



**A NATIONAL STRATEGY  
FOR  
TRAINING IN  
REGIONAL DEVELOPMENT PLANNING AND  
MANAGEMENT**

**PREPARED FOR**

**BADAN PENDIDIKAN DAN LATIHAN  
DEPARTEMEN DALAM NEGERI  
GOVERNMENT OF INDONESIA**

**AUGUST, 1979**

## PREFACE

This document contains a proposed national training strategy for Badan Pendidikan dan Latihan (Badan Diklat), Departemen Dalam Negeri, in the training of provincial, kabupaten and kotanadya officials in development planning and management. The report was prepared by the consultants from Planning and Development Collaborative International (PADCO) currently assigned to Badan Diklat under contract with the United States Agency for International Development (USAID) and the Government of Indonesia.

There is a logical progression in the presentation of the contents in this document. The reader should first proceed to the introduction in order to understand the scope of concerns which the document seeks to address and how the consultants organized their activities in fulfilling the conditions therein. The introduction is followed by a summary of conclusions and recommendations on the major components of the national training strategy. The main body of the document is contained in Chapters I through IX. The annexes are contained in a separate volume.

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## GLOSSARY OF INDONESIAN TERMS AND ACRONYMS

1. APBD (Anggaran Belanja Pembangunan Daerah) : Regional Development Budget.
2. ABPN (Anggaran Belanja Pembangunan Negara) : National Development Budget.
3. APDN (Akademi Pemerintahan Dalam Negeri) : Academy for Government Administration (Bachelor degree program within Ministry of Home Affairs).
4. Badan Diklat (Badan Pendidikan dan Latihan) : Education and Training Body of the Ministry of Home Affairs. In the broadest sense, Badan Diklat consists of its central office in Jakarta, its network of regional training centers, the Institute of Government Science (IIP), and the network of Academies for Government Administration (APDNs). However, as used within the context of this document, the term generally refers only to the Jakarta office and the regional training centers.
5. BAPPEDA (Badan Perencanaan Pembangunan Daerah) : Provincial or Kabupaten Development Planning Body. In this document, the provincial planning body is referred to as BAPPEDA Tingkat I and the kabupaten planning body is referred to as BAPPEDA Tingkat II. In some cases, the kabupaten planning body is referred to as BAPPEMKA, and the kotamadya planning body is referred to as BAPPEMKO. (See numbers 6. and 7., below for further clarification).
6. BAPPEMKA (Badan Perencanaan Pembangunan Kabupaten) : Technically, the term refers only to the kabupaten planning bodies established in West Java under Governor's decree. However, in this document, the term is sometimes used in a broader context in that it refers to kabupaten BAPPEDAs throughout Indonesia.
7. BAPPEMKO (Badan Perencanaan Pembangunan Kotamadya) : Kotamadya (Municipal) Development Planning Body.
8. BAPPENAS (Badan Perencanaan Pembangunan Nasional) : National Development Planning Body.

9. Bupati : The chief executive of the kabupaten.
10. Camat : The chief executive of the kecamatan.
11. Cipta Karya : The Directorate General for Housing, Building, Planning and Urban Development, Ministry of Public Works and Electric Power.
12. Daerah : This term refers to administrative regions or areas at all levels. As used in this document, the term usually refers to the province or the kabupaten.
13. Departemen : Department.
14. Departemen Dalam Negeri (or DDN) : Ministry of Home Affairs.
15. Desa : Village.
16. Dinas : A line technical department of the province or of the kabupaten/kotamadya. The plural is expressed as "dinas-dinas".
17. DIP (Daftar Isian Project) : Annual project listing of local legislative body - approved by province or kabupaten/kotamadya project proposals.
18. Draft Master Plan : The initial draft document prepared by the KPPMT consultants.
19. DTKTD (Direktorat Tata Kota dan Tata Daerah) : Directorate of City and Regional Planning within the Directorate General for Housing, Building, Planning and Urban Development, Ministry of Public Works and Electric Power.
20. DUP (Daftar Usaha Proyek) : List of project proposals prepared by province or by kabupaten/kotamadya in connection with preparation of the annual budget (DUP precedes the DIP).
21. FIS (Fakultas Ilmu-Ilmu Sosial) : The Faculty of Social Sciences of the University of Indonesia.

22. Government of Indonesia (or: GOI) : Refers to the central government of Indonesia.
23. Ibukota : Refers to the capital city of a province or kabupaten.
24. IIP (Institut Ilmu Pemerintahan) : Institute of Government Science (Masters/degree program within Ministry of Home Affairs).
25. INPRES (Instruksi Presiden) Funds : Presidential instruction-based subsidy to the local governments for a series of specific types of projects.
26. IPB (Institut Pertanian Bogor) : Bogor Agricultural Institute.
27. ITB (Institut Teknologi Bandung) : Bandung Institute of Technology.
28. Kabupaten : Regency. An autonomous second level of local government immediately below the province as the first level.
29. Kantor Wilayah (or Kanwil) : Vertical offices of central government ministries operating at the provincial level.
30. Kecamatan : An administrative subdivision of the kabupaten/kotamadya.
31. Kepala Daerah : The administrative head of a region provincial, kabupaten or kotamadya.
32. Kesehatan : Health.
33. Kotamadya (or kota) : An autonomous second level of local government immediately below the province; comparable to kabupaten but encompassing urban areas.
34. KPPM : An acronym representing this project and standing for Kabupaten Provincial Planning and Management Training Project.

35. P & K (Pendidikan dan Kebudayaan) : Education and Culture.
36. Perekonomian : Economic Affairs.
37. Pertanian : Agriculture.
38. PPN (Program Perencanaan Nasional) : National Planning Program, consisting of several courses offered by the Faculty of Economics, University of Indonesia in cooperation with BAPPENAS.
39. Pusat : Center, or central. As used in this document, the term usually refers to the Badan Diklat Jakarta Office.
40. Pusdiklat IP (Pusat Pendidikan dan Latihan Ilmu-Ilmu Pemerintahan) : An administrative subdivision of the Badan Diklat Jakarta Office which is responsible for curriculum development.
41. Pusdiklat Pegawai (Pusat Pendidikan dan Latihan Pegawai) : An administrative subdivision of the Badan Diklat Jakarta Office which is responsible for programming and implementation of training courses.
42. PUSIDO (Pusat Dokumentasi dan Informasi) : Documentation and Information Centers established by the Directorate General for Housing, Building, Planning and Urban Development (Cipta Karya), Ministry of Public Works and Electric Power.
43. PUTL (Pekerjaan Umum dan Tenaga Listrik) : Public Works and Electric Power.
44. REPELITA (Rencana Pembangunan Lima Tahun) : The Five-Year Development Plan; REPELITA III refers to the Third such Plan, whose period will run from 1 April 1979 - 31 March 1984.
45. RTC : Regional Training Center (of the Badan Diklat network).

46. Sarjana : Refers to the Indonesian equivalent of a Master's Degree.
47. Sarjana Muda : Refers to the Indonesian equivalent of a Bachelor's degree.
48. SETWILDA (Sekretariat Wilayah Daerah) : Secretariat of the province or of the kabupaten/kotamadya in their capacities as autonomous regions headed by SEKWILDA (Sekretario Wilayah Daerah) - Secretary of the Local Government.
49. SPI (Studi Pembangunan Indonesia) : Indonesian Development Studies, a nondegree course offered by the Faculty of Social Science, University of Indonesia.
50. Subdirektorat Keuangan : Subdirectorate for Finance (kabupaten/kotamadya level).
51. Subdirektorat Pembangunan : Subdirectorate for Development (kabupaten/kotamadya level).
52. Tingkat I (or Tk. I) : Refers to the provincial level of government.
53. Tingkat II (or Tk. II) : Refers to those autonomous levels of government immediately below the province, i.e. kabupaten or kotamadya.
54. UGM : Gajah Mada University (located in Yogyakarta).
55. UI : University of Indonesia (located in Jakarta).
56. UNCRD : United Nations Centre for Regional Development, based in Nagoya, Japan.
57. UNHAS : Hasanuddin University (located in Ujung Pandang)
58. Walikota : The chief executive of the kotamadya.

## INTRODUCTION

### SCOPE OF THE PROJECT

This project has been undertaken to design a national strategy for the training of provincial, kabupaten and kotamadya officials in regional development planning and management. In particular, the project represents an effort to strengthen the capacity of Badan Diklat to undertake a national training effort to enhance the performance of regional government in the design and implementation of a more coordinated and integrated approach to regional development.

In REPELITA II, regional governments were called upon to assume more responsibility for the planning and implementation of a much greater variety and number of development programs. It is expected that this trend will continue in REPELITA III and IV, and that the growing complexity and magnitude of development activities will require major improvements in planning and management capacities at the provincial, kabupaten and kotamadya levels of government.

Major manpower constraints are currently encountered in staff and skill profiles in regional government, a condition which serves to hamper coordination and integration of development efforts. Thus, this project has been undertaken to design a training plan to address the needs for skill improvement in regional planning and management.

It is important to note that, in the context of this project, the terms "regional development planning and management" refer to the particular responsibilities and functions assigned to the provincial BAPPEDAs and the newly emerging BAPPEDAs at the kabupaten and kotamadya levels of government. The primary task of these BAPPEDAs is to achieve a more integrated and intersectoral approach in the formulation and implementation of regional development plans. In contrast, the various regional kamwil and dinas

offices are responsible for preparing and implementing short and long-term plans which focus upon their particular sectoral concerns. The sectoral agencies must be guided by a larger set of intersectoral planning objectives and strategies which address the needs and problems of a particular region. The performance of this latter function is the responsibility assigned to the BAPPEDAs. Therefore, the proposed training strategy contained herein is not concerned with the planning and management of specific sectoral projects, but is rather focussed upon improving the capacities of the BAPPEDAs to engage in a process of comprehensive planning and management which ties all sectoral activities together.

#### REVIEW OF PROJECT ACTIVITIES

The work began in Jakarta in early July, 1978. The fourteen month contract period was divided into two work phases. The work plan for Phase I (July, 1978 thru January, 1979) included data collection and preparation of an initial draft master plan to address in a preliminary general framework some of the basic issues. The draft master plan was completed and circulated for discussion during the month of January, 1979.

The draft master plan identified major training needs in regional planning and management, and formulated a basic program and organizational approach which could be adopted by Badan Diklat in undertaking a national training effort. The intent of the draft master plan was to provide a general foundation or structure in building a training program.

The consultants along with Badan Diklat counterparts travelled extensively throughout a number of regions in the country. Thus, 16 provinces, 18 kabupatens, and 14 kotamadyas were visited in most of the major islands of Indonesia. (The following chart indicates the regions visited). In each of these areas the consultants undertook discussions with planning officials from the regional governments and sectoral

agencies, and they also visited selected training institutions and universities in assessing the current availability of training resources in regional planning and management.

<u>Provinces</u>	<u>Regions Visited</u>	
	<u>Kabupaten</u>	<u>Kotamadya</u>
West Java	Madjalengka Sukabumi Bekasi Serang Pandeglang	Bandung
Central Java	Klaten	Semarang Surakarta
Special Region of Yogyakarta	Gunung Kidul Sleman	
South Sulawesi	Bone	Ujung Pandang
Central Sulawesi		
Aceh	Aceh Besar Aceh Pidie	Banda Aceh
North Sumatra	Deli Serdang Langkat	Medan
South Sumatra	Orgas Komering Ilir	Palembang
Jambi		Jambi
Bengkulu	Rejang Lebong	
East Kalimantan	Kutai	Balikpapan Samarinda
West Kalimantan	Pontianak Sambas	Pontianak
South Kalimantan		Banjarmasin
East Java		Surabaya
Bali		Denpasar

During the second phase of the work plan (February through August, 1979), the attention of the consultants was devoted to a revision, refinement and fuller elaboration of the draft master plan in addressing all of the items listed in the scope of work assignment (see Annex I). This effort required considerable discussion between the consultants and Badan Diklat counterparts in preparing a more elaborate and detailed formulation of the national training strategy. The document contained herewith is submitted as the proposed national strategy in fulfillment of the contract agreement.

**A NATIONAL STRATEGY  
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**SUMMARY AND CONCLUSIONS**

DALAM NEGERI'S MANDATE

The proposed national training strategy is intended primarily to strengthen the role of the Departemen Dalam Negeri in the performance of its mandate in regional planning and management. This mandate entrusts the Departemen with the responsibility for coordinating the various line departments in the formulation and implementation of regional development plans and programs. Under the guidance of the Departemen, the existing provincial BAPPEDAs, and similarly, the emerging BAPPEDAs at the kabupaten and kotamadya levels of government, are assigned major responsibility for performing those planning and management tasks required in achieving truly comprehensive development planning and programming for the regions. Thus, the proposed training strategy is designed to strengthen the planning and management capacities of the BAPPEDAs at TK. I and II, and to enhance their role in the coordination of the development activities of the sectoral departments.

Badan Diklat is responsible for the conduct and coordination of the training programs currently undertaken in the Departemen Dalam Negeri. Thus, it is intended that the proposed training strategy should be implemented under the leadership of Badan Diklat, with this agency offering its own training courses in regional development planning and management, as well as working in close cooperation with other training institutions in enhancing their capacity to respond to Dalam Negeri's training needs.

## II

### TRAINING RESOURCES

Training in regional planning and management is a relatively new area of activity in Indonesia. For the past several years a number of government departments have been active in providing short-term training programs in regional planning and management for members of the BAPPEDA organizations. Badan Diklat has been one of the most active agencies in this field, with short-term training programs being sponsored at each of its eight regional training centers (RTCs) located throughout the archipelago. In addition, during the past several years, a number of universities have also initiated short-term and masters degree level training programs in regional planning and management.

Within a relatively short period of time, these training efforts have yielded an impressive record of accomplishment. Nevertheless, their output falls far short of meeting Indonesia's vast and rapidly growing training needs. Many of the provincial BAPPEDA staff, and a majority of the planning and management staff at the kabupaten and kotamadya levels of government, have yet to receive any substantial training experience. Under current conditions there simply is not a sufficient number of skilled instructors and training resources to generate an effective response to this need.

### III

#### TRAINING OBJECTIVES

The basic objectives of the proposed national strategy for training in regional planning and management are the following:

- (1) To enable the BAPPEDAs at both TK. I and TK. II to assume a leadership role in regional development by supporting certain functions and critical tasks in planning and management;
- (2) To support these functions by training BAPPEDA officials in the use of certain tools and techniques;
- (3) Based on these tasks and techniques, to define the full range of skills and professional/technical personnel required to staff the BAPPEDAs at both TK. I and TK. II;
- (4) Based on the above projections of types of skills required, to formulate quantitative estimates of manpower needed, and to relate these estimates to current planning and management manpower capacity; and
- (5) To strengthen through training the horizontal and vertical linkages which exist in the regional planning and management system between the BAPPEDAs and several other agencies at both TK. I and TK. II.

Each of these objectives will be reviewed briefly below.

(1) The Functions and Tasks of Regional Planning and Management: The proposed national training strategy is based on an assumed set of functions and critical tasks in planning and management which the BAPPEDAs should perform. These functions and tasks are crucial if the BAPPEDAs are to assume their mandated responsibility for coordinating the line departments in formulation and implementation of regional development plans and programs. These planning and management tasks involve a process or sequence of activities which range from a description of existing conditions and trends, an appraisal or regional development problems and needs, formulation of development goals and objectives, an evaluation of alternative long-term development strategies, to the development of annual action plans/programs, and finally the monitoring and evaluation of plan implementation. It should be emphasized that in combination these tasks make up a process which is both continuous and cyclic. Chart 2.1 shows this process as a systems diagram.

(2) Techniques Required to Support Critical Development Tasks: The performance of these tasks by BAPPEDAs requires the use of a number of tools and techniques which have been identified in the training proposal. These include basic techniques for data collection, presentation and analysis; techniques for program/project appraisal and feasibility analysis; and techniques for monitoring and evaluation, along with several others. One objective of the national strategy, therefore, is to provide training for BAPPEDA officials in the use of these techniques which will support the critical development tasks of the planning/management agencies.

(3) Required Skills and Professional/Technical Personnel:

From this analysis of critical development tasks and supporting techniques there is derived a recommended range of skills and professional/technical personnel required to staff the BAPPEDAs at the provincial, kabupaten and kotamadya levels. In this connection, there appear to be three general types of planning/management personnel required:

- (a) general regional planners/managers (or general urban planners/managers for the kotamadyas) who have a broad knowledge of the field;
- (b) an intermediate group of planners who have a degree of specialization (such as social development, economics or engineering) within the field; and
- (c) specialists in a variety of relevant disciplines (such as demography, agricultural economics, geology or transportation engineering and planning).

Chart 2.3 lists the types of skills and personnel required by the planning/management agency for each of the three kinds of governmental jurisdictions. Essentially, it indicates that the BAPPEDAs Tk. I will require more highly specialized personnel than will the Tk. II planning/management agencies which will rely more heavily on intermediate skill-level types.

- (4) Manpower Needs and Gaps: Having identified the types of personnel required for the BAPPEDAs, a fourth objective

has been to formulate estimates of the magnitudes of manpower needed, and then to relate these estimates to current planning and management capacity. Based on the proposed skill profiles, estimates were made for specific jurisdictions of the numbers of professional/technical personnel required for each division of the BAPPEDA. Charts 2.4 - 2.6 present those estimates illustratively for two provincial BAPPEDAs, kabupaten BAPPEMKAs and kotamadya BAPPEMKOs respectively. Nationwide, it is estimated that nearly 7500 officials will need to be trained to adequately staff all BAPPEDAs at both Tk. I and Tk. II levels. Approximately 1150 of this total will be needed for the BAPPEDAs Tk. I, 5050 for the kabupaten BAPPEDAs, and 1300 for the kotamadya BAPP'. These national estimates are shown on Chart 2.7.

With these estimates of required manpower as a standard for comparison, an assessment of current planning and management capacity reveals a wide range of manpower gaps at both levels. To summarize these gaps, whereas the provincial BAPPEDAs begin with an existing manpower base which can be upgraded to create more specialized expertise, most kabupatens and kotamadyas will have to start largely from scratch in training new officials to staff their BAPPEDAs.

- (5) Vertical and Horizontal Linkages: A basic assumption of the training strategy is that the provincial, kabupaten and kotamadya levels of government should be viewed as interdependent elements within the larger regional

planning and management system. Thus, another objective is to strengthen the horizontal and vertical linkages within this system.

At the provincial level, the goal is to strengthen interaction within and between :

- (a) the BAPPEDA,
- (b) the kanwils,
- (c) the dinas-dinas Tk. I, and
- (d) the key bureaus within the governor's office.

Similarly at the Tk. II level, horizontal linkages should be reinforced through training between:

- (a) the BAPPEMKAs/KOs,
- (b) the dinas-dinas Tk. II, and
- (c) the key subdirectorates within the bupati's and walikota's office.

At the same time, the goal will be to strengthen the vertical linkages:

- (a) between the BAPPEDA and the BAPPEMKA/KO,
- (b) between the dinas-dinas Tk. I and Tk. II, and
- (c) between the respective bureaus at the provincial level and the subdirectorates at the kabupaten/kotamadya level.

These various linkages are shown graphically on Chart 3.1.

## IV

### THE PROPOSED TRAINING STRATEGY

#### Introductory Comments

The overall strategy has two basic thrusts:

- (i) an emphasis on Badan Diklat training and nontraining activities, and
- (ii) the cultivation by Badan Diklat of long-term linkages with training carried out by universities.

