 Performance Monitoring Plan (PMP)	1	July 2005
DBE1 Performance Monitoring Plan (PMP) Edition 2	1 & 2	November 2007

Impact is also evaluated through special impact studies carried out on a sampling basis. This type of special study looks at the impact of DBE1 interventions in a broader context than the performance monitoring and evaluation. At the end of Year 2 a special impact evaluation on the RPS was conducted in 50 Cohort 1 schools to determine if there was any impact in such areas as improvement in test scores, teaching and learning practices. The changes in school performance captured in such studies is the result of many factors that extend beyond direct DBE1 interventions, which is the reason that this type of impact study is required in addition to the first type. The RPS impact study will be submitted to USAID late November 2007.

Studies and Research

DBE1 produced a range of special reports based on studies both planned and ad hoc. In some cases the topics of special reports emerged from project activity, such as studies into educational funding or replication of good practice. This type of report cannot always be planned in advance. If we discover something worth sharing through the course of our work, we will prepare a special report to do so.

In Year 2 a number of studies were completed and special reports submitted, leveraging the work of the project in a number of areas to create broader impact and inform the general reform of basic education in Indonesia. These are listed in Appendix 2.

Year 3 will see reports submitted on the Medium Term Education Sector Development Plans for Cohort 1 districts (Deliverables No. 9 and No. 10), Educational Governance, Local Funding for Basic Education, and Transparency (Deliverable 11, second report), Update on Local Government Planning and Management Materials (Deliverable 12, second report), Policy Reform Identification and Advocacy (Deliverable 13, first and second reports), and Public Private Alliances (Deliverable 14, third report).

In addition, DBE1 will prepare any reports or information required for the mid-term review scheduled to take place in the first quarter of Year 3 (Deliverable 15).

III. Challenges for FY 2008

This section discusses the major external and internal challenges and constraints DBE1 has faced in Year 2 as well as DBE1's plan to address the challenges facing project implementation in Year 3 and beyond.

External Challenges and Constraints

Rapid change and ambiguity in the regulatory framework: DBE1 is operating in a highly dynamic regulatory environment as a result of public sector reform. This creates both opportunities and challenges. In order to achieve sustainable improvements in management and governance it is vital that DBE1 interventions are aligned to the latest laws and regulations.

At the time of preparing work plan for Year 1, DBE1 planned to assist districts produce a District Education Development Plan (Rencana Pengembangan Pendidikan Kabupaten or RPPK). However, during the design of this program in Year 1 the Ministry of Home Affairs issued new guidelines for the preparation of long-term and medium-term district development plans (Circular Letter or Surat Edaran No. 050/2020 of 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). Based on these changes, DBE1 revised and updated the strategic planning methodology during Year 2 of project implementation. The new approach was implemented in one district in Aceh and in Soppeng District, South Sulawesi, by the end of Year 2.

Subsequently, in July 2007, a new decree was issued (PP 38/2007 tentang Pembagian Urusan Pemerintahan antara Pemerintah, Pemerintahan Daerah Provinsi, dan Pemerintahan Daerah Kabupaten/Kota) which specifies that provinces will prepare strategic plans (Renstra) and districts will subsequently prepare District Operational Plans, rather than 'Renstra'. This development creates an ambiguity since the National Development Planning System Law (UU 25/2004) and the Regional Government Law (UU 32/2004) require districts to prepare strategic education plans (Renstra) soon after the election of new districts heads. Under the hierarchy of legislation in Indonesia, a law has higher authority than a regulation, and since on the surface it appears that the new regulation contradicts the prevailing law, it is advisable to comply with the law whilst noting the existence of the new regulations, carefully monitoring developments and adjusting the planning methodology as required.

In light of this situation, in Year 2 DBE1 began to consult with the Ministry for Home Affairs on how our district-level planning interventions align with the Ministry's interpretation of the law. The Ministry indicated that they are eager to work closely with DBE1 on strategic planning in the education sector at the district level since we will help districts prepare educational development plans on the basis of MOHA's general methodology.

Also in July 2007, a decree was issued (Permendiknas 19/2007) requiring all schools and madrasah to prepare school work plans (rencana kerja sekolah or RKS), using a

changed format to the former school development plan (rencana pembangunan sekolah or RPS) model. The new approach incorporates school profile categories which align to the criteria employed by the national educational standards body for school accreditation and links directly to annual school budgeting (now called RKAS or school work plan budgets).

These changes and ambiguities in the regulatory framework for planning at the district and school levels constitute a major challenge for DBE1.

To address the challenge, DBE1 will continue to consult closely with the Ministry of Home Affairs – and adjust the previously developed methodologies for education planning at the district level (RPPK and Renstra SKPD) to these new developments. At the same time we will continue to monitor changes and developments in the regulatory environment and adjust the plan accordingly as required.

DBE1 will also review and revise the school development planning methodologies developed and implemented at elementary school level in line with the new regulations and facilitate the process of updating and adapting school plans in all Cohort 1 and 2 schools during Year 3.