This section focuses on the strategy for Badan Diklat per se and indicates some linkages with university-based training in (8), below. A longer-range perspective and description of how the training roles of Badan Diklat and the universities might merge through a mutually-reinforcing cooperative effort is presented in Section VIII.

#### The Strategy

The key components of the strategy as outlined below are designed to meet the objectives put forth in the preceding section. Each of the components should be viewed as complementary to, and supportive of the other components. To eliminate one of the elements as part of the strategy would weaken the training effort.

- (1) On-and Off-the-Job Training: It is recommended that the primary courses which would be offered by Badan Diklat's regional training centers would be a general course in

regional development planning and management and a general course in urban development planning and management. A fundamental element of the proposed strategy consists of combining on-the-job training with off-the-job training for these general courses. During the secondary on-the-job phase of the training, the trainees would perform their normal planning and management tasks, applying theory and techniques acquired in the initial off-the-job phase of the course. This would be done with expertise provided by the trainers, who would work with the trainees in their respective regions. The main advantages of this approach are:

- (a) It allows trainees to become more familiar with, apply and test theory during the on-the-job phase of the training in the regions in which they normally perform their duties.
- (b) It allows both the trainers and trainees to adapt theory to local conditions.
- (c) It allows for the trainees to undergo most of the training in and for the immediate benefit of their own daerahs.

(2) Team Training: The proposal here is that all the key officials on the BAPPEDA TK. II from any given kabupaten or kotamadya go through the same general course in regional or urban development planning and management at the same time. The primary advantages in team training are:

- (a) It will promote a common body of thought among the officials on the planning unit regarding a basic

planning and management strategy, while at the same time giving them a common core of knowledge and skills to carry out that strategy.

(b) It insures that a continuous "critical mass" of trained officials will always be available on the planning unit.

- (3) Training of BAPPEDA TK. I Officials: It is proposed that one to three BAPPEDA officials from the provincial level go through the same off-the-job general course in regional or urban development planning and management, as well as the on-the-job phases of the training, with a team of TK. II planning officials from one of the kabupaten or kotamadya located in the province. This approach is designed not only to improve the skills of provincial BAPPEDA officials, but also to intensify cooperation, coordination and understanding among the vertical levels of government.
- (4) Orientation Courses for Non-BAPPEDA Planning and Management Officials: In order to strengthen the horizontal linkages for planning and management, it is proposed that orientation courses be conducted for officials from the konvils, the dinas-dinas TK. I and the key bureaus under the governor's secretariat at the province level, and from the dinas-dinas TK. II and the key subdirectoriates under the bupati's and walikota's secretariats at the kabupaten/kotamadya level. For the courses to have maximum impact, the officials at each level should attend them collectively.
- (5) Orientation Courses for Chief Executives and Other Decision Makers at Tk. I and II: It is imperative that the chief executives and other decision makers in the

regions understand and are in agreement with:

- (a) the planning and management strategy;
- (b) the training effort to improve skills for carrying out the strategy; and
- (c) the role of the BAPPEDA Tk. I and Tk. II in the development process.

It is therefore recommended that orientation courses be conducted for bupati, walikotas, the sekretaris wilayah daerah (SEKWILDA), and key members of the DPRD I and II.

- (6) Evaluation: The training strategy calls for periodic evaluation of the training throughout the duration of each course as well as for post-training evaluation in order to ascertain the training and/or nontraining conditions which may have rendered the training less effective than planned.
- (7) Follow-Up Training: As part of the overall strategy, follow-up training is recommended in order to overcome deficiencies uncovered in course evaluation. Follow up training will also allow the trainers to introduce materials, concepts, methods and planning tools which were developed or designed subsequent to the initial training course.
- (8) Augmenting General Training with Specialized Training: This component of the strategy calls for exposure of BAPPEDA officials to more specialized training in regional and urban development planning and management in addition to the general courses. This will enable

the BAPPEDAs to function on a more professional level and allow them to more credibly carry out their coordinating role with the specialists from the kanwils and the dinas-dinas.

- (9) Regional Study Tours: The strategy calls for a number of appropriate planning officials, as well as bupati and walikotas, to participate in study tours of the Southeast Asia region so that they become knowledgeable of regional development planning and management as practiced in countries with geographic, environmental or other conditions similar to those of Indonesia.

(10) Reinforcing Training Activities with Nontraining Activities:

This element of the proposed strategy gives recognition to the fact that, in order for the training to meet the specific needs of the regions, Badan Diklat will have to carry out a number of nontraining, but training-related, functions as follows:

- (a) Inventory and analysis of Regional Conditions
- (b) Research, which involves an in-depth study of specific development issues within the regions.
- (c) Manpower Surveys, to ascertain skill requirements and available manpower for planning and management. This function should be performed at the onset and periodically thereafter.
- (d) Consultation on a part-time basis by the regional trainers to government offices within their respective regions.

(e) Development of an overall training plan

The ten-point strategy described above reflects a comprehensive effort to build a quality program over the next several years. At the same time, it is recognized that, in order to fulfill its immediate obligations, Badan Diklat will have to continue with short-term training of the kind it has done in the past. Support for this effort is also reflected in the budget projected in Section IX.

The Institutional Framework

Badan Diklat currently has eight regional training centers in place. It is proposed that these centers bear the main burden of responsibility within the Dalam Negeri framework for the training of planning and management officials. In order for these centers to carry out this major training role, they would have to become fully-operationalized and fully-staffed, with a minimum of ten full-time trainers initially assigned to each center. Due to manpower and budgetary constraints, it is anticipated that the centers will become fully activated on a phased basis, with one center per year becoming operational commencing in 1980/81. Chart 3.2 indicates the areas and number of jurisdictions served by each of these regional training centers.

It would be the responsibility of the Badan Diklat Jakarta Office to provide the necessary leadership and support in order to insure that the regional training centers are able to conduct their training programs in a manner consistent with the purposes and guidelines established by national policy. A summary of the role of the Jakarta Office is presented in the following section of this document.

**THE ROLE OF THE BADAN DIKLAT JAKARTA OFFICE**

While the proposed training strategy assigns major responsibility for training to the eight regional centers and to a number of universities, it will be the responsibility of the Badan Diklat Jakarta Office to adopt and continually update the national strategy for implementation. The activities of the Jakarta Office can be summarized as follows:

- a. performing the basic management tasks associated with the planning, implementation and evaluation of training programs implemented by the Jakarta Office and the RTCs;
- b. undertaking the annual programming, budgeting, and monitoring of all training activities implemented by the RTCs;
- c. undertaking the recruitment, training and career development of the training staff for the RTCs as well as the general management staff within the Jakarta Office;
- d. designing the course content and preparing the course materials for the training programs offered by the RTCs;
- e. providing support and guidance to university-based programs in regional planning and management.

**Staffing of the Jakarta Office**

A total of 22 professional staff and 30 support staff will

need to be assigned to the Jakarta Office to administer the above mentioned activities. The staff profile is based upon the number and types of staff needed to provide administrative support for the eight RTCs. Chart 4.1 indicates the projected staffing requirements for the Jakarta Office.

Achievement of the above projected staff levels should be accomplished on a phased basis, with a gradual build-up of staff numbers being undertaken in accordance with the increase in workload associated with the activation of additional RTCs. Most importantly, in the short-term, it will be necessary to assign a group of core trainers and curriculum development specialists in the Jakarta Office in order to begin immediate preparation of the training of trainers course and to design the initial training courses to be offered by the RTCs.

As the primary training unit within the Departemen Dalam Negeri, Badan Diklat is responsible for the conduct and coordination of the training programs currently underway in the Departemen. Many of these training programs do not relate directly to training in regional planning and management. Therefore, in order to maintain staff identification with the central purposes of the proposed training strategy, it is important that the general programming, training of trainers, and course design functions should be integrated into one specific unit within the formal organizational structure of the Badan Diklat Jakarta Office. Chart 4.4 indicates a proposed organizational unit for the regional planning and management training activity.

THE REGIONAL TRAINING CENTERS

It is proposed that each of the regional training centers develop its own capacity to engage in a basic series of training and nontraining activities, and that this program will require a minimum staff of ten full-time professional trainers at each center. Both the activities and output of the regional training centers are summarized in the following paragraphs.

(1) Activities

It is essential that the RTCs engage in a number of nontraining activities, namely:

- (a) an analysis of manpower/skill requirements within the region served by a given center;
- (b) an inventory and analysis of regional development conditions;
- (c) the development of an overall training plan for officials in the region; and
- (d) research and consultation on selected issues in regional development.

With regard to training activities it is proposed that the following sequence of courses be offered by each of the RTCs annually or every other year:

(a) General Courses

- Regional Development Planning and Management  
(Length: 3 months "off-the-job"; 6 months  
"on-the-job")
- Urban Development Planning and Management  
(Length: same as above)

(b) Specialized Courses

- Administrative Planning (Length: 6 months,  
approximately)
- Techniques for Program/Project Appraisal General  
Plan Evaluation (Length: 6 weeks, minimum)
- Techniques for Monitoring and Evaluation (Length:  
6 weeks, minimum).

In addition to these courses, it is also proposed that Badan Diklat subcontract for the services of universities and other institutions in offering the following five specialized "off-the-job" courses annually or every other year:

- Techniques for Data Collection, (Length: 6 weeks, minimum)  
Presentation and Analysis
- Social Development Planning (Length: 6 months, approx.)
- Regional/Urban Economics (Length: 6 months, approx.)
- Land Use Planning (Length: 6 months, approx.)
- Engineering/planning (Length: 6 months, approx.)

It is envisaged that all key BAPPEDA officials at TK. I and TK. II will participate together in one of the general courses and selectively in one or more of the specialized courses. One element of the proposed training plan will be to define the basic cycle or sequence of courses through which individual officials would go. Although these plans would be prepared by the RTCs, they would be subject to approval by the Badan Diklat Jakarta Office.

Given the diverse nature of nontraining and training activities at each regional training center, the professional staff must engage in careful scheduling. Chart 5.4 shows a possible annual schedule of activities for a typical RTC.

(2) Output of Training

The basic output of regional training center activities will be trained officials in regional (and urban) planning and management, who will already have taken up posts on provincial, kabupaten and kotamadya BAPPEDAs. Chart 8.1 indicates the number of these officials who are projected to have participated in the program by the end of REPELITA IV, or through 1988/89. Assuming that one new RTC is established each year from 1980/81 onwards with all eight centers fully operational by 1988/89, Chart 8.1 indicates that 2,880 officials will have participated in the training program by the end of REPELITA IV. This number represents 38.7% of the total required manpower projected by this study.

## VII

### THE ROLE OF UNIVERSITY TRAINING

A second major thrust of the proposed training strategy emphasizes strengthening university training programs in regional planning and management. The network of national and regional universities in Indonesia represents a major educational resource, which if properly cultivated and utilized can make a major contribution in responding to current and future training needs.

A number of institutions of higher learning have already made some initial efforts in offering graduate level courses in regional planning and management.

- (A) For the past four years the University of Indonesia SPI program (Studi Pembangunan Indonesia) has been offering a graduate-level course in regional planning.
- (P) During the past four years the Natural Resource and Environmental Management Program at the Institut Pertanian Bogor has offered a masters degree in resource management.
- (C) It is likely that IPB will soon initiate a masters degree program in rural development planning.
- (D) A one year graduate course in regional development planning is being established at Gajah Mada University and it is anticipated that this effort will soon be underway with staff from Dalam Negeri being enrolled in the course.

(a) The Departemen Planologi at the Institut Teknologi Bandung is considering the establishment of a masters degree program in urban/regional planning.

(1) Dalam Negeri Support For University Training

All of the above graduate level courses represent an interest on the part of university faculties in offering advance degree and nondegree programs of a more applied and inter-disciplinary nature in responding to the urgent need for early and mid-career training of government officials involved in regional planning and management. In order to meet its own vast and rapidly growing training needs, the Departemen Dalam Negeri should be a major source of support for these graduate university programs. This would require that the Departemen make a long-term commitment to support university-based regional planning and management training programs, with DDN providing staff to enroll in the course, full financial payments for tuition fees, and where warranted additional subsidies to cover the direct and indirect costs of sustaining such graduate programs.

DDN support is particularly important, as current efforts on the part of the universities to develop interdisciplinary degree and nondegree graduate training programs are seriously handicapped by the unwillingness of government departments to provide tuition payments for the students. It appears that, with the exception of the PPN (Program Perencanaan Nasional) course at the University of Indonesia, which receives tuition payments from regular Indonesian budgetary sources, university-based training programs have frequently been forced to rely upon foreign

grants and/or loans for tuition payments. Badan Diklat will need to assume a leadership role in establishing close ties with university-based training to coordinate the efforts required in providing students and funds for these graduate programs, and to assure that curriculum and course designs are responsive to the needs of Dalam Negeri.

(2) The Need for Career and Manpower Planning

In order for Badan Diklat to provide a secure and long-term source of candidates for enrollment in university-based training programs, a major effort will need to be undertaken in initiating a more effective system of manpower and career development planning within DDN. In section IV of this document, estimates have been projected concerning the number and type of professional/technical personnel for typical Tk. I and Tk. II BAPPEDAs. Skill profiles of this kind should constitute the basis for the design and implementation of manpower recruitment and career development planning within DDN for all of the provincial and Tk. II level planning units. These plans can then be used as guidelines in determining when and in what areas now and mid-career staff will need to be enrolled for specified skill upgrading in nondegree and/or degree training programs.

Promotions in rank and position should be closely linked to the completion of specific training experiences in order to provide a strong incentive in motivating planning and management staff to engage in on and off-the-job training courses. At the moment there appear to be few incentives for encouraging regional level planning and

management officials to enroll in longer term off-the-job training programs. Existing personnel procedures do not provide clear guidelines in assuring that the completion of a training experience will contribute to career advancement.

VIII

PROJECTION OF A FOUR YEAR BUDGET FOR  
FISCAL YEARS 1980/81 THROUGH 1983/84

**B.C. INTRODUCTION**

Chart 9.1 in the main text projects a four-year budget for implementation of the proposed training strategy. The budget is based on a current understanding that Badan Diklat will establish one fully-staffed, fully-operational regional training center per year commencing in 1980/81.

The budget, which covers fiscal years 1980/81 - 1983/84, totals Rp. 5,997,559,000 (US\$9,673,547) and is broken down into three main categories:

<u>Category</u>	<u>Cost (1980/81-1983/84)</u>	<u>% of Total Budget</u>
<u>Program Organization and Management, including Capital Costs</u>	Rp. 1,136,585,000	19%
<u>Core Training Program for BAPPEDA Tk. I and Tk. II</u>	4,564,762,000	76%
<u>Supplementary Training Program</u>	296,252,000	5%
<b>TOTAL BUDGET</b>	<b>Rp. 5,997,599,000</b>	<b>100%</b>

The significant point to be made is that 76% of the budget is to cover the cost of the core training program, which consists of a stream of parallel and mutually reinforcing training activities as follows:

- (1) The training of training staff for the Badan Diklat regional training centers.
- (2) Training courses conducted by the regional training centers.

- (3) Specialized supporting courses which would be conducted by institutions other than Badan Diklat.
- (4) Badan Diklat-supported graduate-level courses in regional development planning offered by universities.
- (5) A series of Badan Diklat short courses to help meet its short and medium-term obligations in areas of the archipelago not covered by the regional training centers.

The sections of Chapter IX following Chart 9.1 give detailed breakdowns of the major line items listed on the chart. For easy reference, the relevant section number is indicated after each major line item heading.

## CHAPTER I

### REGIONAL PLANNING AND MANAGEMENT : AN OVERVIEW OF ISSUES AND TRAINING RESOURCES

#### 1.0 A BACKGROUND OVERVIEW

During the past decade, the Government of Indonesia has placed increasing emphasis upon strengthening the role of government in regional development planning. In the early 1970's, a number of provinces had already organized some informal or formal regional planning units and in 1974, the central government decreed the establishment of the BAPPEDA organization in all of the provinces. During the past several years, rapid progress has been made in the staffing of these new planning units which function directly under the authority of the provincial governor. At the Tk. II level of government some provincial governors, bupati and walikotas have already established informal or formal planning bodies to coordinate kabupaten and kotamadya planning and management activities. It is currently anticipated that the central government will soon decree the establishment of BAPPEDA Tk. II planning agencies on a selective or nationwide basis.

All of the BAPPEDA planning agencies at Tk. I and Tk. II operate under the authority of the regional "Kepala Daerah", which in this case refers to the provincial governors, the kabupaten bupati and the kotamadya walikotas. As chief executive authority within his administrative jurisdiction, the kepala daerah represents the interests of his region, and at the same time serves on behalf of the central government in the regional administration of national development policies and programs.

As the regional representative of central government authority, the kepala daerah functions within the structure and mandate of the Departemen Dalam Negeri. This entrusts the Departemen with the task of coordinating all development activities at the regional level, and it is under this authority and the mandate

of his own regional government that the kepala daerah bears the responsibility for performing a major coordinating role.

The coordination function simply refers to the exercise of leadership in guiding the sectoral line departments in the formulation and implementation of regional development plans and programs. At the provincial level the BAPPEDA organizations have been given primary responsibility for the management and coordination of the planning process, whereas at the Tk. II level a wide range of informal and formal structures have emerged to undertake this task. The following brief review provides some general indication of the variations and commonalities of conditions which these planning agencies share at the Tk. I and Tk. II levels of government.

#### 1.0.1 The Provincial BAPPEDAs

The BAPPEDA is mandated to exercise a central coordinating role in the preparation of the annual and five-year provincial development plans. This role requires the BAPPEDA to maintain close liaison with the various dinas-dinas/kanwil offices at the provincial level and with BAPPENAS at the national level in order to achieve a more coherent and integrated planning process.

Thus, the BAPPEDAs are expected to undertake a wide range of activities involving the review and processing of program and project submissions for the annual and five-year provincial development plans.

In many instances, the level of performance by the BAPPEDA in undertaking this role is relatively limited and they have yet to fulfill their intended purpose. The BAPPEDAs are still constrained in their work by a number of factors, the most important of which concerns their relative newness and the limited skills of their staff.

Many are still in the process of organizing their own internal staff functions. Many are still in the midst

of consolidating appropriate patterns of informal and formal interaction with the provincial dinas-dinas and kanwils. In brief, the role of the BAPPEDA in regional planning is still in a transitional state.

The BAPPEDA is a new participant in the decision-making process and adjustments are still underway as this new actor assumes its proper place within the network of older and more established agencies at the provincial level.

#### 1.0.2 Kabupaten/Kotamadya Planning and Management

At the kabupaten level, there is wide variation in the structure and process of planning, and in the staffing capacities available to engage in the performance of the planning and management function.

In West Java, formal planning bodies (BAPPEMKA) have been established throughout the province under decree by the Governor. In other provinces, the bupati has frequently taken the initiative to establish his own formal planning body. In many cases, however, kabupaten planning is simply undertaken through an informal or formal coordinating committee consisting of members from both the office of the bupati and the dinas-dinas offices.

Only a few of the kotamadya have established formal or informal planning units in the office of the walikota. In most cases, planning and related management functions are administered by the Sub-direktorat Pembangunan of the walikota's staff, with important input from the Tata Kota and Tata Daerah office in the kotamadya Department of Public Works. In addition, the BAPPEDA and the planning units in the Direktorat Tata Kota and Tata Daerah offices at the provincial level also provide input at the kotamadya level.

#### 1.1 A GENERAL ASSESSMENT OF REGIONAL PLANNING AND MANAGEMENT PERFORMANCE

A general assessment of regional planning and management performance relates directly to the question of

what should be expected from the process. What kind of product is the process supposed to yield as an output?