Timing of elections: According to the latest regulations, within three to four months after election of a new District Head (Bupati or Walikota), districts must prepare a new five-year strategic development plan (RPJMD) on the basis of which the Education Office (Dinas Pendidikan) must prepare its own plan for the development of the education sector in the province (Renstra SKPD). Since the schedule for election of district heads varies among districts, the schedule for DBE1 assistance for district education planning will also vary. (See Annex 5)

As described above, DBE1 will offer assistance for strategic education planning in districts where district heads have recently been elected. In some cases this may mean delaying interventions until after elections are held during 2008. Support for the preparation of district educational development plans will as far as possible follow this schedule. In districts where a new Bupati/Walikota has been recently elected DBE will assist in preparing a new strategic plan for education. In other districts where the Bupati/ Walikota still has a couple of years to go before new elections, DBE may assist in revising its current Renstra. While we anticipate districts that most recently held elections will welcome assistance to develop new Renstra, districts that have existing Renstra may be reluctant to make the effort to improve upon existing plans.

In addition to the relevance of local election timing, a general election will be held in mid 2009. The lead up to and running of this general election will impact on the project and may make it difficult to proceed with some planned activity.

To address these challenges, DBE1 will assist selected districts to prepare strategic education plans based on demand, need and the timing of local elections. DBE1 will aim to assist all districts in the preparation of strategic education plans and education financing plans, as required by the contract. However, the nature and timing of this assistance will depend on timing of elections. In districts which have recently held an election (e.g. 2007-2008), new plans may be prepared with DBE1 assistance. In

districts where elections were held in the last few years (e.g. 2005-2006), districts may welcome assistance to review current plans. In districts where elections are planned (e.g. for 2010) DBE1 will offer assistance to prepare and anticipate the preparation of plans following the election of a new district head. Ultimately, there may be some districts where assistance of this nature is neither welcome nor required. However, it is hoped that this will be a small minority of districts.

In order to address the challenge of a general election interrupting project activity, it will be necessary to take a flexible approach to the scheduling and timing of planned activity.

Local government and school planning and budget cycles: The timing of activities within the district planning and budgeting cycle has critical importance for DBE1. Assistance in preparing budgets for replication – including for Cohort 3 districts – must be aligned with the cycle. Much of the impact of DBE1 interventions to improve the governance of education hinges on improving the capacity and effectiveness of stakeholders to voice their aspirations for education through the bottom-up planning consultation process known as ‘musrenbang’ which is tied to this cycle. This includes local legislature or DPRD, Education Boards, civil society, the press, school committees and local communities. Driven by reforms from the Ministry of Finance, the cycle of activity is becoming both more open and consultative and more timely. Reportedly, districts which are tardy in completing budget preparation will be penalized in the national disbursement of funds in 2008.

These developments present both opportunities and challenges to DBE1. The new approach is becoming more transparent and offers good opportunities to assist districts in improving both management and governance of education. However, the timing of activity within the cycle is not always convenient for the project and its own cycle of planning. To ensure that strategic education plans will be implemented, governance activities are effective, and plans for replication and selection of Cohort 3 districts are timely, we face the challenge to ensure close synchronization of DBE1 interventions with district government annual budget (Anggaran Pendapatan dan Belanja Daerah [APBD]) planning processes.

As planning at the school level is based on the school year instead of the financial year, the cycle of activities is different: school budgets and plans must be submitted in July of each year to comply with regulations and ensure that funding is timely. This means that DBE1 interventions and support for school development planning (now termed RKS) and budgeting (formerly RAPBS, now RKAS) must be timed precisely to fit with the start of the new school year. In Year 3 no new schools will be assisted to prepare development plans. However, all Cohort 1 and 2 target schools and communities will be assisted to monitor the implementation of plans and update these plans to fit the new regulations. In addition limited support will be provided to districts and schools replicating the school development planning process. The timing of these interventions must occur in the first part of the calendar year (January – March), culminating in updating of plans and budgets in July. School Report Card interventions will also need to be timed to fit the end of school year and

commencement of the new school year to ensure that all data is up to date. This will require close coordination with DBE2 and careful timing to fit the school calendar.

In addition to the budget and planning cycles, schools and districts follow an annual cycle of activity which impacts on DBE1 programming. In particular, schools and district education offices are busy in the lead up and implementation period for annual examinations in June. The annual activity surrounding Independence Day on 17th August also creates a busy period. At these times districts and schools do not appreciate calls on their time for project related activity. Another period in which stakeholders are preoccupied is the annual Muslim fasting month of Ramadan (September-October in 2007 and 2008). This is a period when it is inappropriate to engage in major activities.

Our challenge is to manage resource allocation and timing of activities so that the school and district planning and activity cycles are aligned.

To address the challenge, the DBE1 work plan carefully sequences activities at district and at school/community levels to fit with the annual GOI cycles described.

Replication of DBE1 interventions by local government and other donors: In Year 1 the majority of Cohort 1 districts provided resources to replicate DBE programs, particularly focusing on RPS. As outlined above, it is hoped that districts will replicate not only school development planning but an integrated package of interventions designed to strengthen both management/governance and teaching/learning at school level. Whilst DBE1 has endeavored to promote an integrated approach such as this, at the end of Year 1 some districts had made a commitment to replicate the RPS program with funding from district budgets and in most cases replication was confined to RPS. Because DBE1 did not work with junior high schools in Year 1, there was no opportunity to promote integration between DBE1 and 3 programs. In Year 2, efforts were made to increase the integration of DBE programs for replication but due to the need to further strengthen cross-component coordination on an ongoing basis, coupled with the earlier GOI budgeting cycle being introduced in 2007, it is likely that many districts will again have budgeted for replication of RPS without accompanying programs from DBE2 or DBE3.