It is assumed that intended output should be well-formulated and implementable annual and five-year development plans, and therefore the basic assessment question is whether current processes are producing such outcomes. Several general criteria are used in defining the characteristics of a "well-formulated and implementable" regional plan as follows :

- (1) Indication that the planning process is engaging in an assessment of regional resources and problems within the context of identified regional and national planning goals, and that realistic short and long-term objectives are being discussed and established in achieving these goals.
- (2) Indication that alternative development strategies for achieving identified objectives are formulated and reviewed in arriving at some logic and rationale in the choice of an optimum or desirable policy approach.
- (3) Indication that a development strategy is being translated into a coherent and phased set of programs and projects for both a five-year and annual time dimension. The critical component in this process would include an emphasis upon area development and most explicitly upon :
  - (a) the design of projects and programs which complement and support each other, i.e., a more intersectoral approach to development needs and problems.
  - (b) the allocation of resources in some kind of spatial pattern and priority consistent with natural and man-made resource endowments.
  - (c) the allocation of resources to attain a level of critical mass in time and space

sufficient to generate sustainable and tangible social, economic and environmental change.

(4) Indication that monitoring and evaluation systems are being designed to acquire and review feedback on project implementation and impact.

(5) Indication that attention is being devoted to assuring that adequate administrative resources are being made available for plan implementation.

1.1.1 Performance of the BAPPEDAs

Based upon direct interviews and observations, it appears that many of the above mentioned planning and management processes are only partially underway and that regional planning bodies are as yet finding it difficult to undertake their designated functions.

Many of the Tk. I and Tk. II BAPPEDAs are not very active in undertaking inventories of basic development problems and needs within their areas.

There is little evidence that BAPPEDAs are very active in the refinement of their own development goals in order to arrive at more precise and realistic long and short-term development objectives.

It is frequently the case that the formulation and assessment of alternative development strategies do not constitute an important and continuing feature of the regional planning process within the BAPPEDAs.

Most importantly, with few exceptions, intersectoral area development planning is not a major focus of attention at the provincial level - and the same conclusion would apply for many of the kabupatens and kotamadyas as well.

Finally, aside from the monitoring of centrally funded projects by the BAPPEDAs, they are generally not very active in the systematic monitoring and evaluation

of provincial development projects. The above generalizations are subject to many exceptions, as some of the BAPPEDAs have been relatively effective in performing some of the above functions.

Nevertheless, most of these planning units are comparatively new organizations and they have yet to fully engage and comprehend all of their assigned tasks. In some cases many of the above listed deficiencies will be overcome with the passing of time as BAPPEDA staff begin to acquire more experience and maturity.

At the same time, however, a more vigorous and concerted effort will need to be undertaken in training and nontraining activities in order for planning and management to assume its rightful place at the provincial and kabupaten/kotamadya levels of government.

It is important to review the major problems which currently serve to constrain planning and management at the regional level in order to understand the kinds of training (both in content and method) which will be needed and the kinds of nontraining activities which will have to be undertaken in order to enable training to have an impact in improving the process of regional planning and management.

## 1.2 SOME GENERAL PROBLEMS IN REGIONAL PLANNING AND MANAGEMENT

### 1.2.1 Staffing Constraints

#### (1) Provincial Planning and Management

Most of the professional personnel of the BAPPEDA organizations are not sufficiently equipped to perform the basic planning and management functions. At the provincial level many of the BAPPEDAs have five to ten senior members conducting the major work, whereas the remainder of the staff are engaged in only minor support functions. As a consequence, most of the upper level staff are over-worked, whereas the remaining majority are under-utilized in the performance of planning and

management functions. In part this condition reflects the fact that the senior members are somewhat older and more experienced; most have Sarjana degrees, and many have been through short or long-term training courses in planning and management in Indonesia and abroad. The majority of the remaining staff at the second and third levels have a mixed and more limited background; some have Sarjana degrees, many do not have a Sarjana Muda degree, many are young and inexperienced, and few have had an opportunity to take any training in planning and management.

The small number of senior BAPPEDA members who conduct most of the important BAPPEDA work are not sufficient in number to effectively initiate and sustain a comprehensive planning and management function. Generally, they understand what needs to be done, and their skills are of a sufficient level that with more experience in application they could begin to exercise more leadership in regional planning. It appears that many of the other BAPPEDA members would immediately benefit from short-term specialized training; some members would likely require more long-term training.

The problem of staffing for the BAPPEDA reflects a more serious issue concerning incentives and career patterns. A position in the BAPPEDA is considered a low prestige opportunity and a dead-end road for those who seek to advance their professional careers within the national civil service. The general unattractiveness of these positions can be attributed to a number of factors. Many BAPPEDA have yet to command a position of major importance within the framework of inter-agency influence and authority at the provincial level. Secondly, it is often the case that few of the financial incentives and fringe benefits normally available in other agency positions are available for those who join the BAPPEDA staff.

In this regard, it is not clear that many of the BAPPEDAs have sufficient funds for travel and per diem to allow their staff members to pursue the necessary field visits entailed in the performance of their duties.

One of the most conspicuous and major problems is the fact that few of the BAPPEDAs have any members with a technical background in the agricultural or engineering sciences. Thus, most of the BAPPEDA members are unable to communicate with the kind of credibility and expertise needed in providing guidance to several of the major technical dinas-dinas/kanwil agencies, even though most of the development budget is allocated for the infrastructure and agricultural sectors. Lacking sufficient levels of expertise in these technical fields, many of the BAPPEDAs have been reluctant and unable to exercise much authority in providing effective planning and management leadership over the kanwil agencies. This hesitancy in assuming leadership arises from a legitimate insecurity in not wanting to engage in areas of technical discourse which exceed their professional competence.

(2) Kabupaten Planning and Management

Substantial differences can also be found in staffing practices at the kabupaten level. In some cases a full-time planning staff has been recruited, but in most instances the planning body is staffed by a mix of full and part-time officials coming from the bupati's office and from the dinas-dinas offices. With few exceptions, most of these planning organizations are understaffed. In this context, it is important to make a major regional distinction. Many of the kabupatenen in Java are staffed with a greater number of qualified individuals than is the case of kabupatenen in the outer islands. It is only in the past few years that kabupaten officials have undertaken a more systematic effort in

organizing the planning function.

(3) Kotamadya Planning and Management

The magnitude of staff in planning and related agencies at the kotamadya level generally decreases sharply with corresponding decreases in total population, although the overall need is perhaps four times the current number of available manpower. The quality of staff (as measured by educational background) declines in moving from the larger to smaller kotas. In particular, planners, architects, engineers and economists are lacking in small kotas. In their place, many of these functions are performed by general administrators who lack planning skills, particularly in approaching problems from an intersectoral perspective.

Summary

The personnel and staffing problems which the Tk. I and Tk. II BAPPEDAs are encountering constitute a major and formidable set of constraints, but they are amenable to solution through training and the provision of more attractive financial and career incentives. Nevertheless, even if major and rapid advances are made in training and personnel improvement, it would be necessary to accompany these changes with major improvements which relate to other areas of the planning and management process. More explicitly, skill up-grading for the members of the BAPPEDAs will constitute a necessary but not sufficient condition for more effective regional planning and management. Returns on a major investment in the training of BAPPEDA members will be seriously minimized by a wide range of other factors which continue to hamper the process of planning and management at the provincial and kabupaten/kotamadya levels of government. The following comments review some of these constraints and hopefully provide further insight into those problems which will need to be addressed in enhancing the role of regional planning.

### 1.2.2 The Role of the Sectoral Agencies

Most program and project development is undertaken by a wide range of sectoral agencies. These agencies should have the responsibility to employ their technical expertise in basic project and program development. Frequently these activities are conducted without much guidance from the BAPPEDAs. Planning, therefore, becomes a relatively fragmented and discontinuous process of decision-making wherein sectoral concerns are pursued without reference to a more comprehensive and intersectoral set of program and financial priorities.

This sectoral compartmentalization is further reinforced by a fragmentation of the budgetary process. Each of the kanwil offices receive a certain allocation of funds and project priorities from their parent central office, over which the BAPPEDA has only marginal control. This kind of program and budgetary process makes it very difficult for the BAPPEDAs to effectively exercise much direction and control in bringing greater integration and coherence in the formulation of regional development plans. Many of the regional kanwils tend to rely upon their parent office at the central government level for instructions and guidance, rather than taking much initiative in defining development needs and problems as they are perceived in their own administrative jurisdiction. As a consequence, many of the planning sections of the regional kanwils are relatively unprepared to provide inputs and effective participation for the BAPPEDA organization. Thus, many of the DUPS submitted to the BAPPEDAs are without adequate information and justification on project goals, budgetary needs and management requirements.

Given the above constraints, many of the BAPPEDAs are not in a position to exercise much influence over planning and management, and as mentioned above they are frequently reluctant to try to superimpose their own development priorities and objectives in defining how sectoral agencies should begin to interrelate with each other. As a consequence, many of

the BAPPEDAs simply become a clearing house, with sectoral projects being submitted by the kanwils/dinas-dinas and collated by the BAPPEDAs into a regional plan which represents a shopping list of projects for submission to the central government. Few priorities are established in ranking or excluding proposals, and regional budget requests may exceed the anticipated central government allotments by a relatively wide margin. The central government is thereby forced to make the hard choices in establishing priorities in the approval and rejection of budget requests.

### 1.2.3 Budgetary Practices

Given the need for a more area-focussed and spatial dimension in regional development it is essential to understand some of the current problems which serve to impede progress in the adoption of such an approach.

Perhaps the most critical bottleneck is the fact that current national and regional budgetary practices involve independent sectoral project and program submissions. This process works against the preparation and submission of an integrated package of spatially defined programs and projects. If such a package were formulated at the regional level, each of the component sectoral projects would need to be extracted for independent submission through the sectoral agencies. Because of the intersectoral nature of the area package, if any one project is cut-out or modified by size or location, this will have an adverse impact upon the remaining components of the package. Under the current system, submission of an integrated package runs the risk that a number of the component parts will be deleted or modified in such a way as to imperil the functioning of the remaining parts. Thus, some new or modified budgetary process needs to be considered in order to facilitate and encourage the design and implementation of integrated area development programs.

#### Summary

It needs to be recognized that the current role of

the province and kabupaten/kotamadya in planning and management is relatively limited and that the central government exercises major influence over project selection and budgetary resources in regional development. Indeed, the center must exercise some policy control in establishing major development priorities, but at the same time, many recognize that, given the great diversity in regional economic and social conditions, it is important for provincial and kabupaten/kotamadya levels of government to assume greater responsibility in tailoring and initiating development programs which respond to their own particular needs and problems. The need for greater regional involvement in development planning and management has been encouraged by the central government through a number of measures, which, in addition to the establishment of the BAPPEDA, include the introduction of the BAPPEDA-BAPPENAS regional and national consultations, and the creation of a wide range of INPRES programs for provincial and kabupaten/kotamadya levels of government. Many of these measures have been quite innovative and represent a serious attempt on the part of the central government in enlarging the scope of decision-making at the regional level.

It can be further anticipated that in REPELITA III and beyond, other measures will be initiated in providing greater regional involvement in the formulation and implementation of their own development efforts. The critical question will only be one of determining the speed and magnitude with which this process should take place. Thus, it should be noted that BAPPENAS has already transferred major responsibilities to the BAPPEDA for the monitoring of centrally-funded development projects. Further steps of this kind will be conditioned by a wide range of factors including, most importantly, the confidence which the regions can provide the center in demonstrating their capacity to effectively manage newly acquired responsibilities. Likewise, the center will need to avoid over or underestimating capacities for undertaking new planning and management responsibilities at the provincial and kabupaten/kotamadya level of government.

A critical component in the above process concerns training as a vehicle for improving individual and organizational capacities in performing regional planning and management functions. The development of a dynamic nationwide training effort should be able to gradually resolve many of the above-mentioned staffing and organizational constraints. Indonesia has already initiated a number of training programs to address these needs, and the following section provides an overview of existing training programs and resources currently engaged in this process. It should be added in this context, however, that recognition must be given to the fact that training should be seen as just one of a number of available instruments for improving planning and management performance. In some cases deficiencies in the performance of the planning and management function may reflect a lack of sufficient manpower - a condition which would require the recruitment of additional personnel and perhaps the provision of additional incentives for career development. In other instances, a lack of budgetary resources may serve to hamper the planning function, whereas in other cases, organizational constraints, such as a lack of clear guidelines in the allocation of authority and control may impede the performance of these functions. In each of the above examples training only provides a partial answer; support measures would also need to be introduced in personnel policy, budgetary allocations and/or general administrative practices in allowing for improvements in planning and management. Thus, some diagnosis of the actual obstacles will be needed before applying a particular prescription in strengthening regional capabilities for plan formulation and implementation. One of the major components of the proposed training strategy concerns an emphasis upon the provision of supporting or non-training measures which enable planning and management agencies to fully benefit from training inputs.

1.3 TRAINING PROGRAMS IN REGIONAL DEVELOPMENT  
PLANNING AND MANAGEMENT

Many of the staffing constraints currently faced by

the Th. I and II BAPPEDAs reflect the fact that training in regional planning and management is a relatively new area of endeavor in Indonesia. Aside from the Departemen Planologi which was established at the Institut Teknologi Bandung in 1959, it was only in the early and mid 1970's that government and universities began sponsoring degree and nondegree training courses designed to provide skill upgrading in regional planning and management for Th. I and II officials. The following section reviews only the major training programs currently underway in Indonesia, and is followed by a general summary of the problems and potentials which need to be addressed in further developing this resource base. A more detailed review of these training programs is contained in Annex II.

#### 1.3.1 University Training Programs

Four of Indonesia's major universities are currently offering degree or nondegree programs for training in regional planning and management. A brief review of these programs is contained in Chart 1.1. Two masters degree programs are currently in operation. This includes the Natural Resources and Environmental Management Program at Institut Pertanian Bogor (IPB) and the Departemen Planologi program at Institut Teknologi Bandung (ITB). With the addition of the rural development planning program at IPB, which will likely start up next year as a masters degree effort, the maximum potential yearly output of these three degree training programs would be about 80-90 graduates. Some portion of this number would be employed at the central level of government, whereas others would be employed by regional government agencies.

Nondegree advanced university training programs currently produce around 150 graduates. The participants in these programs are generally early and mid-career government officials who serve in central and regional level government agencies.

Chart 1.1.

**EXISTING UNIVERSITY TRAINING PROGRAMS IN REGIONAL PLANNING AND DEVELOPMENT**

University Degree Program	Year Established	Student Admissions per year	Source of Student	Length of Course	Program Description
Urbanism Planning	1969	40-50	High School Graduates	4 1/2 years	<ul style="list-style-type: none"> <li>Course subjects include regional planning, urban planning, transportation planning, regional economics, regional geography, village planning, techniques of evaluation, agricultural planning, financial planning, administrative planning, ecology and development economics.</li> </ul>
Natural Resources and Environmental Management Institute Post-Diploma Degree	1977	20	Government Agencies and Regional Universities	2 years	<ul style="list-style-type: none"> <li>Required core courses in resource management and planning.</li> <li>Students allowed to specialize in one of the following seven fields: Water Resource Management; Quantitative Ecology; Resource Economics; Land Use; Human Ecology; Conservation and Resource Planning and Administration.</li> </ul>
Rural Development Planning Program Institute Post-Diploma Degree	1980-81	20		2 years	<ul style="list-style-type: none"> <li>Curriculum includes primary emphasis upon rural development finance and administration, rural and regional economics, rural sociology, soils and land productivity, resource economics, and rural development planning and theory.</li> </ul>
University Post-Diploma Program					
Indonesian Development Studies Program Universitas Indonesia	1976	25	Provincial and Kabupaten Government Agencies	7 months	<ul style="list-style-type: none"> <li>Course subjects include regional planning; social development planning; development theory; industrial and agricultural development; development administration; employment generation, and research methods.</li> </ul>
Regional Development Planning Program Universitas Sebelas Maret	1979	15-20	Provincial and Kabupaten Government Agencies	1 year	<ul style="list-style-type: none"> <li>Course subjects include, social, economic and physical planning; regional economics and geography, math and statistics, projects evaluation, development administration, economic development, research methods.</li> </ul>
National Planning Program Universitas Indonesia	1972	Short Course 60 Long Course 65	Central and Provincial Government Agencies	Short course 6-8 weeks Long course 8 weeks	<ul style="list-style-type: none"> <li>Two short courses are offered each year in the areas of project evaluation, and agriculture/agro-industry project evaluation.</li> <li>Long course includes emphasis upon micro/macro economics, economic development, development administration, project evaluation, development planning, and regional planning.</li> </ul>

### 1.3.2 Central Government Departmental Training Programs

Several of the central government departments are or have sponsored nondegree short courses in some sectoral or specific aspect of regional planning and management. Two of the most continuous and comprehensive of these programs are currently sponsored by Departemen Dalam Negeri and the Departemen of Public Works. They are reviewed as follows :

#### Badan Diklat Courses in Regional Development Planning

Badan Diklat has been offering a series of short courses in regional development planning for provincial and kabupaten/kotamadya planning officials. This effort began in 1975 with the training of selected BAPPEDA officials in a series of three one-month courses and has continued on an annual basis since that year. Thus, in its most recent series of courses for kabupaten planning officials (a one month course conducted in 1978 at each of the eight regional training centers and involving 30 to 40 students per course), a number of the instructors were BAPPEDA officials who attended an earlier two-month course (offered in both 1977 and 1978) to train the participants as instructors of kabupaten officials in the field of development planning.

Badan Diklat has also conducted three urban courses for city planners to date. These courses were run in cooperation with DDN's Direktorat Pembangunan Perkotaan (within the Direktorat Jenderal Pemerintahan Umum dan Otonomi Daerah) and BKS-AKSI (Badan Kerjasama Antar Kotamadya Seluruh Indonesia). About 50 urban planning officials from approximately the same number of kotamadya attended each of the three courses. Each course was 45 days in length. The participants were primarily from Direktorat Tata Kota dan Tata Daerah (Dinas P.U) and from the Subdirektorat Pembangunan.

Departemen FUTL's Courses in Urban Social  
Development Planning and Area Social Development  
Planning

Two training courses are conducted annually by the Direktorat Tata Kota dan Tata Daerah, Direktorat Jenderal Cipta Karya, with support from UNICEF. This effort consists of a course in urban social development planning which has been held annually for the past five years, and a course in area social development planning which has been held annually for the past six years. The courses are looked upon as an integral part of Cipta Karya's UNICEF-supported assistance to ten selected areas with heavy concentrations of rural poor and to Kampung Improvement Programs (KIP) in seven urban centers. Each course uses one of these areas or urban centers as a study site in the training, and an attempt is made to deal with the selected area or urban center in a comprehensive way, covering the basic physical, social and economic aspects of area development problems and their solutions. Each course has 20 to 30 students, with all of the participants being regional government planners and managers with positions in a variety of staff and line departments. Participants in any given course not only come from the area which is chosen for study but also from other areas and urban centers which are receiving concentrated assistance from Tata Kota dan Tata Daerah.

1.3.3 Provincial Planning and Management Courses

There are a number of other training courses which have not been included in the above list, but are covered in the annex. Worthy of note in this context are the various regional planning and management courses conducted by several of the provincial BAPPEDAs for kabupaten and kotamadya level officials. Most of these courses are approximately one month in length and usually include from 20 to 40 participants. A number of provinces are offering these courses on an annual basis, and in some cases, provincial training centers have been established to provide classroom and dormitory facilities.

### Summary

The above review indicates that government and university institutions have been quite active in generating a variety of training efforts to strengthen planning and management capacities. Within a relatively short period of time these efforts have yielded an impressive record of accomplishment. Many of the senior level staff in the provincial BAPPEDAs have received some nondegree formal training in one or more of the above programs. One of the most important contributions of these training activities has been to create an awareness among regional officials of the need for skill improvements and the desire to participate in training programs designed to achieve this purpose.

While a number of institutions have been quite vigorous in their efforts to organize and sustain a range of training programs in regional planning and management, the output of these activities still falls far short of meeting Indonesia's vast and rapidly growing training needs. The majority of planning and management staff at the kabupaten and kotamadya level of government have yet to receive any substantial training experience, and under current conditions there simply is not a sufficient number of skilled instructors and training resources to generate an effective response to this need. Because of the limited availability of instructors with extensive backgrounds of experience and training in regional planning and management, most of the current nondegree training programs are not able to operate at full capacity for the entire year.

In general, these time constraints do not allow instructors to cover selected subject areas in any great depth. In addition, because of the intensive supervision required in the conduct of field or workshop exercises, few of the training courses provide the kind of in- and out-of-class-room experience which enables trainees to practice and refine their newly acquired skills under actual or simulated on-

the-job conditions. Finally, because the formal discipline of regional planning and management is just beginning to emerge within the Indonesian context, many of the courses still lack the kind of substantive integration which clearly establishes the relevance of what the training has to offer in improving actual planning and management performance.

While current training programs are functioning under a number of organizational and manpower constraints, a sufficient level of experience has been acquired in providing a sense of direction on what the next steps should be in expanding and building upon what has already been accomplished. Most importantly a set of government and university structures have emerged in offering a variety of training programs, and this institutional capacity represents a valuable and promising resource base which needs to be further supported and fully utilized in a national training effort. Finally, given the relative newness of regional planning and management as a profession and academic discipline, the current Indonesian environment remains open and responsive to new approaches in the design and conduct of training programs. Thus, with proper government support, it should be possible to substantially enhance current training capacities in meeting the need for more skilled manpower in regional planning and management.

## CHAPTER II

### SKILL REQUIREMENTS FOR IMPROVED REGIONAL PLANNING AND MANAGEMENT

#### 2.0 INTRODUCTION

In formulating a national plan for training provincial, kabupaten and kotamadya personnel in planning and management, the first need is to determine the kinds of skills required to undertake this vitally important work. One approach would be to analyse the present nature of the planning and management process as it is currently being carried out at the provincial (BAPPEDA), kabupaten and kotamadya levels. Such an analysis was made and some of the present problems and issues have been summarized in Chapter I of this document. The current planning and management process is hampered in varying degrees by (1) a severe quantitative and qualitative shortage of trained development planners/programmers, and (2) institutional problems which include the absence of planning agencies at Tingkat II in most areas.

Therefore, in order to determine the basic content of training to produce the skills which will be required, it is necessary to think beyond mere description of the present process and to build a concept of what the planning/management process should look like at Tk. I and II levels. This should reflect Indonesian methods and be based on what can realistically be achieved within the next few years. It should nevertheless contain a conceptual framework of the kind of planning/management activity that should be carried out to support more equitable and efficient regional and urban development.

To arrive at such a concept, there are five basic questions which must be addressed in logical sequence :

- (1) What are the critical development steps and tasks which governments at Tk. I and II should be going through to bring about comprehensive, intersectoral planning/programming/implementation?

- (2) What techniques are required to support these critical development tasks?
- (3) How will this model of critical development tasks and required supporting techniques vary at provincial, kabupaten and kotamadya levels?
- (4) What types of specific skills and professional/technical personnel are needed at each level to form the "intersectoral development team" in the planning agency?
- (5) How great is the gap between existing staff capacity and the skill requirements suggested as needed for improved regional planning and management?

The balance of this chapter will attempt to answer each of these questions in order. It should be stressed that the order is important here, with answers to the initial questions determining the approach to subsequent questions.

## 2.1 CRITICAL DEVELOPMENT STEPS AND TASKS

### 2.1.1 Objectives Sought

Before outlining critical steps in the planning/management process, a few initial comments should be made : It should be understood that the emphasis is on truly "comprehensive" planning and programming for the regions. The concern here is with intersectoral coordination of the development activity of all sectoral departments, involving social, economic and physical dimensions. Training programs will be chiefly targeted at those agencies which are responsible for coordinating, monitoring and evaluating the plans/programs/projects of individual sectors as they impact on particular provinces, kabupaten and kotamadyas. This intersectoral planning and management function must strive to tie together the activities of all line departments (kanwil and dinas-dinas).

However, it is assumed that each kanwil or dinas will

have its own sectoral planning and management function and that the specialized training for each function is the responsibility of the department in question. The focus of the KPPMT is not on the management-of-implementation of specific sectoral programs/projects, but rather on building an improved capacity for comprehensive planning and management within a given region which ties all sectoral activity together. It is this latter function which the line departments are not able to carry out. Management in this context includes such tasks as formulating an integrated annual development plan/budget, and monitoring and evaluating the implementation work carried out by line departments. In certain cases, it might go further to include actual supervision of implementation of pilot multisectoral programs.

The focus of training will be to produce cadres of professional and technical personnel who can formulate plans and programs which are responsive to the specific conditions, problems and needs of each region or local area, bearing in mind that priorities among sectors and available resources will vary from region to region and area to area. Much of Indonesia's development activity to date has emanated from Jakarta and been passed vertically to the regions on an essentially sectoral basis, primarily via the kanwils. By building up a regional planning and management capability at Tk. I and II, this vertical-sectoral channel can be complemented by a horizontal-intersectoral approach which addresses intra-regional priorities. This emphasis on intersectoral area planning is particularly relevant at Tk. II. In addition, it should be stressed that improved planning and management at Tk. I and Tk. II can strengthen vertical channels, both the sectoral linkages between and within kanwils and dinas-dinas as well as the intersectoral relationships between BAPPEDAs (Tk. I) and BAPPEMKA/KOs (Tk. II).

Applying a basic systems approach, it is possible to describe the planning/management process within a model which would be generally the same for all areas

at Tk. I and II, i.e., the kabupaten (or primarily rural areas), the kotamadya (urban areas), and the province (which embraces both). The critical development steps and tasks will be fundamentally the same at all these levels, although there will be some variation in emphasis and in more specialized techniques and skills required at each level. These variations will be discussed in a later section. But first we shall introduce the general model in this section.

### 2.1.2 Critical Development Steps and Tasks in the Planning/Management Process

Chart 2.1 presents a general model of the planning/management process as a systems diagram. The critical development steps and tasks, and their sequential relationship to each other in the process, are indicated in this diagram. Although a more detailed description of each task is given in Annex II to this report, only some of the major features and highlights of the process will be briefly mentioned here :

- (1) It should be stressed that the process is continuous. The planning/management agency should be involved in the entire sequence of activities, from a description of existing conditions and trends to formulation of long-range strategies, to development of annual action programs, to the monitoring and evaluation of implementation. In this process, the agency should move from a long-range framework toward specific annual programs.
- (2) It should also be stressed that the process is cyclical. Large portions of the process should be repeated annually, as the agency formulates the annual development program for its region. The periodic evaluation of implementation impact (7.1) would lead to feedback to the initial tasks, as the cycle of the planning/management process begins again.
- (3) Some of the most important steps in the process are :

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Chart 2.1

System Diagram of Planning/Management Process

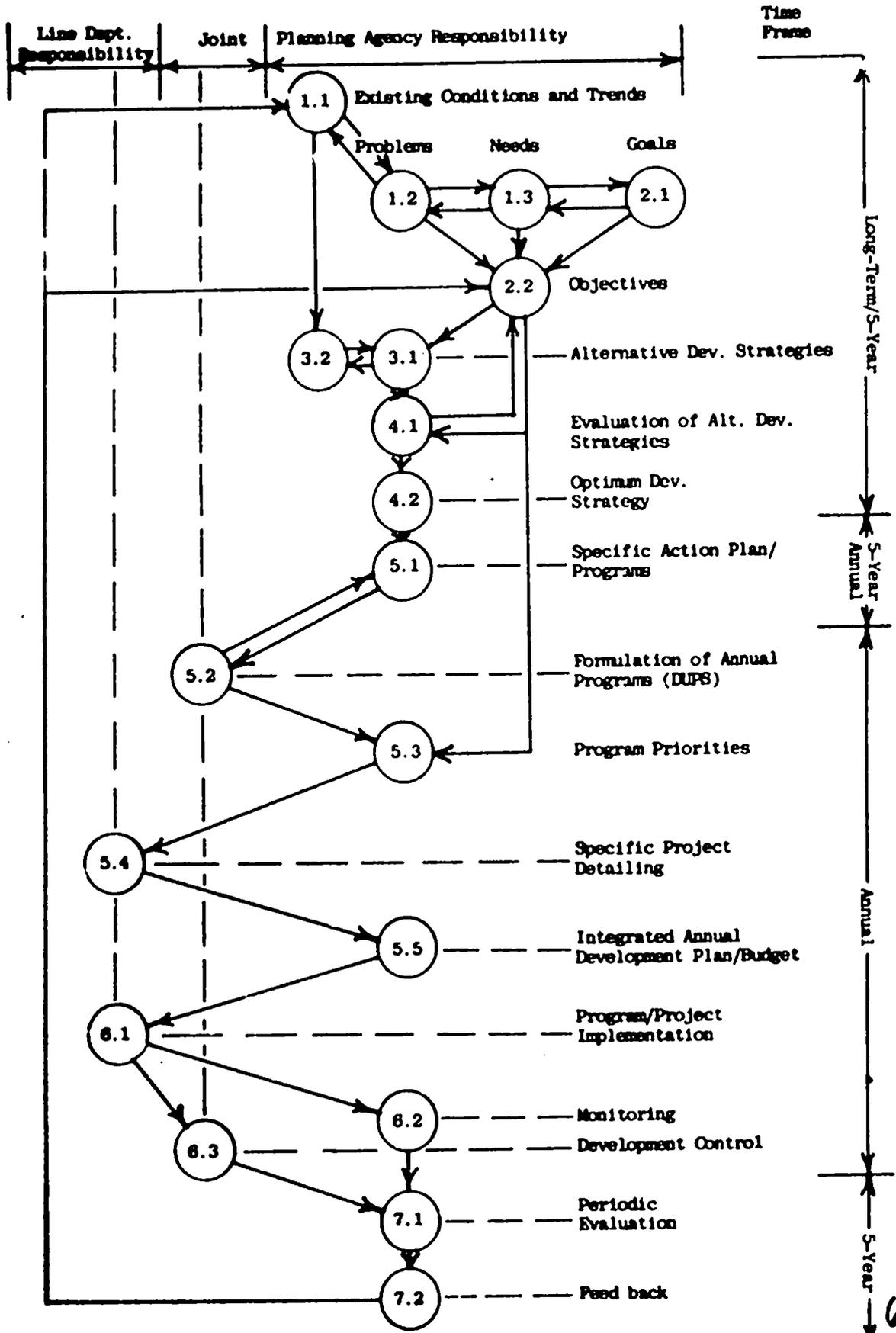


Chart 2.2

Relationship between Techniques and  
Critical Development Tasks

<u>Critical Dev. Tasks</u>	<u>Techniques Required to Support Tasks</u>
1.1	T1 Basic techniques for data collection, presentation and analysis (including information system, methods of survey and analysis, etc.)
3.1	T2 Specific techniques for projecting/ forecasting aspects of the system (including population, employment, social and physical infrastructure, etc.)
3.2	T3 Techniques for overall system simulation and projection
4.1 - 4.2	T4.1 Techniques for general strategy evaluation
5.1	T5 Basic techniques for translating general strategy into specific plan and programs
5.2	T6 Applied research and techniques for identifying and formulating specific action programs
5.3 - 5.5	T7 Specific techniques of program/project appraisal and feasibility analysis
6.2	T8 System and techniques of development implementation monitoring
6.3	T9 Techniques and mechanisms of development control
7.1	T4.2 Techniques of impact analysis/evaluation of actual implementation activities

Note :

Techniques shown in right-hand column are used to support critical development tasks shown in left-hand column. See Chart 2.1 for summary of each task.

(Task 1.1) Here existing conditions and trends are described and analysed, based on an information system which integrates data on basic resources, population, employment, activities, land uses, communications and flows systems, etc.

(Task 3.1) In this task, alternative development "strategies" which set out "broad choice package" for the area in policy terms are formulated. The time frame emphasizes long-term (20-year) and five-year periods. Alternative strategies are evaluated and an optimum one selected in Task 4.

(Task 5.1-5.5) Having selected the "optimum development strategy" the next task is to translate this into a specific action plan and set of programs which together can be implemented. Here, a financial ceiling and other key resource constraints (human and material) must be considered. A five-year action plan should be formulated as a framework within which specific programs are further detailed on an annual basis. This entire Task 5 would then lead into the "DUP" process, in which programs are formulated (5.2), priorities among programs set (5.3), and projects further detailed (5.4), culminating in an integrated annual development plan/budget to be prepared by the planning agency (5.5). Responsibility for this general task is shared by both the planning/management agency and the dinas-dinas/kanwils, as is shown on Chart 2.1.

## 2.2. TECHNIQUES REQUIRED TO SUPPORT CRITICAL DEVELOPMENT TASKS

### 2.2.1 Background Statement

What follows is a listing of the techniques required to support specific steps and tasks in the planning process. Each of these specific techniques varies in degree of complexity, and a determination is required as to which of them are appropriate under various conditions in Indonesia. The entire process requires that the planner integrate material from several sectors or sources. It is necessary to think in intersectoral terms in order to address key public policy concerns. This is a matter of style and approach rather than a specific tool.

### 2.2.2 Listing of Techniques

Chart 2.2 presents a brief list of techniques and

shows how each relates back to specific critical development tasks. Again, a more detailed description of each of these techniques, as well as a summary of the types of data that would be incorporated into an information system, can be found in Annex II.

## 2.3 VARIATION IN CRITICAL TASKS AND TECHNIQUE BY LEVEL

### 2.3.1 Background Statement

How will this model of critical development tasks and required supporting techniques vary at provincial, kabupaten and kotamadya levels? Because of the important vertical relationships between Tk. I and Tk. II, comments in this connection are organized by clusters of tasks/techniques, with the two levels as sub-headings within that structure. Once more, the comments which follow merely summarize the most essential variation by level and the reader should refer to the full version of this analysis in Annex II.

### 2.3.2 Comments on Provincial, Kabupaten and Kotamadya Variations

The most essential variations in development tasks and techniques can be summarized as follows :

(1) For some tasks and related techniques, BAPPEDAs (Tk. I) should take the lead in developing uniform systems of information, monitoring/reporting and evaluation, as the case may be, using guidelines laid down by BAPPENAS where available. This need for Tk. I leadership is strongest for those tasks involving the description of existing conditions/trends (1.1), the establishment of a monitoring system (6.1) and periodic evaluation (7.1). However, the basic capability to evaluate, as well as to collect and analyze information, should be developed at both Tk. II and Tk. I levels.

(2) For other tasks, Tk. II BAPPENKAS/BAPPENKOS should play the crucial role. For example, this

would be the case with the basic tasks of problem and needs identification (1.2, 1.3), and formulation of goals/objectives (2). It is at the Tk. II level that these tasks are most critical because the planners are "closer to the ground" and better able to perform these functions.

However, it should be recognized that there is considerable regional variation throughout Indonesia with respect to the capacity of Tk. II jurisdictions to play such a crucial role. On much of Java and in selected other areas, Tk. II planning/management capacity already exists and can be rapidly enhanced through training. In many parts of the outer islands, on the other hand, Tk. II has very limited present capacity. For those areas, a crucial role in planning/management for the Tk. II level should be taken as a long range objective.

- (3) One of the major differences between provincial and Tk. II levels is the need for greater specialization within the provincial BAPREDAs. This is particularly the case with Task 3 and Techniques T2 - T3, which involve formulation of alternative development strategies and techniques for projection and forecasting. This need for more specialized expertise at Tk. I should be reflected in the specific profiles of required skills and personnel shown later in this chapter.
- (4) Another important difference between Tk. I and Tk. II comes out in the formulation of specific development plans/programs (Task 5.1). At Tk. I, development plans/programs should stress the detailing of sectoral programs, with a relatively general or "broad brush" spatial strategy. However, at Tk. II, these plans/programs should be more specific, especially with regard to the spatial aspect. But planning efforts at both levels should be seen as complimentary.
- (5) Although there is generally no inherent difference

in carrying out planning tasks between kabupaten and kotamadya levels, the specific content of information systems, alternative strategies and other elements will vary. Important differences between rural and urban areas leads to the need for some degree of specialization in skill requirements.

The above comments represent only a summary of the most important differences by level in carrying out the planning function, and the reader is referred to Annex II for a full analysis.

## 2.4 SPECIFIC TYPES OF REQUIRED SKILLS AND PROFESSIONAL/TECHNICAL PERSONNEL

### 2.4.1 Identification of Types of Required Skills and Personnel

Based on the above analysis of critical development tasks and supporting techniques, including their variation at the two levels, it is possible to answer the fourth question raised at the beginning of this chapter : what types of specific skills and professional/technical personnel are needed at each level to carry out intersectoral planning and management? A tentative answer consists of the following comments :

- (1) At both levels of government, it is assumed that the chief target institution for training will be the planning agency; i.e., the already established BAPPEDAs at Tk. I level and the yet-to-be established BAPPENKAs/BAPPENKOs for the kabupaten/kotamadyas. It is assumed for the purposes of this report that BAPPENKOs will be set up in all kotamadyas during REPELITA III and BAPPENKAs will be initiated on a phased basis in the kabupaten during REPELITA III. Although key members of bureaus, subdirectorates, dinas-dinas and kanwils should be exposed to the Badan Diklat training approach through orientation courses, the planning agencies will be the chief target of this program.

- (2) The relationship and linkages between the new planning agencies at each level and the dinas-dinas and kanwils is of course crucial for intersectoral planning and management. The planning agency may have to recruit or "borrow" more specialized personnel from the line departments in the early years of its life, although it will usually need its own people in the long run. However, the exact balance in staffing between the bureaus or subdirectorates of the kantors gubernor/bupati/walikota, the dinas-dinas and kanwils, and the planning agency may vary depending on available personnel, the style of the chief executive and other factors. It should be stressed that the great diversity in conditions throughout Indonesia, especially at the Tk. II level, implies that there is not one model but a variety of approaches to building up an effective intersectoral development team.
- (3) There appear to be three general types of planning/management personnel required, with variation by the degree of specialization in skills : (a) general regional planners (or general urban planners for the kotamadyas) who have a broad knowledge of the field; (b) an intermediate group of planners who have a degree of specialization (such as social development, economics and engineering) within the field; and (c) specialists in a variety of relevant disciplines (such as demography, agricultural economics, geology, and transportation engineering and planning). The actual combination of these three general types of personnel appropriate to a given planning agency will vary by level of government, time frame and general regional location.
- (4) Within a given planning agency, there will be a build-up of personnel over time. As the agency is formed, the minimum staff required to perform critical development tasks must be determined. It makes no sense creating a new BAPPENKA, for example, if this minimum initial staff is not available. With the passage of time, a more

Chart 2.3

Types of Specific Skills and Professional/Technical Personnel  
Required at the Three Levels

Province (BAPPEDA)	Kabupaten (BAPPENKA)	Kotamadya (BAPPENKO)
General regional Planner (-)	General regional Planner (-)	General urban Planner (-)
Demographer (+)		
Health and nutrition planner (+)	Social development planner (+)	Social development planner (+)
Education planner (+)		
Statistician/computer specialist (+)		
General development economist (+)	Rural economist (+)	Urban/Industrial economist (+)
Agricultural Economist (+)		
Financial Specialist (+)		
Geologist/Soils Specialist (+)	Land use/Spatial planner (+)	Land use/physical planner (+)
Geographer/ Cartographer (+)		
Transport engineer/ planner (+)	Engineer/ planner (+)	Transport engineer/ planner (+)
Civil engineer/ planner (water) (+)		Civil engineer/ planner (sanitary) (+)
Administrative technician (+)	Administrative technician (+)	Administrative technician (+)

Note: (-) General planner  
 (+) Intermediate skill-level personnel  
 (+) Specialists in related disciplines

optimal staffing situation can be envisaged, and it is hoped that the build-up of personnel would use this optimum as its target. It is difficult to determine precisely how rapidly such an optimum can be achieved, since resources available for training and other factors cannot be predicted with accuracy. The point is that the required magnitudes of staff is a moving target, so that training programs must be geared to delivering improved skills and personnel to particular planning agencies with the passage of time.