A further challenge is presented by the call on resources to support replication. In Year 2, many districts made requests for funding and technical assistance to support replication, based on an understanding from discussions with DBE1 personnel which took place earlier in Year 1 at which time districts were preparing 2007 budgets. As a result in some cases unrealistic expectations arose as to the level of support which could be provided by the project and Provincial Coordinators felt pressured to provide additional support to districts. This in turn, placed undue strain on project personnel and in some cases diverted attention and energy away from tasks set out in the work plan, causing some delays in meeting targets – particularly in the district level management and governance program.

Timing of replication activities can also be potentially problematic. District plans do not always synchronize easily with project planning. In Year 2 it was intended that

DBE1 would assist districts with replication by providing TOT training for new 'replication' district facilitators by including these in the TOT training for Cohort 2 district facilitators. This approach proved successful in some provinces and districts, whilst in others it was unsuccessful as the funding for replication was not yet available and so the training did not fit the timing for implementation of replication activities. The need to carefully match schedules and control the timing of funding flows is an ever-present challenge for projects with matched funding arrangements. Whilst district funding of non-technical aspects of the program, as planned for Cohort 3, will greatly increase ownership and sustainability of project outcomes, it presents a logistical challenge for project implementers.

The tendency in development has been to replicate too fast and too shallowly, not only in Indonesia but in other countries such as Colombia. The DBE1 RPS model has proved 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, we are concerned that if our materials are used inappropriately the results may be unsatisfactory and hence 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. We also face the situation, especially in Aceh, where other donors are not prepared to make the investment in School Development Planning required by the DBE1 model.

Projects funded by other donors, specifically AusAID and the World Bank, are likely to overlap in a significant number of DBE target districts in the coming year. This can provide a serious challenge to DBE as many interventions and approaches will be similar. Preliminary discussions suggest that both AusAID and the World Bank may be interested in picking up the DBE1 materials and approaches and with minor adaptations, using these within their own projects. Such a broad and well-resourced replication of DBE1 programs would indeed be welcome. Potentially it could support the achievement of project objectives not only by increasing impact in non-target districts, but by supporting project implementation within target districts. The challenge will be to manage coordination effectively to avoid duplication and especially confusion amongst stakeholders and local counterparts. Timing of planning and implementation by other donors may also pose a challenge as there is no guarantee that it will fit the logic of the DBE1 rollout plan.

Replication is an objective of DBE1 and successful take-up of the program by local government and other agencies will greatly increase the impact of project interventions. At the same time that it is important to guide the process to ensure quality and effectiveness of outcomes, such guidance and support must be clearly

limited to avoid overstretching resources and negatively impacting on other project programs and objectives.

To address the challenges, DBE1 will coordinate closely with DBE2, DBE3 and other donors to improve joint planning and synchronized implementation. With the increased understanding of the changing cycle of district planning and budgeting gained through the first two years of project implementation, DBE1 will be well-prepared to work closely with districts from Cohort 1, 2 and 3 in preparing budget submissions and district plans for replication in a timely and effective fashion. The approach to establishing reference schools in collaboration with DBE2 and using these as models for replication developed and implemented in Year 2 was very successful. This approach will be repeated in Cohort 2 in Year 3. The replication manual developed in Year 2 will be reviewed and updated in Year 3. Replication of RPS activities is incorporated in the detailed activities, Annex 1.

Cohort 3 as a replication cohort: The plan to designate Cohort 3 districts as ‘replication districts’ with a cost-sharing arrangement presents DBE1 with both opportunities and challenges. The opportunities to increase the spread of the project within financial constraints and at the same time to increase ownership, replication and sustainability of project outcomes have been discussed above. The plan also presents challenges. Districts may lack interest in ‘buying into’ DBE programs – especially in provinces where the project faces ‘competition’ from other donor-funded projects. We have not yet tested the market. If districts do ‘buy in’ and the plan to co-fund activities at the school and community level proceeds, then DBE1 will face the challenge of coordinating activity and timing between the project and the districts – and with DBE2 and DBE3. If, for example, cash flows for district co-funding of activities are interrupted or delays occur, DBE1 will face the problem of attempting to meet contractual deadlines whilst relying on factors outside the control of the project to achieve them. These potential problems will not occur within the Year 3, however they should be anticipated in the selection and preparation of districts in Cohort 3 which will occur during this year.

To address the challenges, DBE1 will prepare attractive materials to highlight the benefits of the project and will present these to prospective Cohort 3 districts in provincial level workshops to be held early in 2007. These workshops will also provide the opportunity for champions of the project from Cohort 1 and 2 districts to ‘show and tell’ their success stories. Where it is possible to make use of routine provincial meetings (such as coordination meetings for district heads, BAPPEDA heads or heads of district education offices), DBE1 will try to negotiate with provincial authorities to be given time to present the project and invite interest from key stakeholders. The possible problems of cash-flow and co-funding anticipated for Year 4 will be addressed as far as possible through joint planning, assistance for budgeting and consultation with Cohort 3 districts in the preparation of MOUs.