(5) Chart 2.3 lists the types of skills and professional/technical personnel required to perform the planning and management tasks at the three levels of government. Although the chart appears to present these in static terms, it should be viewed as a dynamic set of targets toward which BAPPEDA, kabupaten and kotamadya planning agencies should move over time. Chart 2.3 shows the types of personnel which will be an optimum target for all planning agencies to recruit as rapidly as possible, although it is recognized that there is considerable variation as to when these targets can be achieved. Many of the specialists shown are not presently on the BAPPEDA staffs, and most of the Tk. II planning agencies will have to get started without all of the intermediate-specialization personnel shown on the chart. The chart does not indicate magnitudes, but is an attempt to characterize the kinds of skills that will eventually be needed.

(6) Some comments on these proposals at each level are in order :

(a) Province : The BAPPEDAs will of course build up more specialized personnel on their staffs than will Tk. II planning agencies. As soon as possible, BAPPEDAs should be in a position to engage most if not all personnel types shown on Chart 2.3. There will certainly be the need for at least those specialists shown

and it is a reasonable target to strive for. Although most BAPPEDAs may not yet have direct computer capability within the foreseeable future, for instance, they will need people who can read printouts and interpret mechanically processed data from Jakarta.

(b) Kabupaten : The optimum target to be aimed for as rapidly as resources permit will be to have general regional planners plus the five intermediate types shown on Chart 2.3 in place in most BAPPEMKAs. These intermediate skills types are created by a "merging" of two or three specialized skills (shown for BAPPEDA) into one person at the Tk. II level. A "social development planner" would, for example, combine the analytical and subject area skills of the demographer, statistician, health and nutrition planner, and education planner.

(c) Kotamadya : For the urban areas, the wide variation in city size and conditions makes generalizations especially difficult. For all but the largest four-five kotas, however, the types of personnel shown on Chart 2.3 will be a reasonable target to strive for as rapidly as possible. As with the BAPPEMKA, the target for most BAPPEMKOs would be to develop a staff made up of general (in this case, urban, planners and several intermediate skill-level types). Some of these latter types should have somewhat different skills than kabupaten personnel, since they will be urban-based. This includes the economist, land use planner, and civil engineer/planner.

#### 2.4.2 Possible Future Personnel Magnitudes for Planning Agencies

Having identified the types of personnel required for the planning agencies, it is now appropriate to make preliminary estimates of the magnitude which would be applicable for a local area of a given size. The

approach taken here is to take two specific areas at each level, one jurisdiction which is typical of conditions on Java and one which is typical of the contrasting outer island conditions. There are three major variables which will affect planning agency staff magnitudes: (a) total population size, (b) area of the jurisdiction (sq. kms.), and (c) general regional location. Generally speaking, jurisdictions on Java have large populations and small areas, whereas typical jurisdictions in outer islands have reversed conditions. For the purposes of this illustrative exercise in estimating the number of personnel required in the planning agencies, the following jurisdictions have been analysed:

<u>J a v a</u>	<u>Outer Islands</u>
Provincial BAPPEMKA : Jawa Tengah (23.5 million pop.)	Sulawesi Selatan (5.2 million pop.)
Kabupaten BAPPEMKA : Pati (1.1 million pop.)	Aceh Barat (225,000 pop.)
Kotamadya BAPPEMKA : Semarang (750,000 pop.)	Benjarmasin (300,000 pop.)

In each of these six specific cases, estimates have been made of the magnitudes of required personnel on two bases: (1) the minimum initial staff required for agency start-up (especially applicable for Tk. II units), and (2) an optimum target to be achieved as rapidly as possible.

Charts 2.4, 2.5 and 2.6 present these manpower estimates for the BAPPEDAs, BAPPEMKAs and BAPPEMKOs respectively. These estimates involve a series of judgements in balancing what seems to be required to perform critical development tasks with what can realistically be achieved.

A number of points related to specific levels should be made regarding these estimates:

Sheet 2.0

(Attainment of Standard Production/Technical Personnel for the Project) (Part 1)

(1) **INDONESIA** for Project Java Tengah

Population : 22.9 million (1971)

Area : 94,000 sq. km.

Personnel Type	General Adm.		Economic		Social Politic		Physical		Res. & Evaluation		Total	
	Initial Staff	Optimum Staff	Initial Staff	Optimum Staff	Initial Staff	Optimum Staff	Initial Staff	Optimum Staff	Initial Staff	Optimum Staff	Initial Staff	Optimum Staff
General regional planner	1	2	-	1	-	1	2	4	-	1	3	13
Demographer					1	1					1	1
Health and nutrition planner					2	2					2	2
Education planner					2	2					2	2
Statistics/computer analyst			-	1	-	1			1	2	1	4
General development economist			2	4					1	2	4	6
Financial specialist			-	1							-	1
Agricultural economist			-	4							-	4
Ecologist/soils specialist							-	1			-	1
Geographer/cartographer							1	2			1	2
Transport engineer/planner							1	2			1	2
Civil engineer/planner							2	4			2	4
Administrative technician	6	8	5	4	3	5	2	2	4	8	17	27
	6	11	6	15	6	12	7	16	6	13	20	66

\* Initial (present) personnel usually of intermediate skill type

(2) **INDONESIA** for Project Sulawesi Selatan

Population : 6.2 million (1971)

Area : 82,700 sq. km.

Personnel Type	General Adm.		Economic		Social Politic		Physical		Res. & Evaluation		Total	
	Initial Staff	Optimum Staff	Initial Staff	Optimum Staff	Initial Staff	Optimum Staff	Initial Staff	Optimum Staff	Initial Staff	Optimum Staff	Initial Staff	Optimum Staff
General regional planner	1	2	-	1	-	1	1	2	-	1	2	9
Demographer					1	1					1	1
Health and nutrition planner					1	1					1	1
Education planner					1	1					1	1
Statistics/computer analyst			-	1	-	1			-	1	-	3
General development economist			2	2					-	1	2	3
Financial specialist			-	1							-	1
Agricultural economist			-	2							-	2
Ecologist/soils specialist							-	1			-	1
Geographer/cartographer							-	1			-	1
Transport engineer/planner							1	1			1	1
Civil engineer/planner							1	2			1	2
Administrative technician	3	5	2	2	2	3	2	2	2	6	11	16
	4	7	4	9	3	8	4	9	2	7	17	40

\* Initial (present) personnel usually of intermediate skill type

**Sheet 2.3**

**Records of District Functional/Statistical Personnel for the Initial PERPLAN**

(1) **PERPLAN for Suburban Park** Population: 1.1 million (1971)  
Area: 1,400 sq. km.

Personnel Type	Division	General Admin.		Info. & Research		Strategy Planning		Action Programming		Plan. & Evaluation		Total	
		Initial Staff	Optimum Staff	Initial Staff	Optimum Staff	Initial Staff	Optimum Staff	Initial Staff	Optimum Staff	Initial Staff	Optimum Staff	Initial Staff	Optimum Staff
General regional planner		1	2			1	3	0	2			2	7
Social development planner				1	2					-	1	1	3
Rural economist						-	1	-	1	1	1	1	3
Land use/spatial planner						1	2	0	1			1	3
Engineer/Planner						1	1	0	2			1	3
Administrative technician		1	2	1	3					1	3	3	9
		2	6	2	8	1.8	7	1.0	6	2	5	9	20

(2) **PERPLAN for Suburban Park Rural** Population: 225,000 (1971)  
Area: 12,100 sq. km.

Personnel Type	Division	General Admin.		Info. & Research		Strategy Planning		Action Programming		Plan. & Evaluation		Total	
		Initial Staff	Optimum Staff	Initial Staff	Optimum Staff	Initial Staff	Optimum Staff	Initial Staff	Optimum Staff	Initial Staff	Optimum Staff	Initial Staff	Optimum Staff
General regional planner		1	1			1	2	0	1			2	4
Social development planner				1	2							1	2
Rural economist						-	1	-	1		1	-	2
Land use/spatial planner						1	1	0	1			1	2
Engineer/Planner						-	1	-	1			-	2
Administrative technician		1	2	1	2					2		2	6
		2	3	2	4	1	4.0	1	2.5	0	3	6	10

\* Action programming division to share personnel from strategy planning division

Chart 2.6

Estimate of Required Professional/Technical Personnel for Two Typical Scenarios

(1) Scenario for Sustainable Scenario (Population 750,000)

Personnel Type	General Adm.		Info. & Research		Strategy Planning		Action Programming		Plan. & Evaluation		Total	
	Initial Staff	Optimum Staff	Initial Staff	Optimum Staff	Initial Staff	Optimum Staff	Initial Staff	Optimum Staff	Initial Staff	Optimum Staff	Initial Staff	Optimum Staff
	Division											
General urban planner	1	2			1	2	0	2			2	0
Social development planner			1	2					-	1	1	3
Urban/industrial economist					-	1	-	1	1	1	1	3
Land use/physical planner					1	2	0	1			1	3
Transport engineer/planner					-	1	-	0			-	1
Civil engineer/planner					1	1	0	1			1	2
Administrative technician	1	3	1	3					1	3	3	9
	2	6	2	6	1.0	6.0	1.0	6.0	2	6	9	27

(2) Scenario for Sustainable Scenario (Population 300,000)

Personnel Type	General Adm.		Info. & Research		Strategy Planning		Action Programming		Plan. & Evaluation		Total	
	Initial Staff	Optimum Staff	Initial Staff	Optimum Staff	Initial Staff	Optimum Staff	Initial Staff	Optimum Staff	Initial Staff	Optimum Staff	Initial Staff	Optimum Staff
	Division											
General urban planner	1	1			1	2	0	1			2	4
Social development planner			1	2							1	2
Urban/industrial economist					-	1	-	0			-	2
Land use/physical planner					1	1	0	1			1	2
Transport engineer/planner					-	1	-	0			-	1
Civil engineer/planner					1	1	0	0			1	1
Administrative technician	1	3	1	3						2	2	8
	2	6	2	6	1.0	4.0	1.0	3.0	-	3	7	20

\* Action programming division to share personnel from strategy planning division

- (1) For the BAPPEDAs, "Initial" staff magnitudes to some extent reflect present levels of total personnel, although the backgrounds of existing staff do not conform with recommended personnel types shown on Chart 2.4 (See section 2.5 for an analysis of the relationship between existing staff capacity and required personnel). The implication of this analysis for the BAPPEDAs is that considerable specialized training and upgrading of existing staff will be required.
- (2) In many instances, existing BAPPEDA personnel are intermediate skill types, rather than the more specialized skill types. For example, economists will tend to have been trained as generalists within their field, rather than as "agricultural economists". The target will be to train more specialized types at Tk. I, both through training which upgrades existing staff and training geared to bringing in new people.
- (3) For both Tk. II planning agencies, an organizational structure has been assumed which more closely reflects actual development tasks, and which cuts across traditional sectoral divisions. It is assumed (and recommended) that the following five divisions be formed :
  - (a) General administration
  - (b) Information and research
  - (c) Long-range, strategy planning
  - (d) Short-term, action programming
  - (e) Monitoring and evaluation

This is a departure from the present BAPPEDA model which establishes sectoral divisions (physical, economic, social-politic). It is argued that, in a fundamentally intersectoral planning agency, sectoral divisions are less appropriate than ones that reflect major elements in the comprehensive planning process.

- (4) For the Tk. II agencies, the initial staff magnitudes shown should be interpreted as the minimum required start-up staff. If these minima are not

Chart 2.2

Estimate of Total Required Professions/Technical Personnel

Total Personnel for BAPPREAS (T1.1)

Personnel Types	Jurisdiction		Other Provinces (22)		Total	
	"Large" Provinces* (4)		Initial	Optimum	Initial	Optimum
	Initial	Optimum				
General regional planner	12	40	44	154	56	194
Demographer	↑	4	↑	22	↑	26
Health/nutrition planner	0	0	22	22	20	30
Education planner	↓	0	↓	22	↓	30
Statistician/computer analyst	4	16	-	66	4	82
General development economist	16	24	64	66	60	90
Financial specialist	-	4	-	22	-	26
Agricultural economist	-	16	-	64	-	60
Geologist/soils specialist	-	4	-	22	-	26
Geographer/cartographer	4	0	-	22	4	30
Transport engineer/planner	0	5	22	22	20	30
Civil engineer/planner	↓	16	↓	64	↓	60
Administrative technician	68	158	242	352	310	460
	120	264	376	600	494	1144

\* Java Barat, Bali, Jawa Tengah and Jawa Timur

(2) Total Personnel for BAPPURBAS/BAPPURWOS (T1.11)

Personnel Types	Jurisdiction				Other Jurisdictions				TOTAL	
	"Large" Jurisdictions* (62)		BAPPURICS (10)		BAPPURBAS (162)		BAPPURWOS (50)		Initial	Optimum
	Initial	Optimum	Initial	Optimum	Initial	Optimum	Initial	Optimum		
General regional planner	164	576	NA	NA	204	608	NA	NA	468	1182
General urban planner	NA	NA	20	60	NA	NA	100	200	120	260
Social development planner	82	246	10	30	152	304	50	100	294	600
Rural economist	82	246	NA	NA	-	204	NA	NA	82	342
Urban/ind'l. economist	NA	NA	10	30	NA	NA	-	100	10	130
Land use planner	82	246	10	30	152	304	50	100	294	600
Engineer/planner	82	246	NA	NA	-	204	NA	NA	82	340
Civil eng./planner	NA	NA	10	20	NA	NA	50	50	60	70
Transport eng./planner	NA	NA	-	10	NA	NA	-	50	-	60
Administrative technician	246	720	30	90	304	912	100	600	680	2100
	720	2208	80	270	912	2736	200	1000	2000	6302

\* All Subdistricts in Java are taken as "large"; the 16 most populous Kabupaten, which have populations in excess of 600,000, are taken as "large".

N.A. = Not Applicable

available, it is questionable whether the agency should be formed.

- (5) In smaller Tk. II jurisdictions, the monitoring and evaluation functions would not be undertaken in the beginning because the judgement was made that minimum personnel needed to perform these tasks would simply not be available. In addition, personnel constraints would make it necessary for the strategy planning and action programming divisions to share staff, especially in the beginning. This sharing of personnel is indicated where relevant on Chart 2.5 and 2.6. Finally, Chart 2.7 presents estimates of the total magnitudes of professional/technical personnel required to staff the entire country's BAPPEDAs, BAPPEMKAs and BAPPEMKOs. These aggregate estimates are derived from the specific estimates already made for each level (Charts 2.4 - 2.6). They show that nearly 7,500 persons will need to be trained, of which approximately 1150 will be for the BAPPEDAs, 5050 for the BAPPEMKAs, and 1300 for the BAPPEMKOs. This is indeed a challenging task.

## 2.5 RELATIONSHIP OF EXISTING SKILL LEVELS TO DESIRED SKILL REQUIREMENTS

What is the relationship between existing staff capacity and the skill requirements suggested in this report as essential for improved regional planning and management? That is, how great is the gap between the existing situation and that which is required? Some, though not exhaustive, data has been collected on existing planning-related agencies, and a summary of the major conclusions is presented below :

### 2.5.1 Provincial BAPPEDAs

During 1978 Badan Diklat surveyed individual BAPPEDA officials, and obtained considerable information on their educational background and work experience. On the basis of this survey, as well as field visits during the project, the following points can be made regarding BAPPEDA skill levels :

- (1) About half of the staff members of the 19 BAPPEDAs which responded to the survey have some kind of

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university degree. This comes to between 14 and 26 staff members for each BAPPEDA.

- (2) The proportion of these persons with full sarjana or equivalent degrees varies widely, from less than half to as much as 85% (in D.I Aceh and Sumatra Barat).
- (3) Many professional staff members - between 1/3 - 1/2 of all university-trained personnel - are drawn from the local provincial universities.
- (4) Economics is the most frequently represented field in most BAPPEDAs, followed by general administration, government science, law and social-politic. Conspicuously missing or under-represented are such fields as agriculture, urban and regional planning, engineering and other technical disciplines.
- (5) In the vast majority of cases, the BAPPEDA position represents the first opportunity staff members have had to work in an intersectoral planning/management agency. They have thus had limited opportunities to observe other agencies discharge this critical function.
- (6) Regarding training courses, between three and five staff members of many BAPPEDAs have attended the PPN course at the Fakultas Ekonomi, Universitas Indonesia. Attendance in other courses has been more uneven, although some members of nearly all BAPPEDAs have participated in (1) the SPI course, Fakultas Ilmu Sosial, Universitas Indonesia; (2) the Cipta Karya-UNICEF courses on social development planning; and (3) several short courses sponsored by the Departemen Dalam Negeri.
- (7) Comparing existing skill levels with those indicated in this report as required, two major types of gaps are particularly evident :
  - (a) General regional planners - persons trained

to the professional level in this intersectoral discipline - are largely absent. This means that the DAPEDAs generally lack the personnel with overall skills required for intersectoral coordination, such as systems analysis, basic knowledge of the planning process and information systems.

- (b) Highly specialized persons in such fields as development economics, agricultural economics, statistics, education planning, health and nutrition planning, demography, geography and engineering are also missing from the provincial planning agencies. This implies that the staffs tend to lack in-depth technical competence in many sectors, and hence are unable to liaise effectively with dinas-dinas and kanwils beyond a certain point.

#### 2.5.2 Kabupaten Level

Comprehensive survey data does not exist with regard to the existing structure of the planning/management function, or existing skill levels of personnel engaged in this function at the Tk. II level. A general picture has been developed by field visits to 18 kabupatens. Major findings are the following :

- (1) There is a wide variation in execution of the planning/management function, and in existing staff capacities at the kabupaten level. In West Java, formal planning bodies (BAPFEMKAs) have been established by Governor's decree, but in most other parts of Indonesia, the kabupaten planning function is undertaken by coordinating committees made up of staffs from both the bupati's office and dinas-dinas. The subdirectorate pembangunan and, to a lesser extent, subdirectorate keuangan of the bupati's office play particularly important roles in carrying out this function.
- (2) The existing staff available for kabupaten planning and management also varies widely, although

nearly all related agencies are understaffed. Generally speaking, kabupatens on Java are staffed with more qualified individuals than are outer island kabupatens. At one extreme are the West Java BAPPEMKAs, many which have between 10 and 25 full-time staff, of whom at least 25% have university degrees. By contrast, many related subdirectorates in the outer islands are headed up by officials with only a secondary school certificate.

(3) Comparing existing skill levels in the bupati's office with those suggested as required for the BAPPEMKA, the following gaps are evident :

(a) General regional planners are now largely absent.

(b) Most of the intermediate skills personnel indicated as required are also missing, including social development planners, economists, land use/spatial planners and engineer/planners.

Whereas the BAPPEDAs begin with a manpower base which can be supplemented and upgraded, most kabupatens will have to start largely from scratch in training new officials who will staff the BAPPEMKAs.

### 2.5.3 Kotamadya Level

As with the kabupatens, estimates of existing skill levels in urban planning/management are based primarily on information gleaned from field visits to some 14 kotamadyas.

Some major points :

(1) "BAPPEMKOs" of some kind have been established in only a few of the country's largest cities. Elsewhere, the planning/management functions are carried out by the subdirectorate pembangunan, with support from the subdirectorate keuangan and dinas tata kota. There is a need to analyse

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the staff capacity of these three units within the Walikota's office, and relate it to skill requirements for the proposed BAPPEMKOs.

- (2) The number and educational background of staff currently engaged in urban planning and management varies widely between kotamadyas. In general, existing skill levels decline rapidly in moving from larger to smaller urban areas. Although there are some qualified planners, architects, economists and engineers in the larger cities, they are conspicuously absent in towns of under 400,000 (i.e., all but the ten largest kotamadyas). In their place, one finds general administrators who lack the required planning skills.
- (3) In the larger kotas, however, there is a certain complementarity of available skills between the subdirectorates pembangunan and kotamadyas on the one hand and dinas tata kota on the other. The subdirectorates have mostly social scientists while the latter agency has technical personnel. In forming a BAPPEMKO, it would be desirable to appoint staff with skills of both types.
- (4) Comparing existing skill levels in the kotamadyas with those required for the BAPPEMKO shows the following gaps
  - (a) General urban planners are absent from all but the largest cities.
  - (b) As with the kabupatens, most of the intermediate skill personnel are also missing, especially social development planners, land use/physical planners and engineer/planners.

Despite these gaps, the general manpower situation for the kotamadyas is not quite as critical as it is for the kabupatens, where the projected need is approximately four times greater.

CHAPTER III

THE GOAL AND OBJECTIVES AND THE PROPOSED TRAINING STRATEGY

3.0 THE PERSPECTIVE

Up to this point, this document has :

- (1) reviewed some of the basic issues in regional development planning and management;
- (2) summarized an assessment of the relevant training programs and courses currently available in Indonesia; and
- (3) identified skill requirements for improving performance of the planning and management functions.

The training goal and objectives and the proposed training strategy to meet those objectives as put forth in this chapter are based on these conditions and requirements as indicated in Chapter I and II.

3.1 THE GOAL

The goal of the proposed training strategy is to improve and expand the professional capacity for effective regional development planning and management throughout the country as rapidly as possible.

Effective regional development planning and management is defined as that which :

- (1) generates a maximum efficient use of limited resources for development;
- (2) insures that, for any given region, there is a systematic relationship of projects funded through ABRW, APBD, IMPRES, and other sources;
- (3) meets regional and local needs and conditions, while at the same time responding to national priorities and requirements;
- (4) brings about a more equitable distribution of

wealth within and between the regions;

- (5) has a maximum impact on improving the quality of life and the well-being of people, particularly those who suffer from social and economic disadvantages;
- (6) meets other goals and objectives set for REPELITA III.

### 3.2 THE OBJECTIVES

The specific objectives of the proposed training strategy are as follows :

- (1) To enable the BAPPEDAs at both Tk. I and Tk. II to assume a leadership role in coordinating regional development by supporting the necessary functions and critical tasks in planning and management as outlined in Chapter II.
- (2) To enable the BAPPEDAs to employ the necessary techniques in support of the critical planning and management function.
- (3) To enable the BAPPEDAs to coordinate the design of well-formulated and implementable annual and five-year development plans. (See Chapter I for criteria to measure what constitutes a "well-formulated" plan).
- (4) As a training-related objective, to define the full range of skills and professional/technical personnel required to staff the BAPPEDAs at Tk. I and Tk. II.
- (5) To relate the skill and manpower requirements to current planning and management manpower capacity.
- (6) To eliminate the deficiency between existing and required skills and manpower for the BAPPEDAs.
- (7) To generate understanding of, and support for,

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both the training effort and the planning and management strategy by chief executives and other key decision makers.

- (8) To design course curricula and develop training delivery systems which are meaningful in the Indonesian context.
- (9) To strengthen the vertical and horizontal linkages for planning and management.

(a) Strengthening of Horizontal Linkages at Tk. I

At the province level, the training should contribute toward the stimulation of greater interaction within and between : (i) the BAPPEDA, (ii) the kanwils, (iii) the dinas-dinas Tk. I, and (iv) the key bureaus within the governor's secretariat.

(b) Strengthening of Horizontal Linkages at Tk. II

At the kabupaten level, the training should contribute toward a greater degree of cooperation within and between : (i) the BAPPEMKA/KO, (ii) the dinas-dinas Tk. II, and (iii) the key subdirectorates within the Bupati's and Walikota's Secretariat.

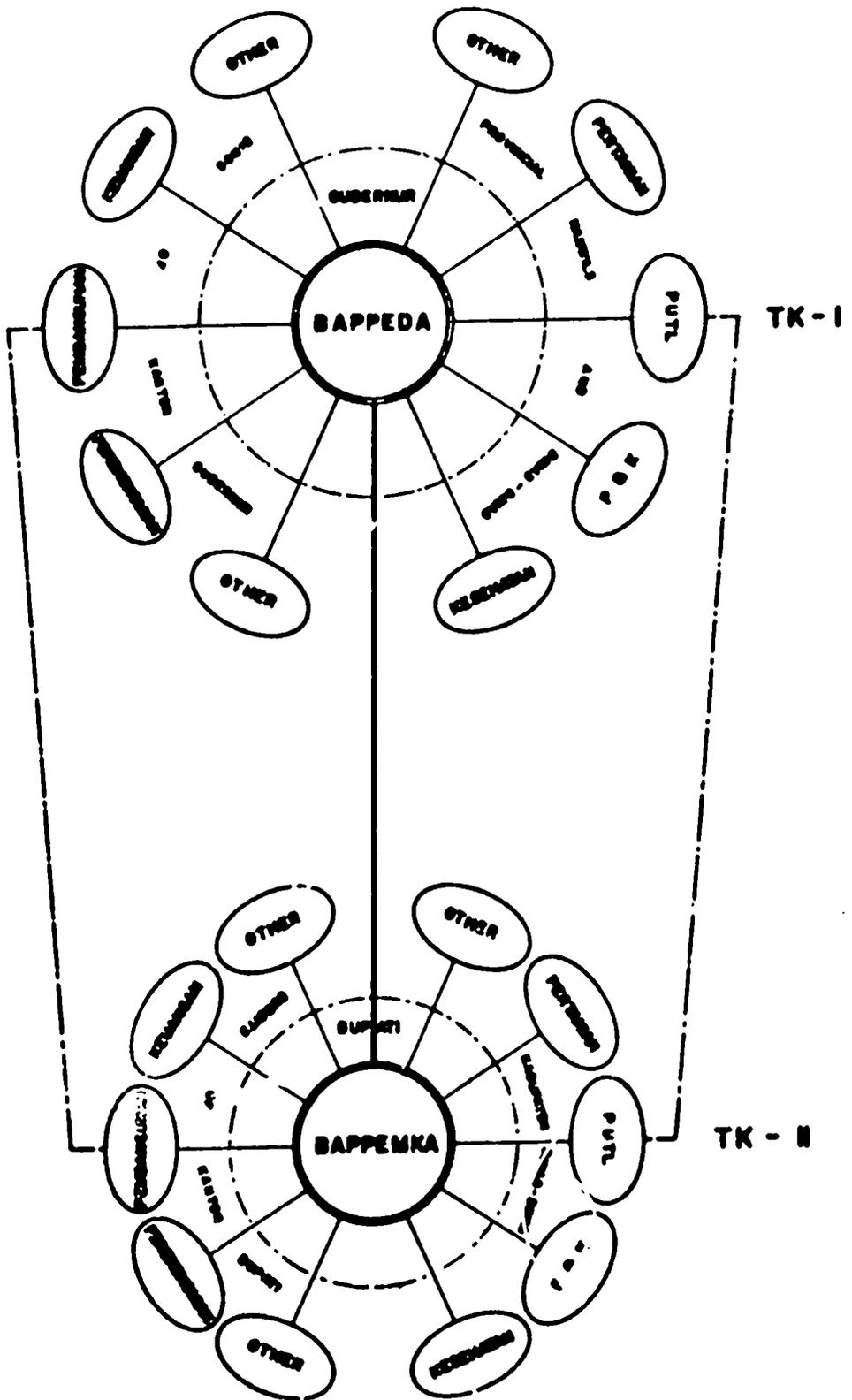
(c) Strengthening Vertical Linkages

The training should also contribute toward the strengthening of vertical linkages between : (i) the BAPPEDA and the BAPPEMKA/KO, (ii) the dinas-dinas Tk. I and the dinas-dinas Tk. II, and (iii) the respective bureaus at the province level and the sub-directorates at the kabupaten level. (See Chart 3.1 for a graphic presentation of the network of linkages for regional planning and management.)

(d) Extending the Vertical Linkages

Strengthening the linkages between Tk. I and Tk. II should also lead to stronger links

**CHART 2.1**  
**NETWORK OF LINKAGES FOR**  
**REGIONAL PLANNING AND MANAGEMENT**  
**(TK I AND TK II)**



for planning and management between the central government and the lower administrative units of government, with the provinces better able to transmit national policy and guidelines to the kecamatans and desas through the kabupaten, and with the planning and management officials at the province level better able to communicate local needs and conditions to the center through the kabupaten. In fact, the latter-mentioned flow of communications is of particular importance to the center in setting realistic policy guidelines for INPRES projects which are designed to generate maximum participation by local people. Rural and urban inhabitants will be more likely to participate in the project if it is based on their expressed needs and designed for local conditions.

### 3.3 THE PROPOSED TRAINING STRATEGY

The overall strategy has two basic thrusts : (1) the emphasis on Badan Diklat training and nontraining activities, and (ii) the cultivation of long-term linkages with training carried out by the universities. This chapter focuses on a strategy for Badan Diklat per se and indicates some linkage with university based training in Section 3.3.8. A longer-range perspective and description of how the training roles of Badan Diklat and the universities might merge through a mutually-reinforcing cooperative effort is presented in Chapter VIII.

The key components of the strategy as outlined below are designed to meet the goal and objectives put forth in the preceding sections. Each of the components should be viewed as complementary to, and supportive of the other components. To eliminate one of the elements as part of the strategy would weaken the training effort.

#### 3.3.1 On-and Off-the-Job Training

A fundamental element of the proposed training

approach consists of combining on-the-job training with off-the-job training for the general courses in regional development planning and urban development planning. (See Chapter VI for details of these and other recommended courses). This approach has several advantages :

- (1) It allows trainees to become more familiar with, apply and test theory to which they are exposed in an initial off-the-job phase of the course in a critical and secondary phase of the training effort : on-the-job training in the regions in which they normally perform their duties.
- (2) Relatedly, the on-the-job phase allows both the trainers and trainees the opportunity to adapt theory to local conditions. This is particularly important, as much of the theory presented to date has been imported from abroad, and therefore the suitability of this application without modification is a questionable factor.
- (3) It gives the trainers the opportunity to design training methods which best assure that the trainees will internalize basic principles and methods, and learn how to apply them in actual problem solving situations.
- (4) The approach is time-efficient. It allows for the trainees to undergo most of the training in and for the immediate benefit of their own daeraha, as, during the on-the-job phase, they will be carrying out their normal planning and management functions with expertise and guidance provided by the trainers.
- (5) By working with the trainees in their own jurisdictions during the on-the-job phase, the trainers will be in a position to determine previously unknown training needs and will be able to make on-the-spot adjustments in the training effort as required.

- (6) With the basic course placing an emphasis on on-the-job training, the whole effort can be more functionally goal-oriented, e.g. the development of an annual and a five-year development plan by the trainees. In turn, this will allow for a more exact evaluation of the training.

### 3.3.2 Team Training

Team training means training all the key members of the planning bodies (BAPPEMKA/BAPPEMKO) at Tingkat II. Specifically, the proposal here is that all the key officials on the BAPPEDA Tingkat II from any given kabupaten or kotamadya go through the same general course in regional or urban development planning and management at the same time. This approach will strengthen the internal functional capacity of the Tingkat II planning body in the following ways :

- (1) It will promote a common body of thought among the officials on the planning unit regarding a basic planning and management strategy, while at the same time giving them a common core of knowledge and skills to carry out that strategy.
- (2) By working together during both the off-the-job and on-the-job phases of the training, the officials will become accustomed to, and learn the advantages of, functioning as team. Relative to this is that, with proper motivation by the trainers, an "esprit de corps" will develop within the planning unit.
- (3) A continuous "critical mass" of trained officials will always be available on the planning unit. Thus, if over a period of time a number of the planning staff are transferred to nonplanning positions, a sufficient number of qualified personnel will still be in place to get the job done until the transferred personnel are replaced.

### 3.3.3 Training of BAPPEDA Tingkat I Officials : The Strengthening of Vertical Linkages

As indicated in the heading, this third element of

the proposed strategy is designed not only to improve the skills of provincial BAPPEDA officials, but also to intensify cooperation, coordination and understanding in planning and management among the vertical levels of government. This can be brought about by having one to three provincial BAPPEDA officials go through the same off-the-job general course in regional or urban development planning, as well as the on-the-job phase of the training, with a team of Tingkat II planning officials from one of the kabupatens or kotamadyas located in the province. After the training, the BAPPEDA officials could focus their responsibilities on the kabupaten or kotamadya which was the focal point of their training as they would be highly familiar with the development conditions and needs in that particular region.

Although the main thrust regarding the training of provincial BAPPEDA members should be as described above, there may be situations in some provinces where it would also be advisable to run a special general course for the BAPPEDA Tingkat I officials. This would have to be determined by the provincial authorities in consultation with the regional training center and the Badan Diklat Jakarta Office.

3.3.4 Orientation Courses for Kanwil, Dinas-Dinas, Bureau and Subdirectorates Officials : The Strengthening of Horizontal Linkages

The fourth component of the overall strategy gives recognition to the fact, that in order to function effectively in guiding and coordinating the planning and management effort, the BAPPEDAs Tingkat I and II need the cooperation and support of other key members of the "development team" as well as their understanding of the planning strategy. In order to accomplish this, it is proposed that orientation courses be conducted for planning and management officials from the kanwils, the dinas-dinas Tingkat I and the key bureaus under the governor's secretariat at the province level, and from the dinas-dinas Tingkat II and the key subdirectorates under the bupati's

and walikota's secretariats at the kabupaten/kotamadya level. The primary focus of the orientation courses would be on providing the non-BAPPEDA planning and management officials with knowledge of the basic planning and management approach, with its emphasis on spatial and intersectoral planning and, relatedly the design of mutually reinforcing and comprehensive project proposals.

The orientation courses for non-BAPPEDA Tingkat I officials could be conducted by the regional trainers (see Chapter VI) prior to or during the time the first general course in regional or urban development planning is offered by the regional training center. Orientation courses for non-BAPPEDA Tingkat II officials could be conducted by the regional trainers within the context of the on-the-job phase of the general courses. For the courses to have maximum impact, the officials at each level should attend them collectively.

### 3.3.5 Orientation Courses for Chief Executive and Other Decision Makers at Tk. I and II

It is imperative that the chief executives and other decision makers in the regions understand and are in agreement with :

- (1) the planning and management strategy;
- (2) the training effort to improve skills for carrying out the strategy; and
- (3) the role of the BAPPEDA Tk. I and Tk. II in the development process.

It is therefore recommended that orientation courses be conducted for bupati, walikota, the sekretaris wilayah daerah (SEKWILDA), and key members of the DPRDa I and II. These orientation courses should logically be conducted by the Badan Diklat central office in Jakarta.

### 3.3.6 Evaluation

The training strategy calls for periodic evaluation

of the training throughout the duration of each course as well as for post-training evaluation in order to ascertain the training and/or nontraining conditions which may have rendered the training less effective than planned.

The evaluation process during the training would determine :

- (1) Whether the training delivery systems being used are the most effective for communicating information effectively. (See Section 6.3.4 for further discussion of this aspect of evaluation).
- (2) Whether each component of the training is contributing in a meaningful way to the goal and objectives of the training.

In order to effect a valid post training evaluation, the following factors should be taken into consideration :

- (1) A basic, direct goal as well as specific objective(s) have to be set for the training at the time the course is designed. The broad direct goal of Badan Diklat and other related training should be behavioral change, or, more specifically, improvement in planning and management performance. A specific objective of the general course in development planning could be the development of an annual development plan.
- (2) Also as part of the course design, criteria have to be established so that the degree to which the goal and objectives have been reached can be measured.
- (3) Relative to (1) and (2) above, appropriate tools for evaluation will have to be designed for each particular course, although it should be kept in mind that much useful information can also be obtained through informal inquiries and discussions.

- (4) The training per se should be evaluated in terms of content, method and techniques. The primary source of information for this aspect of the evaluation should be the former participants in the courses.
- (5) The former participants in the course should also be a primary - but not the only - source of information in evaluating nontraining constraints which have adverse impact on their job performance after they complete the training.
- (6) In an overall evaluation of job performance as a result of the training, personnel such as BAPPEDA members, bupati, and supervisors would be prime sources of information. A second key source of information would be planning documents such as development plans, DUPS, and DIPS prepared by the former trainees. In general, the impact of training upon job performance has to be done on a comparative (pre-training vs. post-training) basis.

### 3.3.7 Follow-Up Training

One purpose of undertaking an evaluation of the training is that it provides a base of information on which future courses can be revised to more realistically meet the needs of the trainees. A second output of course evaluation, and another key component of the proposed training strategy, is follow-up training in order to overcome training deficiencies uncovered in the evaluation. Follow-up training will also allow the trainers to introduce materials, concepts, methods and planning tools which were developed or designed subsequent to the initial training course.

### 3.3.8 Augmenting General Training with Specialized Training

Although, under the proposed strategy, all the staff of the BAPPEDA Tingkat I and BAPPEDA Tingkat II would eventually be exposed to a general course in either regional or urban development planning, it is recog-

nised that the BAPPEDA officials at both levels will have to develop more specialized expertise in development planning and management and related fields so that they can function on a more professional level and also so that they can more credibly carry out their coordinating role with the specialists from the kanwils and the dinas-dinas. It is therefore proposed that another reinforcing element in the overall strategy should be the exposure of BAPPEDA officials to more specialized training in regional and urban development planning in addition to the general course. These recommended specialized courses - some of which would be conducted by Badan Diklat and some by other training institutions - are described in Chapter VI along with the general course descriptions.

### 3.3.9 Regional Study Tours

Although the strategy places a strong emphasis on in-country training for Tingkat I and II BAPPEDA officials, Badan Diklat should consider providing the opportunity for a number of appropriate planning officials, as well as bupati, to participate in study tours of the Southeast Asia region so that they become knowledgeable of regional development planning and management as practiced in countries with geographic, environmental or other conditions similar to those of Indonesia.