The geographic spread of target districts: DBE1 is currently operating in 62 districts, spread over nine provinces (including replication districts).³⁹ For provincial teams, the challenge is to effectively coordinate, implement and monitor program activities across a large number of widely spread cohorts of districts. With the addition of around 45 new districts for Cohort 3 in Year 3, the challenge will be significantly increased. A great deal of time is spent in road travel and opportunities for face-to-face contact and consultation are reduced with the addition of new districts. From the national perspective, the challenge is to maintain contact with personnel and stakeholders – and a good appreciation of the realities ‘on-the-ground’ for project implementation. Project communication, travel and transport budgets need to reflect these challenges.

To address the challenge, DBE1 will increase coordination with DBE2 and 3 with the aim of synergizing schedules and maximizing opportunities for contact and coordination. Success in Cohort 1 and Cohort 2 districts will be leveraged with the scale up to Cohort 3, through conducting study tours from the new districts to Cohort 1 and 2 districts and schools – and transferring experienced District Coordinators after demobilization of Cohort 1 districts to the new Cohort 3 districts. The more efficient use of communication technologies including Skype, sms and email will also be encouraged.

Assistance to district government in producing local regulations (Perda, SK etc):

During Year 2 DBE1 was approached by a number of districts requesting assistance in the preparation of local regulations relating to basic education. This is a highly complex process in the context of an evolving political and regulatory framework. DBE1 responded to the demand and provided assistance in one district (Mojokerto, East Java) to prepare a local regulation (Peraturan Daerah or Perda) in collaboration with LGSP. However, our assistance was requested well into the process so that it was not possible to provide inputs in a timely manner. Further, because our assistance in this area was not anticipated earlier, our personnel were not prepared to provide the quality of assistance required.

To address the challenge, DBE1 appointed a new Governance Advisor at the very end of Year 2 with experience in legal drafting. A program of assistance for legal drafting has been incorporated into the Governance program in the Year 3 work plan.

Internal Challenges and Constraints

Staffing Constraints. The volume and scope of activity at province and district levels has progressively increased over the life of the project. With the addition of Cohort 2 districts in Year 2 activity effectively doubled. Increasing the focus of activity at district level in Cohort 1 districts increased the scope of the program and supporting replication in most Cohort 1 districts created an additional burden. Whilst in the early phase of the project much of the focus was on developing and trialing approaches and materials, in Year 3 and beyond, the focus shifts to widespread implementation and

³⁹ This includes PPA districts in West Irian Jaya and Yogya and districts in Aceh. See tables in Annex 2 for an explanation of district numbers.

scaling up both in target districts and schools – and through replication. In Year 1 and Year 2 a number of additional staff was added to the teams at both national and provincial levels. In Year 3, the demand on the team will peak, with a heavy program of district activity in both governance and management together with ongoing replication taking place in both Cohort 1 and 2, together with commencement of activity in Cohort 3.

To address the challenge, DBE1 will appoint additional staff and will work with ‘service providers’ from the provincial teacher training and quality assurance boards (LPMP) and local universities. Some tasks will also be performed by short-term technical assistants (STTA) (See Staffing Plan below.) A detailed table which estimates ‘level of effort’ in person-days for the provincial team has been prepared for this work plan and is summarized in Annex 2.

Coordination with DBE2 and DBE3. The design of IQDBE splits the program into three projects. Since the outset this has posed a challenge for DBE1. It is clear from a technical perspective that project interventions must be closely coordinated and from the ‘user’ perspective, that of the beneficiaries, DBE should appear as one single program rather than separate bits and pieces. For example, it is important that the program does not place a strain on schools or negatively impact on teaching and learning by providing too many interventions and demands on staff in an uncoordinated manner. From a logistical and organizational perspective this has always been a challenge. Differing start-up schedules and varied approaches in provinces and districts have made it somewhat difficult for all three components to effectively synergize programs. It should be noted that the situation has improved markedly during Year 2. Coordination at national, provincial and district levels is generally smoother and more effective than in the first year. However, the challenge remains, and with the significantly increasing volume of program activity described above, the risk is high that communication and coordination across components could slip, creating misunderstandings or confusion with stakeholders. The problem is not one of willingness but rather of time to coordinate effectively.

To address the challenge, DBE1 has prioritized cross-component coordination in the Year 3 workplan and will continue to promote coordination through routine internal meetings at national and provincial and district levels.