### 3.3.10 Reinforcing Training Activities with Nontraining Activities

This final major element of the proposed training strategy gives recognition to the fact that, in order for the training to meet the specific needs of the regions, Badan Diklat - through its regional training centers and with substantial support from its central office - will have to carry out a number of nontraining, but training-related, functions as follows :

#### (1) Inventory and Analysis of Regional Conditions :

This activity involves an assessment of development needs and problems as well as a study of the

planning and management processes within each particular region. It is a particularly crucial function for the designing of courses which will realistically meet the particular needs of each region.

(2) Analysis of Manpower/Skill Requirements

An initial function of the Badan Diklat regional training centers should be a survey of skill requirements and available manpower for planning and management. The surveys will indicate variations from province to province, with the result that the number of officials who need to be trained in the specialized courses will differ in each province and at the kabupaten/kotamadya level in accordance with what manpower and skills are initially available in contrast to the actual needs. This function should be performed at the onset and periodically thereafter.

(3) Development of a Comprehensive Training Plan

Each regional training center should develop a comprehensive plan for its training activities. The plan should be designed to meet the manpower/skill requirements for the region concerned. (See Section 5.1.3 for details).

(4) Research

This involves an in-depth study of specific development issues within the regions.

(5) Consultation

It is suggested that part-time consultation by the regional trainers to government offices within their respective regions will not only provide useful services to the government in the areas of the trainers' expertise, but will also reinforce the credentials of the trainers.

3.4

RECAPITULATION

In summary, the main points regarding the proposed

strategy are as follows :

- (1) The general courses in regional development planning/management and urban development planning/management are the focal point of the whole configuration of training and nontraining activities.
- (2) The general courses place emphasis on a "team training" approach and stress practical application through an extensive on-the-job phase of training.
- (3) Vertical linkages for planning and management are strengthened through having BAPPEDA Tingkat I officials train with BAPPEDA Tingkat II officials.
- (4) Horizontal linkages are strengthened through the offering of orientation courses for non-BAPPEDA planning and management officials (e.g., from the Kanwils and dinas-dinas) at both Tingkat I and Tingkat II.
- (5) Executive awareness and support is promoted through the running of orientation courses for bupati, walikota and other decision makers.
- (6) Course evaluation will uncover training weaknesses and nontraining conditions which have an adverse influence on the functional impact of the training.
- (7) Follow-up training will compensate for deficiencies in the initial courses and allow for upgrading of knowledge and skills.
- (8) The BAPPEDA officials' expertise will be broadened and intensified by the offering of specialized courses in addition to the general courses.
- (9) An analysis of regional conditions and in-depth research by the RTCs and the Badan Diklat Jakarta Office will insure that the training more specifically meets the needs of each region.

- (10) A well-designed training plan by each of the RTCs will lead to a more systematic fulfillment of manpower/skill requirements.
- (11) Part-time consultation by regional trainers to relevant government offices will provide a useful input of expertise to those offices while at the same time reinforcing the trainers credibility.

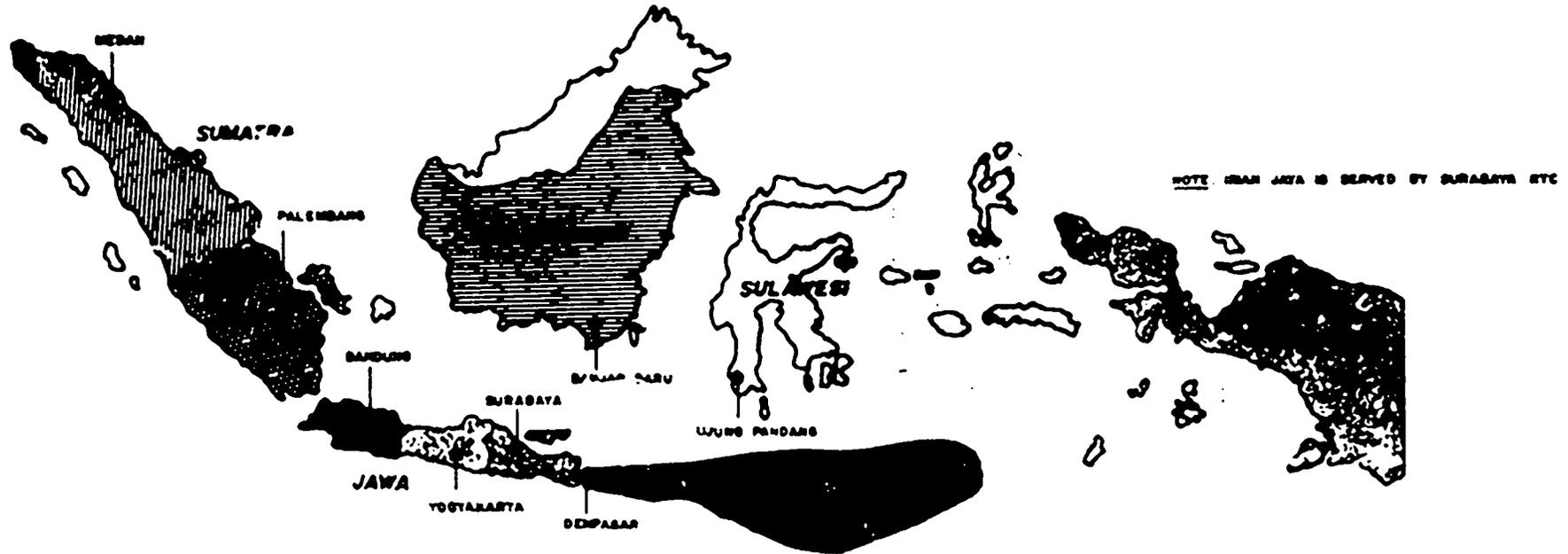
In conclusion, each of the key elements of the proposed training strategy as described in section 3.1 should be viewed as complimentary to, and supportive of, the other components. To eliminate one of the elements as part of the strategy would, in effect, weaken the whole training effort.

Note : Implementation of the strategy proposed in this chapter would involve a comprehensive effort to build a quality program on a phased basis over the next several years. At the same time, it is recognized that Badan Diklat has an obligation to satisfy country-wide demands for training in regional development planning and management at the earliest possible date. This requires that Badan Diklat will have to carry out a parallel, less-comprehensive and more-dispersed training effort at the same time it is phasing into the more comprehensive training strategy. Some recommended courses of action for this parallel training effort are put forth in Chapter VIII.

### 3.5 THE INSTITUTIONAL FRAMEWORK

Badan Diklat currently has eight regional training centers in place. It is proposed that these centers bear the main burden of responsibility within the Dalam Negeri framework for the training of planning and management officials under the proposed comprehensive strategy. In order for these centers to carry out this major training role, they would have to become fully-operationalized and fully-staffed, with a minimum of ten full-time trainers initially assigned to each center. Due to current manpower and budgetary constraints, it is anticipated that the

**CHART. 3.2**  
**AREAS SERVED BY BADAN DIKLAT REGIONAL TRAINING CENTERS**



LOCATION OF CENTER	MEDAN	PALEMBANG	BANDUNG	YOGYAKARTA	SURABAYA	DENPASAR	BAKAR BARU	UJUNG PANDANG	TOTAL
PROVINCES SERVED	DI ACEH NORTH SUMATRA WEST SUMATRA RIAU	JAMBI BENGKULU SOUTH SUMATRA LAMPUNG	WEST JAVA DI I JAWA	DI YOGYAKARTA CENTRAL JAVA	EAST JAVA IRIAN JAYA	BALI WEST SUWATENEGARA EAST	WEST SULAWESI CENTRAL SOUTH EAST	SOUTH SULAWESI NORTH CENTRAL SOUTHEAST MALUKU	
NO OF KABUPATEN	34	10	20	20	30	20	20	10	200
NO OF KOTAPRAYA	10	0	11	7	0	1	0	0	29

\* FIGURES INCLUDE MUNICIPALITIES CLASSIFIED AS CITY ADMINISTRATIF

centers will become fully activated on a phased basis, with one center per year becoming operational commencing in 1980/81. Chart 3.2 indicates the areas and number of jurisdictions served by each of these regional training centers.

The role of the Badan Diklat Jakarta Office is covered in detail in the following chapter.

CHAPTER IV

THE ROLE OF BADAN DIKLAT JAKARTA OFFICE

**4.0 THE ROLE BADAN DIKLAT-CENTRAL OFFICE IN JAKARTA**

While the training strategy proposed within this document assigns major responsibility for training to the eight regional training centers, it will be the responsibility of the Jakarta Office to provide the necessary leadership and support in assuring that the RTCs are able to conduct their training programs in a manner consistent with the purposes and guidelines established by national policy. The RTCs cannot function effectively as self sufficient organizations. Rather, they will be dependent upon the Jakarta Office for the provision of a wide range of services and guidance in program design and implementation.

The management and programming responsibilities which the Jakarta Office will need to perform in coordinating and supporting the training activities of the RTCs can be divided into the following four functions : (1) general management, (2) programming, (3) personnel development, and (4) curriculum development. A diagrammatic presentation of these functions and their subtasks is presented in Chart 4.1 on the following page.

**4.1 GENERAL MANAGEMENT**

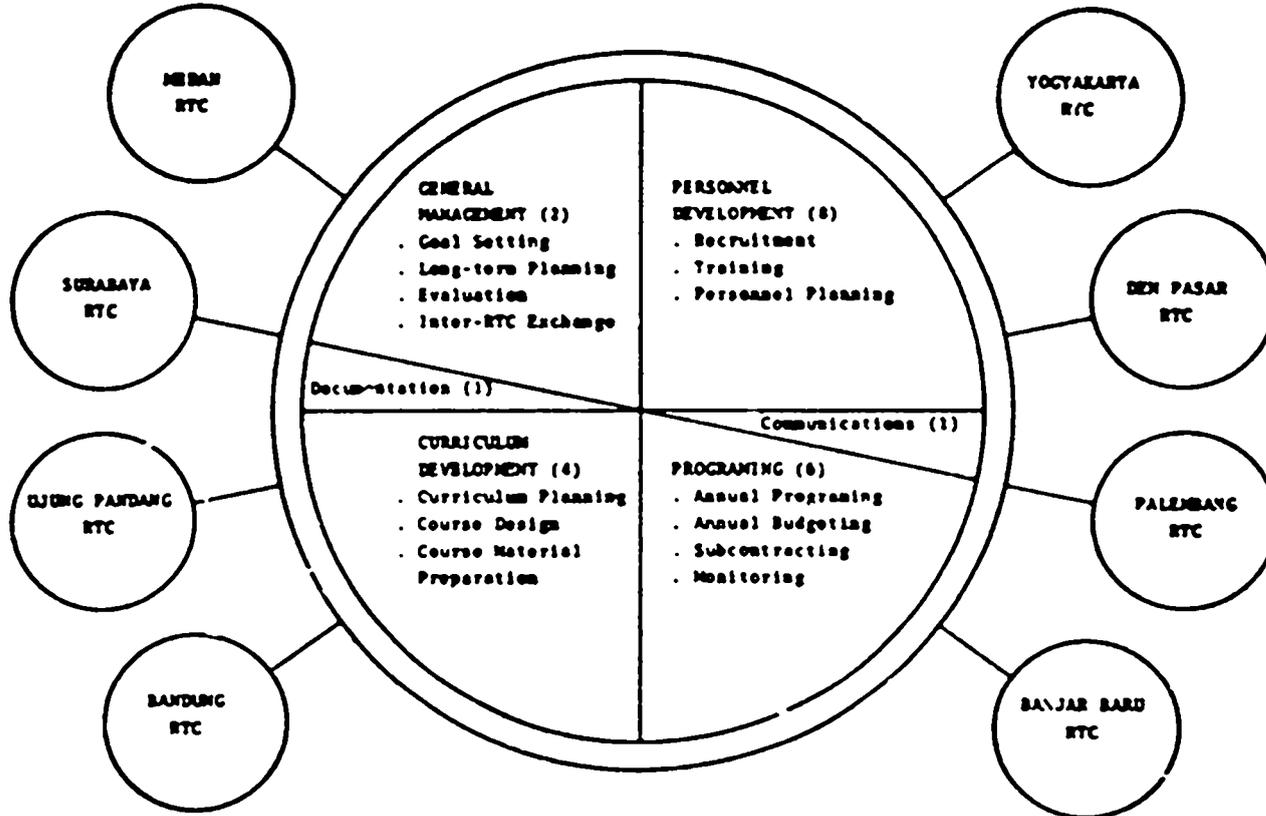
A primary function of the Jakarta Office will be to perform the basic management tasks associated with the planning, implementation and evaluation of training programs undertaken by the Jakarta Office and the RTCs. In particular four principle subtasks would need to be included in the general management function.

**(1) Setting Basic Goals and Objectives**

A general management function includes the formu-

CHART 4.1

PROPOSED PROGRAM FUNCTIONS AND STAFF  
FOR BADAN DEKLAT JAKARTA OFFICE  
IN TRAINING FOR REGIONAL PLANNING AND MANAGEMENT



Note: Numbers in ( ) indicate the number of professional staff required.

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lation of annual and long-term training goals and objectives to be pursued by the Jakarta Office and the regional training centers. The formulation of goals and objectives for a nation-wide training effort will require that the Jakarta Office should engage in a regular process of consultation with those national and regional agencies most directly involved in the conduct of major development programs. The fostering of this dialog should coincide with the five-year cycle of discussion attendant to preparing REPELITA plans.

At the national level, the Jakarta Office should be well abreast of those developments pertaining to the shaping of new policy objectives in assuring that national development priorities are given appropriate recognition in the formulation of the various regional training strategies. At the same time, however, the Jakarta Office would also need to assure that the particular needs and interests of the regions are given adequate consideration in the setting of goals for a national training effort. In this respect, long-term goals and objectives should reflect an integration and balancing of national and regional perspectives, with national development priorities providing a general framework within which each of the regional training centers can pursue a common as well as distinctive set of concerns.

While each of the RTCs will be accountable to Badan Diklat in conforming to general training goals and policies, sufficient latitude and flexibility will need to be provided in allowing each of the centers to adjust general program directives to the needs and policy objectives expressed by regional authorities (governors/bupatis/walikota), representative bodies (DPRD) and the sectoral agencies at the Tingkat I and Tingkat II levels of government. In this respect, the RTCs will need to keep well informed of development

priorities and strategies as they are articulated by regional governments, and the Jakarta Office will need to take an active role in facilitating close interaction between the RTCs and local institutions in assuring that training goals adequately reflect regional interests.

(2) Long-Term Planning

Each of the RTCs would have its own five year (REPELITA) regional training plan, a document which would be prepared in close consultation with the Jakarta Office and the client provincial, kabupaten and kotamadya governments within the particular region. Each of the regional training plans would include projections on such basic items as :

- (a) number, type and sequence of courses to be offered;
- (b) target provinces kabupatens and kotamadyas from which trainees would be selected; and
- (c) number and types of trainees to be trained.

The Jakarta Office would need to be responsible for coordinating the preparation of the five year REPELITA training plan for each of the RTCs in order to assure that the various regional activities are consistent with national training goals.

Compiled together, the regional training plans for the eight RTCs would constitute the basic information inputs for enabling the Jakarta Office to structure its long-term program activities in support of the regional training centers. Thus, the Jakarta Office could anticipate and prepare for responding to the needs of the RTCs in such areas as the provision of additional trainers, the design of new courses, the preparation of new training material and the improvement and/or ex-

pansion of existing physical facilities.

(3) Evaluation

An important function of the Jakarta Office includes the evaluation of the impact which the national training effort is having in achieving its intended goals. The evaluation role should be performed on an annual basis, and would need to be undertaken from a very broad perspective in seeking to identify those factors within the larger institutional setting which serve to impede the training effort. In this sense, the evaluation roles should be undertaken with the intent of enabling the Jakarta Office and the RTCs to appraise together their own record of experience in developing a national training effort.

The Jakarta Office would need to take the lead in performing the evaluation function, but this activity should be implemented in close collaboration with the RTCs. An evaluation meeting should occur on an annual basis, with the directors of the RTCs and the management of the Jakarta Office sharing their views about the progress and problems of the regional program. Throughout the year, the Jakarta Office should cultivate those opportunities where seminars, workshops and other types of meetings can be organized in order to bring to the attention of government authorities the various issues which need to be addressed in enhancing the impact of training.

(4) Inter-institutional Exchange

A major Jakarta Office role in performing the general management function will be to strongly encourage and facilitate a continuous process of communication and interchange of ideas between the RTCs. The RTCs should not evolve in isolation from each other. The Jakarta Office should facilitate inter-RTC interactions in seminars and workshops where staff from the RTCs can join

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together in sharing their ideas and insights. Such interchange should constitute an enriching and rewarding experience for the trainers and the Jakarta Office management. It will enable one RTC to avoid needless replication of training methods and course designs which proved to be unproductive at another RTC. Likewise, the RTCs can facilitate the transfer from one RTC to the other of new ideas and approaches which in their testing proved to yield significant training benefits.

#### 4.2 PROGRAMMING

A major function of the Jakarta Office will involve the management of the annual programming activities for the regional training effort. The administration of some of these activities can be delegated to the RTCs, but the major portion of the training budget will emanate from the central government, therefore the Jakarta Office will need to assume a paramount role in the annual programming function. The programming tasks would include the following activities :

##### (1) Annual Programming

The annual programming activity essentially entails the routine preparation and submission of DUPs for the proposed project activities for the forthcoming fiscal year. The Jakarta Office would be responsible for coordinating the preparation of the DUPs for the activities of the RTCs with each of the RTCs being required to prepare and submit an annual projection of training activities. These projections would be compiled and reviewed by the Jakarta Office in assuring that the proposed training activities are in conformance with policy objectives and long-term planning directives.

Activity projections would need to be reviewed in determining whether the proposed sequencing of courses is consistent with available instructors and other services needed to support the training

effort. This review would be particularly important in cases where RTCs are requesting the additional provision of trainers and/or materials, and where training programs of other institutions are being called upon for certain subcontracted services. The Jakarta Office would need to assure that the level and distribution of activities would not result in an overload situation with proposed training programs exceeding existing institutional capacity.

(2) Annual Budgeting

Most of the financing for the activities of the regional training centers will derive from central government sources. Therefore, the Jakarta Office will need to assume a leadership role in defending the budget and seeking its expansion where warranted in the support of additional training programs. Each of the regional centers will be required to submit a detailed annual budget request and the Jakarta Office will need to provide the RTCs with guidelines for preparing their budget submissions. The Jakarta Office should compile and review budget requests in preparing a more integrated budget for submission to central level authorities.

In order to optimize the speed and efficiency of program financing, annual program funds should be allocated directly to the RTCs, along with the delegation of authority to authorize their expenditure. The Jakarta Office should exercise a post-audit function in assuring accountability in program expenditure. The Jakarta Office should also retain control over authorizing expenditures where costs are exceptionally high, such as in the purchase of motor vehicle and improvement in physical facilities.

(3) Subcontracting and Logistics

There are some services which can be performed more effectively and at less cost if centralized

within the Jakarta Office rather than delegated to each of the RTCs. Thus, when an RTC wishes to engage in a subcontracting arrangement to enlist the services of a particular institution in offering a training course, preparation and negotiations for the subcontracting arrangement should be conducted with the guidance and assistance of the Jakarta Office. In this context, several staff within the Jakarta Office will need to develop an in-depth working knowledge of relevant training programs within Indonesia which could be utilized in subcontracting roles.

It would also seem appropriate for the Jakarta Office to exercise a major coordinating role vis-a-vis the RTCs in the reviewing and processing of certain logistical services, such as in the case of foreign currency expenditures for the purchase of books, materials and equipment for the RTCs.