IV. Progress toward Achieving Project Deliverables

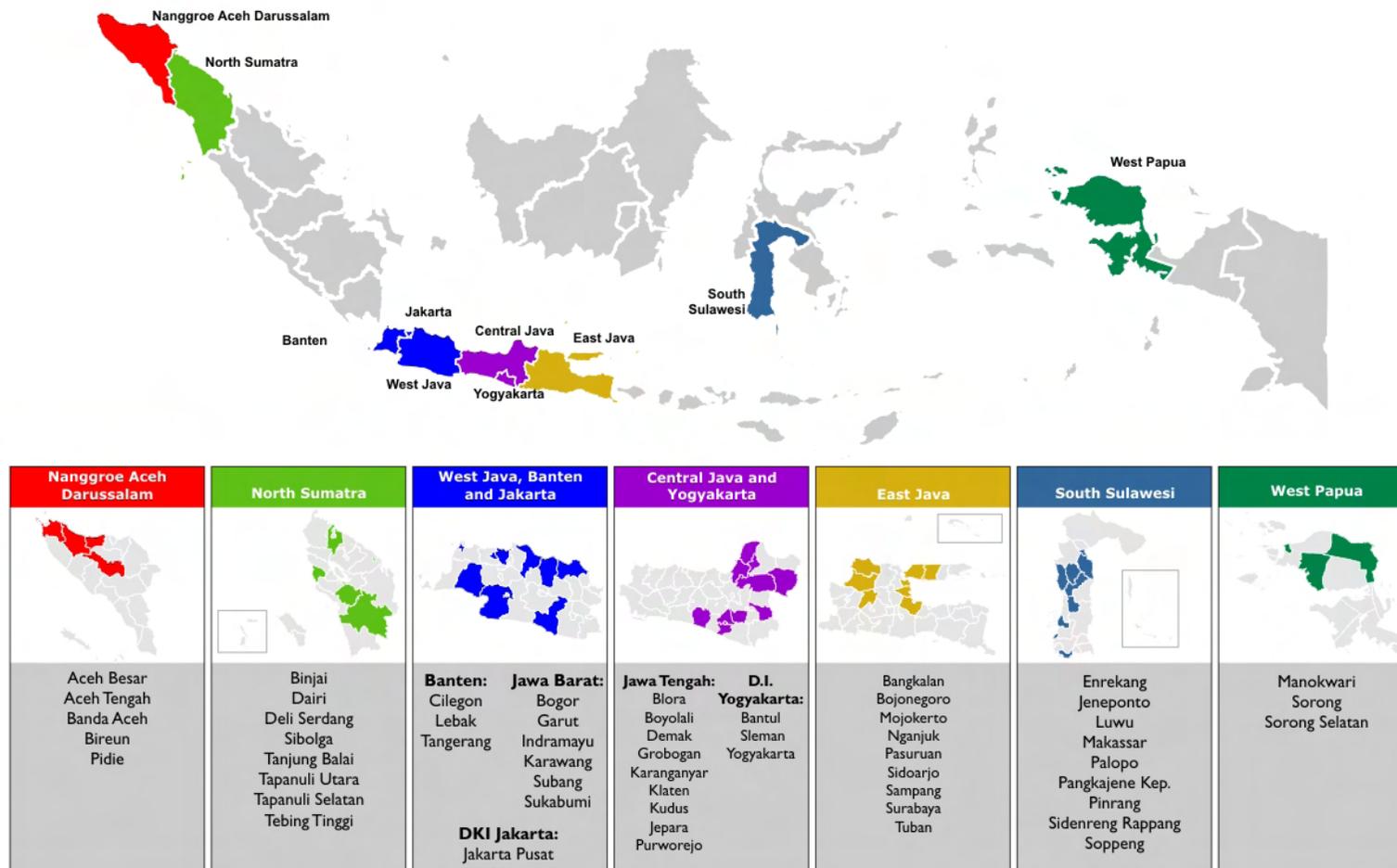
Deliverables	Due Date	Status	Document	Notes
Deliverable 1: Five year Indicative Plan and Annual Work Plans. These Plans will be prepared insofar as feasible, in consultation with the contractor/grantee implementing Program Objective 2 and 3, MBE, and other education donors, partners and stakeholders	Final Five Year Indicative Plan and first year Work Plan within first two months of Contractor award. Annual Work Plans in subsequent years on a schedule to be agreed upon with USAID	Year 1: Submitted July 2005	Yes	
		Year 2: January 2007 (Updated version)	Yes	
		Year 3: September 2007	Yes	
Deliverable 2: Establishment, staffing and functioning of Central and Provincial offices	Within three months of award	Offices established and staff recruited by October 2005	No	
Deliverable 3: Performance Monitoring Plan (PMP) and Results Framework for Program Objective 1 activities, specifying indicators and baseline data and targets – and requisite monitoring arrangements – to measure and report progress at both activity and Program Objective level and contribution to the SO, Improved Quality of Basic Education	Draft plan within three months of contract award.	Submitted with Year 1 Workplan July 2005	Yes (Included in Year 1 Workplan)	Final PMP with updated Baseline data Cohorts 1 & 2 dated September 2007
	Baseline data within six months of award. Annual reports thereafter as input to USAID's Annual Report to AID/W	Baseline edition 1 submitted March 2006	Yes	Second edition of baseline report with complete baseline data Cohorts 1 & 2 dated September 2007
Deliverable 4: Initial District or Town Selection, to be done in collaboration with other IQDBE partners, and subject to USAID approval	Within three months of award.	Phase 1 completed July 2005 and report submitted July 2005	Yes	Report on Phase 2 District selection is not fully electronic
		Phase 2 completed February 2007 and report submitted February 2007	Yes	

Deliverable 5: District Coordinators hired and trained to work with local governments, school committees and schools on planning, budgeting and management to support improved basic education	In first six months of year one for initial districts; at least three months before years three and four, for staff required in those years	Phase 1 Completed November 2005 Phase 2 completed March 2007	Yes (Reported in Quarterly Reports No. 3 and 9)	
Deliverable 6: Assessment of Education Management Information System (EMIS) in Indonesia	During the first year of Program implementation	April 2007	Yes	Submitted but not yet approved
Deliverable 7: Project Data Management System (PDMS) development and implemented	During the first year of program implementation	April 2006	User Guide Available	Ongoing development and expansion through end of project.
Deliverable 8: Agreement with the Implementers of other two IQDBE Program Objectives on joint arrangement for exchange of information on best practices and implementation experience of mutual interest.	This Arrangement for exchange of information on best practices, etc. will be established and functioning in year two. Steps for its establishment and activation will be outlined in the Work Plan for year two.	Completed in June 2005	Yes (Arrangement detailed in Quarterly report No. 1)	
Deliverable 9: Medium term education sector development plans for each local government assisted	By the end of the second year of assistance to each local government Cohort 1 = December 2007 Cohort 2 = December 2008	Cohort 1 Delayed until December 2008 Cohort 2 on schedule to be completed by December 2008	Plans to be in form of District Education Strategic Development Plan	Brief summaries of the plan production will be submitted in January 2008 and 2009
Deliverable 10: Education finance plans and budgets to support education sector development plans, for each local government assisted.	By the end of the second year of assistance to each local government Cohort 1 = December 2007 Cohort 2 = December 2008	Cohort 1 Delayed until December 2008 Cohort 2 on schedule to be completed by December 2008	Plans to be in form of District Education Strategic Development Plan	Brief summaries of the plan production will be submitted in January 2008 and 2009

<p>Deliverable 11: An analysis in sufficient detail and depth of the issues related to increasing democratic interaction in education governance, rationalizing and increasing local funding for basic education, and increasing transparency and accountability in the education sector</p>	<p>Within one year of award. At the end of year 2, a report on progress to implement greater democratic participation, transparency, and accountability in the education sector, with recommendations for actions to be taken during the remainder of the contract</p>	<p>Draft reports submitted July and September 2007</p>	<p>Yes</p>	<p>Report in 2 volumes. Volume 1 Printed Volume 2: In Discussion with USAID</p>
<p>Deliverable 12: Materials on local government planning and management of education services, as well as participatory community school management practices, singling out best practices and lessons for replication based on experience.</p>	<p>Eighteen months from contract award, with comprehensive updated at end of the year three and end of activity</p>	<p>Report submitted September 2007</p>	<p>Yes</p>	<p>No feedback yet from USAID</p>
<p>Deliverable 13: A summary written account of policy reforms identified and advocated with GOI. The Contactor will document outcomes of these initiatives, highlighting best practices, how they were developed & tested, & the extent successful replication.</p>	<p>Eighteen months from contract award, with comprehensive updated at end of the three year and end of activity</p>	<p>Report submitted November 2007</p>	<p>Yes</p>	
<p>Deliverable 14: A summary written account of alliances identified and under development with the private sector. For each alliance, the report will include a summary of the contribution of the parties, including the amount of leverage brought by the Contractor; a description of new resources, level of innovations, and new partners; and a summary of how the interest and objectives of each partner converge</p>	<p>On an annual basis</p>	<p>First annual report dated September 2006 Second report dated September 2007</p>	<p>Yes</p>	

Deliverable 15: ICT education “hotspots” pilot project designed and implemented and business plan(s) demonstrating scalability and sustainability	Within the first year of the activity, and subject to mid-term evaluation in 2007, including updated business plan with semi-annual financial data	Report submitted September 2006	Yes	
Deliverable 16: Special reports/analyses as may occasionally be requested, including input to planned mid-term and final evaluation in 2007 and 2009	Upon request with delivery as agreed to by CTO		Yes	A number of DBE1 special reports have been completed such a report on financial analysis. List of reports are in Appendix 2 of Annual Report Year 2 (November 2007)

Appendix 1. Location of DBE Cohort 1 and 2 Districts



Decentralized Basic Education (DBE) Selected Districts

Province	Districts	
	Cohort 1 (2005-2008)	Cohort 2 (2007-2009)
Nanggroe Aceh	Kabupaten. Aceh Besar+	Aceh Tengah
	Kota Banda Aceh+	Bireun
		Kabupaten. Aceh Besar*
		Pidie
	2	4
Banten	Kabupaten Lebak	
	Kota Cilegon	
	Kota Tangerang	
	3	0
DI Yogyakarta	Kabupaten Bantul***	
	Kabupaten Sleman***	
	Kota Yogyakarta***	
	3	0
DKI Jakarta	Kota Jakarta Pusat+	
	1	0
West Java	Kabupaten Indramayu	Kabupaten Garut
	Kabupaten Karawang	Kabupaten Indramayu*
	Kabupaten Sukabumi	Kabupaten Karawang*
		Kabupaten Subang
		Kota Bogor
	3	5
Central Java	Kabupaten Jepara	Kabupaten Blora
	Kabupaten Boyolali	Kabupaten Demak
	Kabupaten Karanganyar	Kabupaten Grobogan
	Kabupaten Klaten	Kabupaten Klaten*
	Kabupaten Kudus	Kabupaten Purworejo**
	5	5
East Java	Kabupaten Bangkalan	Kabupaten Bojonegoro
	Kabupaten Sidoarjo	Kabupaten Nganjuk**
	Kabupaten Tuban	Kabupaten Pasuruan
	Kota Mojokerto	Kabupaten Sampang
	Kota Surabaya	Kabupaten Tuban*
	5	5
South Sulawesi	Kabupaten Enrekang	Kabupaten Luwu
	Kabupaten Jeneponto	Kabupaten Pinrang
	Kabupaten Pangkajene Kepulauan	Kabupaten Sidenreng Rappang
	Kabupaten Soppeng	Kota Makassar
	Kota Palopo	
	5	4
North Sumatra	Kabupaten Deli Serdang	Kabupaten Dairi
	Kabupaten Tapanuli Utara	Kabupaten Tapanuli Selatan
	Kota Binjai	Kabupaten Tapanuli Utara *
	Kota Sibolga	Kota Tanjung Balai

	Kota Tebing Tinggi	
		5
		4
Papua Barat	Kota Sorong+	
	Kabupaten Sorong Selatan+	
	Kabupaten Manokwari+	
		3
		35
		27
		62

Appendix 2. Special Reports Produced in Year 2

<i>Date</i>	<i>Title</i>	<i>Publication type</i>
<i>April 2007</i>	<i>EMIS Assessment</i>	<i>Deliverable 6</i>
<i>June 2007</i>	<i>Review of Materials on Education Planning, Management, and Governance</i>	<i>Deliverable 12</i>
<i>October 2007</i>	<i>Policy Reform in Education Planning</i>	<i>Deliverable 13</i>
<i>September 2006</i>	<i>Public Private Alliance</i>	<i>Deliverable 14</i>
<i>September 2007</i>	<i>Public Private Alliance</i>	<i>Deliverable 14</i>
<i>September 2006</i>	<i>Education Hotspots</i>	<i>Deliverable 15</i>
<i>November 2007</i>	<i>Study and Analysis of Laws Relating to Decentralized Education</i>	<i>Deliverable 11, Part 1</i>
<i>October 2007</i>	<i>District Education Finance Analysis</i>	
<i>August 2007</i>	<i>Improving the Management and Governance of Islamic Schools and Madrasah</i>	

Appendix 3. Proposed Schedule for Local Elections (Pilkada)

(Survey September 2007)

Aceh	
All districts	Completed in 2007
North Sumatra	
<i>Cohort 1</i>	
Kab. Deli Serdang	December 2008
Kab. Tapanuli Utara	December 2008
Kota Binjai	June 2010
Kota Sibolga	June 2010
Kota Tebing Tinggi	July 2010
<i>Cohort 2</i>	
Kab. Dairi	December 2008
Kab. Tapanuli Selatan	June 2010
Kota Tanjung Balai	September 2010
West Java & Banten	
<i>Cohort 1</i>	
Kab Lebak	July 2008
Kota Cilegon	September 2009
Kota Tangerang	June-July 2008
Kab Sukabumi	April 2010
Kab Karawang	November 2010
Kab Indramayu	October 2010
<i>Cohort 2</i>	
Kab Subang	July 2008
Kota Bogor	September 2008
Kab Garut	July 2008
Central Java	
<i>Cohort 1</i>	
Blora	August 2010
Purworejo	November 2010
Grobogan	August 2011
Demak	April 2011
<i>Cohort 2</i>	
Boyolali	August 2010
Klaten	January 2011
Karanganyar	July 2008
Kudus	July 2008
Jejara	March 2012

East Java	
<i>Cohort 1</i>	
Tuban	June 2011
Mojokerto	April 2009
Sidoarjo	October 2010
Surabaya	August 2010
Bangkalan	March 2008
<i>Cohort 2</i>	
Bojonegoro	June 2008
Nganjuk	April 2008
Pasuruan	June 2008
Sampang	Unclear due to political unrest
Tuban	June 2011
South Sulawesi	
<i>Cohort 1</i>	
Soppeng	2010
Pangkep	2010
Enrekang	Mid-2008
Jeneponto	Mid-2008
Palopo	Mid-2008
<i>Cohort 2</i>	
Makassar	December 2008
Luwu	December 2008
Pinrang	Mid-2008
Sidrap	Mid-2008

Appendix 4. Abbreviations, Acronyms and Glossary

APBD	<i>Anggaran Pendapatan dan Belanja Daerah</i> [District Government Annual Budget]
APBN	<i>Anggaran Pendapatan dan Belanja Negara</i> [National Government Annual Budget]
AusAID	Australian Agency for International Development
BOS	<i>Bantuan Operasional Sekolah</i> [school grants]
Bappeda	<i>Perencanaan Pembangunan Daerah</i> [Regional Development Planning Agency]
Bappenas	<i>Perencanaan Pembangunan Nasional</i> [National Development Planning Agency]
BP	British Petroleum
CA	Capacity Assessment
BRR	Bureau for Reconstruction and Rehabilitation (Aceh and Nias)
CLCC	Creating Learning Communities for Children
COP	Chief of Party
CSO	Civil society organization
DAU	<i>Dana Alokasi Umum</i> [general budget allocation from central government to local governments]
DBE	USAID Decentralized Basic Education Project
DBE1	Decentralized Basic Education Project Management and Governance
DBE2	Decentralized Basic Education Project Teaching and Learning
DBE3	Decentralized Basic Education Project Improving Work and Life Skills
DEFA	District Education Finance Analysis
DPISS	District Planning Information Support System
DPRD	<i>Dewan Perwakilan Rakyat Daerah</i> [district parliament]
DSC	District Steering Committee
DTT	District Technical Team
EMIS	Education Management Information Systems
ESP	Environmental Services Program [USAID project]
GDA	Global Development Alliance
GDP	Gross domestic product
GOI	Government of Indonesia
IAPBE	Indonesia-Australia Partnership in Basic Education [AusAID project]
ICT	Information and Communication Technology
ILO	International Labor Organization
KADIN	Indonesian Chamber of Commerce
KKG	<i>Kelompok Kerja Guru</i> [teachers' working group]
KKRPS	<i>Kelompok Kerja RPS</i> [school RPS team]
LG	Local government
LGSP	Local Governance Support Program [USAID project]
LOE	Level of Effort
MBE	Managing Basic Education [USAID project]
MBS	<i>Manajemen Berbasis Sekolah</i> (SBM=School Based Management)
M&E	Monitoring and Evaluation
MCA	Millennium Challenge Account

MI	<i>Madrasah Ibtidaiyah</i> [Islamic primary school]
MIS	<i>Madrasah Ibtidaiyah Swasta</i> [private madrasah; MIN State Madrasah]
MOU	Memoranda of Understanding
MSS	Minimum Service Standards
MT	<i>Madrasah Tsanawiyah</i> [Islamic junior secondary school]
NGO	nongovernmental organization
PAG	Provincial Advisory Group
PAKEM	<i>Pembelajaran Aktif, Kreatif, Efektif, dan Menyenangkan</i> [AJEL: Active, Creative, Joyful, and Effective Learning]
PCR	Politeknik Caltex Riau, Pekanbaru
PDIP	<i>Pusat Data dan Informasi Pendidikan</i> [Education Data and Information Center]
PDMS	Project Data Management System
PMP	Performance Monitoring Plan
PPA	Public-private alliances
RPPK	<i>Rencana Pengembangan Pendidikan Kabupaten/Kota</i> [District Education Development Plan]
RPS	<i>Rencana Pengembangan Sekolah</i> [School Development Plan]
RTI	RTI International
SBM	School-based management (see MBS)
SD	<i>Sekolah Dasar</i> [primary school]
SMK	<i>Sekolah Menengah Kejuruan</i> [middle vocational school]
SMP	<i>Sekolah Menengah Pertama</i> [junior secondary school]
SOAG	Strategic Objective Agreement [USAID and <i>Menko Kesra</i>]
STTA	Short-Term Technical Assistance
TraiNet	TraiNet Administrator & Training [USAID reporting system]
USAID	United States Agency for International Development
WIB	<i>Waktu Indonesia Barat</i> [Western Indonesian Standard Time]

Glossary

<i>Departemen Keuangan</i>	Department of Finance
<i>Dewan Perwakilan Rakyat Daerah</i>	district parliament (DPRD)
<i>Anggaran Pendapatan dan Belanja Daerah</i>	District Government Annual Budget (APBD)
<i>Anggaran Pendapatan dan Belanja Negara</i>	National Government Annual Budget (APBN)
<i>Bantuan Operasional Sekolah</i>	School operational grants (BOS)
<i>Bappeda</i>	Local development planning board
<i>Bappenas</i>	National Development Planning Agency
<i>Bupati</i>	Head of a district
<i>Departemen Agama</i>	Ministry of Religious Affairs
<i>Departemen Pendidikan Nasional</i>	Ministry of National Education
<i>Dinas</i>	Provincial, district, or city office with sectoral responsibility
<i>Dinas Pendidikan dan Kebudayaan (Dinas P&K)</i>	Provincial or district educational office
<i>Gugus</i>	School cluster

<i>Kabupaten</i>	District (administrative unit), also referred to as a regency
<i>Kandepag</i>	District Religious Affairs Office
<i>Kanwil Agama</i>	Provincial Religious Affairs Office
<i>Kecamatan</i>	Sub-district
<i>Kepala Dinas Pendidikan</i>	Head of provincial or district education office
<i>Kepala Sekolah</i>	School principal
<i>Komisi</i>	Committee in national or local legislatures
<i>Komite sekolah</i>	School committee
<i>Kota</i>	City (administrative unit)
<i>Madrasah Ibtidaiyah</i>	Islamic primary school (MI; MIS <i>Swasta</i> ; MIN <i>Negeri</i>)
<i>Madrasah Tsanawiyah</i>	Islamic junior secondary school (MT)
<i>Madrasah Pendidikan pada Masyarakat dan Sekolah</i>	Department of Religious Affairs directorate for Islamic religious schools (<i>Mapenda</i>)
<i>Menko Kesra</i>	Coordinating Ministry for People's Welfare
<i>Pengawas</i>	School inspector
<i>Rencana Anggaran Pendapatan dan Belanja Sekolah</i>	School Income and Expenditure Plan (RAPBS)
<i>Rencana Pengembangan</i>	Capacity Development Plan (RPK)
<i>Kapasitas</i>	
<i>Rencana Pengembangan Sekolah</i>	School Development Plan (RPS)
<i>Renstra Satuan Kerja Perangkat Daerah (Renstra SKPD)</i>	Strategic Plan for local government work unit (eg. District Education Development Plan)
<i>Sekolah Dasar</i>	primary school (SD)
<i>Sekolah Menengah Pertama</i>	junior secondary school (SMP)
<i>Surat Keputusan</i>	Decree/defining conditions, outcomes of a decision
<i>Wali Kota</i>	Mayor