(4) Monitoring

The Jakarta Office will need to exercise a monitoring function over the activities of the RTCs in assuring that training courses are conducted in conformance with required standards and in assessing the effectiveness of training activities in achieving their intended objectives. The monitoring system should involve more than the mere design of a reporting system for the submission of post-appraisal progress reports by the RTCs. Rather, the monitoring function should be based upon a continuous flow of communication and face-to-face interaction between the RTCs and the Jakarta Office in order that pre-appraisal assessments can be undertaken in anticipating and resolving problems.

The Jakarta Office will need to make frequent visits to the RTCs in reviewing plans and preparations for course instruction, and in monitoring ongoing activities. The Jakarta Office should develop a close rapport with the RTCs, thereby

assuring that the RTCs view the Jakarta Office as an ally and source of assistance and support.

#### 4.3 PERSONNEL DEVELOPMENT

Personnel development will constitute a key and critical management function to be performed by the Jakarta Office. Personnel development refers to the recruitment, training and career development of the training staff for the RTCs as well as the general management staff within the Jakarta Office. It is important that a systematic and carefully designed approach for personnel management should be introduced to assure that the professional staff of the RTCs and the Jakarta Office are provided with the kinds of financial, educational, and career incentives needed in sustaining a high level of motivation, morale and commitment to the goals and purposes of the training program. While each of the RTCs will be responsible for deciding how to allocate and use their own staff resources, because of its important role in determining short and long-term levels of job satisfaction and performance, control over the function of personnel management and development should be retained at the center by the Jakarta Office.

The major management tasks of personnel development for Badan Diklat can be addressed as follows :

##### (1) Recruitment

The recruitment function needs to be considered as an on-going activity of the Jakarta Office in replenishing and adding new professional staff for itself and the RTCs. The Jakarta Office will need to prepare long-term and annual projections of new staff requirements in order to begin the process of identification, screening, and appointment well in advance of the time when new candidates would need to be trained and made available for assignment in training and management positions. Recruitment procedures will need to be carefully designed and implemented to assure that capable candidates are given a proper screen-

ing and evaluation in accordance with a pre-determined set of professional qualifications and standards.

(2) Training

Since the majority of the new staff will serve as trainers at the RTCs, primary responsibility will rest with the Jakarta Office for the design and conduct of the training of trainers program in providing the new staff with requisite training skills. The quality of the training of trainers course will have a very large impact upon the caliber of the training undertaken by the RTCs. It would, therefore, seem appropriate that the course should constitute a central function of the Jakarta Office with three or four core trainers firmly established as full-time staff within the Jakarta Office organization.

If the Jakarta Office is unable to give the course on a short or long-term basis, it is conceivable that this function could be contracted to another institution such as the IIP, which occupies a position within the Departemen Dalam Negeri, or to another institution of higher learning which stands outside the department. If the training of trainers course is to be undertaken by an external institution, a major role should still be exercised by the Jakarta Office in the design and supervision of the training course.

Aside from the training of trainers course, the Jakarta Office would also be responsible for undertaking or coordinating other training and educational activities required for improving skills among its own staff and the staff of the RTCs. While short and long-term training relating to staff up-grading would be planned by the Jakarta Office, most of the actual training could be conducted by a wide range of in-and out-of-country institutions with already established

programs designed to meet the particular needs of Badan Diklat.

The planning and coordination of training for staff improvement will need to become an integral and permanent feature of the Jakarta Office activities in order to sustain high performance levels for ongoing programs. Staff improvement will also be needed in assuring that the Jakarta Office and the RTCs will be able to provide new course designs and implement new training experiences which respond to the changing and growing complexity of training needs in regional planning and management.

(3) Personnel development

Staff up-grading should also be viewed as an integral part of a larger system of professional and career planning. In this context, the Jakarta Office will need to integrate the staff into a system of personnel planning and advancement in order to secure their long-term contribution and commitment to the training effort.

A system of personnel planning would simply make available a range of incentives and rewards which can be used to design an attractive pattern of career advancement and professional growth for the training program and management staff. Thus, as each new staff member joins the Badan Diklat network, a personnel development plan would be worked out in consultation with the new employee. The plan would include an elaboration of the career goals of the new staff member, and a set of short and long-term upgrading experiences which would be provided by the Jakarta Office in achieving these goals. In effect, the personnel development plan would consist of a larger package of rewards and incentives, both financial and professional, which enables the staff member to grow and mature in accordance with his or her own special interests and abilities.

A typical professional development plan for an individual staff member would include opportunities to engage in a wide range of training and professional experiences, such as participation in in-and out-of-country seminars, workshops and study tours, professional development leave for six-to-twelve month periods to attend in-and-out-of-country nondegree training courses, and finally long-term leave (one year or more) to enroll in in-and out-of-country degree granting programs. It would be the responsibility of the Jakarta Office to coordinate the financing of these upgrading opportunities from its own budget and other funding sources.

#### 4.4 CURRICULUM DEVELOPMENT

The Jakarta Office will need to assume primary responsibility for curriculum development. Assignment of this function to the Jakarta Office will serve to avoid a duplication of efforts with each RTC having to design a similar set of course offerings. It will also enable the RTC staff to move ahead, unencumbered by other tasks, in focusing their full attention and energies on the conduct of their own training activities. The RTCs should be encouraged to innovate and experiment with new course designs. They will not have sufficient manpower however, for undertaking the rigorous and time consuming tasks of full curriculum planning and course preparation.

Finally, it is also appropriate that control over the curriculum development function should be exercised by the Jakarta Office in order to establish and maintain a uniform set of standards and quality controls for new course offerings in each of the RTCs.

The performance of the curriculum development function can be subdivided into three major tasks.

##### (1) Curriculum Planning

The Jakarta Office should be responsible for the

planning of the curriculum for each of the RTCs. In this context, curriculum planning refers to the projected schedule of courses which each of the RTCs would offer over a two to four-year period. Advance planning is needed because of the lengthy period of lead-time (at least 12 to 18 months) required in allowing for course preparation, and the training of trainers to deliver the course material.

The Jakarta Office planning process would be based upon proposed curriculum plans submitted by the RTCs. Thus, after their initial year of operation, each of the RTCs should be responsible for submitting to the Jakarta Office a two to four-year projection of proposed new or revised course offerings. Review and approval of these projections should then be undertaken by the Jakarta Office in close consultation with the RTCs.

(2) Course Design

The actual design of the content of each course should be a responsibility of the Jakarta Office, although this activity would need to involve considerable interaction with RTC staff and the faculty and staff of related academic and training institutions. In this context the Jakarta Office should develop strong institutional linkages with in-and-out-of-country centers of training and learning in the field of regional planning and management. The flow of ideas and knowledge which results from such interactions needs to be cultivated as a source of constant enrichment and intellectual vitality for the Jakarta Office and RTC staff.

While the Jakarta Office would assume primary responsibility for the design of initial course offerings, it can be anticipated that after one or two years of experience in course presentation the RTC trainers will want to introduce various improvements by adapting and modifying original course designs. Such initiatives should be en-

couraged by the Jakarta Office in order to allow the training staff to more fully assimilate the course designs and provide an opportunity for them to apply their creative abilities.

(3) Course Material Preparation and Application

As indicated in section 6.2, the Jakarta Office will need to assume primary responsibility in undertaking an inventory and preparation of course materials for use by the RTCs, with the RTCs also performing an important role in the generation and design of case studies relating to their own training and field work experience. For each of the courses offered by the RTCs, a specific body of course materials will need to be developed for use by trainers and trainees. In addition, trainees and trainers will need to have access to a well-selected range of appropriate reading materials, including books, journals, documents, case studies and manuals.

It is important to emphasize that, while the Jakarta Office will need to undertake a major share of the activities associated with course material preparation, this process should be conducted in close liaison with the RTCs and other training institutions in order that the Jakarta Office can fully utilize the experience and materials of other institutions and programs.

From a larger management perspective, the Jakarta Office should allow the RTCs and their training staff a wide range of discretion and flexibility in the utilization and application of course materials prepared by the Jakarta Office. In the initial stages of their instructional experience, many of the trainers will likely rely on the Jakarta Office for guidance in the use of course materials, but as they grow and mature, many of the trainers will want to exercise more autonomy in the selection and application of course materials. Thus, with few exceptions it

would not seem appropriate to compel a trainer to rigidly apply a specific set of course material selections. Rather, the trainer should be given an opportunity to freely use and experiment with a broad range of course materials in finding a combination of use which fits most compatibly with his or her training style.

#### 4.5 STAFFING REQUIREMENTS

In order for the Jakarta Office to effectively exercise its leadership role in the national training effort a full-time professional and support staff would need to be assigned with the responsibility of performing the above mentioned four general management functions. The following staffing profile indicates the specific range of skills which will be needed in the conduct of the Jakarta Office activities.

##### 4.5.1 General Management

A senior level staff member would need to function as the Director of the regional planning and management training program. He would be directly responsible to the Director (Kepala) of Badan Diklat for the general management and direction of the training program. The responsibilities of the program director would involve a wide range of general policy and program formulating activities, with a considerable portion of his time being devoted to high-level consultations with central and regional government authorities in mobilizing and sustaining support and participation in the training effort.

The span and scale of the general management functions, which includes long-term planning and evaluation, and maintaining close liaison with the WCOs and other non-Badan Diklat training programs would require the assignment of one mid or senior level administrator to function as the full-time assistant to the program Director. Both the Director and Assistant Director should have generalist's skills in either regional planning and/or development administration or in

other closely related fields, in addition to considerable previous experience in undertaking functions relating to the administration of training and education programs.

#### 4.5.2 Programming

A cadre of six professional staff would be needed to perform the programming functions. One of these staff, a mid or senior career level professional, would serve as the coordinator of the general programming activities, with the other five staff being responsible for the four programming sub-tasks. Thus, in each case a full-time staff member would be assigned for each of the annual programming, budgetary, and subcontracting functions, whereas given the wide scope of responsibility in properly performing the monitoring function, two staff would be assigned this activity.

Both the programming coordinator and the two monitoring staff should have considerable experience and background in regional planning and/or development administration along with professional and programming experience relating to implementing education and training activities. The staff skills required for the performance of the annual programming, budgeting and subcontracting tasks could be more generalized in scope with an emphasis upon previous experience in the administration of training and education programs.

#### 4.5.3 Personnel Development

A cadre of eight full-time professional staff would be needed in performing the three major tasks associated with the personnel development function. One professional staff would be needed in undertaking the recruitment activities and a core staff of four trainers would be needed in conducting the training of trainers courses. Finally, three full-time professional staff would need to be responsible for performing the personnel development function.

The staff members responsible for recruitment and

personnel development should have generalist skills, with a Sarjana Degree in either regional planning and/or development administration, or in a socio-economic discipline. The four core trainers should have Sarjana Degrees with specialized skills in either of the following sub-fields : rural planning, urban planning, regional planning and development administration.

#### 4.5.4 Curriculum Development

A cadre of four full-time professional staff will need to be assigned responsibility for undertaking the three major curriculum development functions. These staff members will need to have a Sarjana's degree in either planning, development administration and/or in related social science disciplines, with each complimenting the other's specialized skills in the sub-fields of rural planning and urban planning.

#### 4.5.5 Documentation Specialists

As mentioned in Chapter VI the Jakarta Office will need to develop a resource materials collection or library consisting of books, journals, documents and other materials which relate to the regional planning and management field. It is therefore projected that one librarian will need to be assigned as part of the professional staff in the management of the resource materials collection.

#### 4.5.6 Communication Specialist

A full-time communication specialist will need to be assigned to the Jakarta Office. This specialist would have skills in the operation of audio-visual equipment and other communication techniques for use as training aids in course instruction. Some writing and artistic abilities in the preparation of audio-visual materials should also be part of this staff member's skill profile.

#### 4.5.7 Support Staff

An appropriate number of support staff will be needed in assisting the professional staff of the Jakar-

ta Office in the performance of their management and programming responsibilities. With a total of 22 professional staff assigned to the Jakarta Office it is estimated that 30 support staff will be required to perform the following functions :

<u>Staff</u>	<u>Number</u>
Secretaries	11
Statistician	3
Printing Specialists	3
Draftsmen	2
Administrative support staff	7
Drivers	4

#### 4.5.8 Summary of Staff Needs

The above skill profiles for the Jakarta Office include a total of approximately 22 professional staff and 30 support staff. A summary of the skills required is indicated in Chart 4.2 on the following page. This projection is based upon the number and type of staff needed in administering eight fully operational required centers.

The number of Jakarta Office professional and support staff needed in establishing and managing the initial activation of one or two RTCs would be less than the above projections. Most importantly, in the short-term, it will be necessary to appoint an initial group of core trainers and curriculum development specialists in order to begin immediate preparation of the training of trainers courses and to design the initial training courses to be offered at the RTCs. Chart 4.3 indicates a proposed phasing of staff appointments for the Jakarta Office. The phasing indicates that, with the initial activation of one fully operational RTC, eight professional staff should be fully active in the Jakarta Office. The full staffing profile proposed for the Jakarta Office should be attained when Badan Diklat has four RTCs in full operation. The build-up of support staff can be determined in accordance with the gradual increase in workload within the Jakarta Office.

CHART 4.2

TYPE OF PROFESSIONAL SKILLS REQUIRED FOR BADAN BIKLAY JAKARTA OFFICE

Functions or Responsibilities	Types of Skills Required	Number of Staff
<b>General Management</b> - Goal Setting - Long-term Planning - Evaluation - Inter-BTC Exchange	Generalist skills in regional planning and management.	2 Staff
<b>Programming</b> - Annual Programming - Annual Budgeting - Sub-contracting - Monitoring	Generalist skills in regional planning and management or in administration.	6 Staff
<b>Personnel Development</b> - Recruitment - Training - Staff Upgrading	Core trainers with generalist skills in regional planning and management with specialized skills in specific sub-fields; personnel planners and recruiters with generalist backgrounds in planning and management or related social science disciplines.	6 Staff
<b>Curriculum Development</b> - Curriculum Planning - Course Design - Course material preparation	Generalist skills in regional planning and management with specialized skills in related sub-fields.	4 Staff
<b>Other Specialized Skills</b> Documentation Communication	Generalist background in library science.  Skills in audio visual operation and other communication techniques	1 Staff  1 Staff

CHART 4.3

PROPOSED PHASING OF PROFESSIONAL STAFF APPOINTMENTS FOR JAKARTA OFFICE

Number of Professional Staff Needed for Management Functions

Number of BTCs in operation	General Management	Programming	Personnel Development	Curriculum Development	Documentation Specialist	Communication Specialist	Total
1	1	1	2	2	1	1	
2	2	2	3	3			
3	2	3	5	4			
4	2	6	8	4			

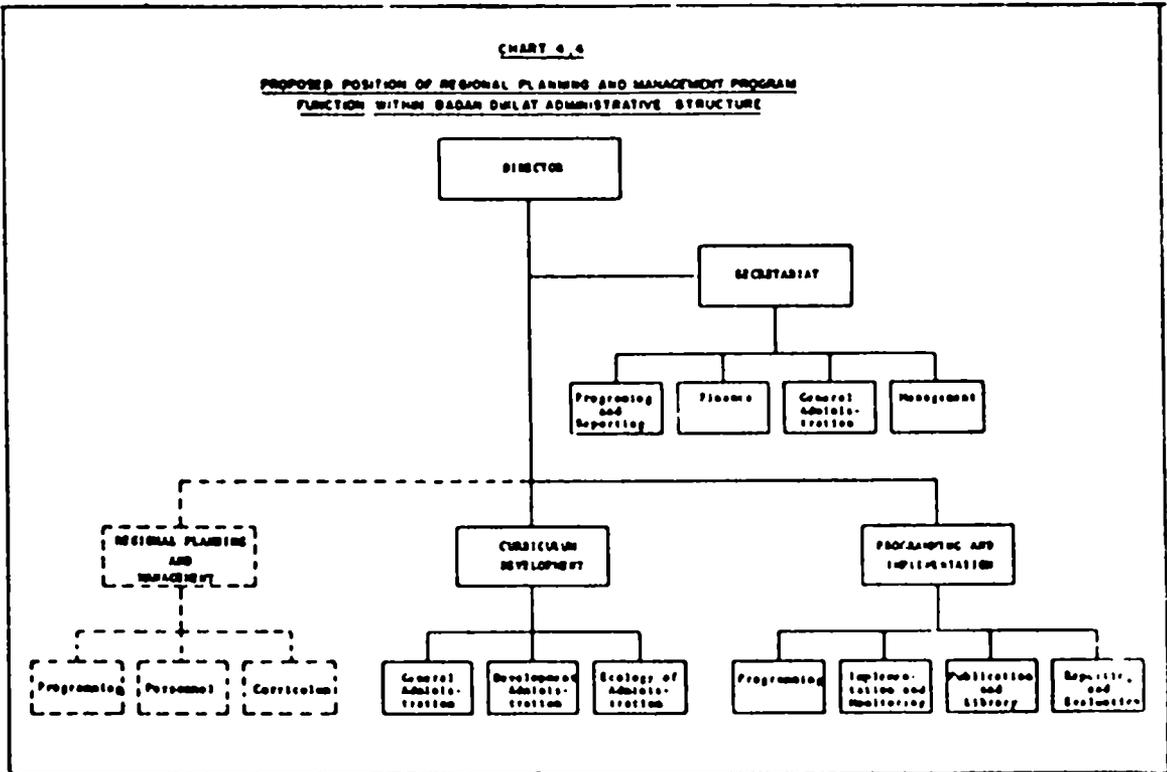
The above profile of professional staff shares a common emphasis upon professionalism and graduate degree education as qualifications for performing full-time programming and management functions in the Jakarta Office. This emphasis derives from a concern for assuring that the professional staff share a common language of discourse, and a shared framework of substantive concerns and commitment to training in regional planning and management. The concern for professionalism also originates from the interrelated nature of the management and programming functions and the need thereby for the professional staff to engage together in the collaborative execution of tasks.

#### 4.6 ORGANIZATIONAL STRUCTURE : BADAN DIKLAT JAKARTA OFFICE

The need for a close interactive process among the professional staff within the Jakarta Office suggests that a formal organizational structure should be adopted which encourages a team or collaborative approach to the administration of the regional planning and management training effort. Thus, the functions mentioned above should be integrated into one specific organizational entity with the professional staff being directly accountable to the Director of the training program. If each of the above functions were scattered and absorbed within the larger existing organizational structure, there would be a serious fragmentation of authority and a dilution of staff accountability and identification with the central purposes and needs of the regional training program. It seems more than warranted in suggesting that a separate organizational structure should be adopted for administering the regional training effort, given the importance of this activity and the need for its becoming a permanent and integral component of the Badan Diklat training program.

Several alternative organizational structures could be considered in designing a separate management unit for the regional planning and management training program. Perhaps the most simple alternative would be to create a separate PusDiklat Unit for

regional planning and management training. This organizational unit would have equal status with the current PusDiklat IP and the PusDiklat Pegawai within the Jakarta Office organizational structure. A diagram of this proposed change is indicated in Chart 4.4. The professional staff for regional planning and management would report directly to the Director of this new PusDiklat, who in turn would be directly accountable to the Kepala Badan Diklat. The advantage of this proposed alternative is that it represents an additional new subunit which seeks to maintain the professional cohesion and identify of the regional planning and management training effort without requiring at the same time any major changes in the larger organizational structure of Badan Diklat.



There are obviously a great number of variations and alternative structural modes in organizing the central management of the regional planning and management training effort, but the important concern is to assure that a team of professionals are assigned full-time to conduct these functions and that they are given this responsibility with the authority and opportunity for the collaborative team work necessary in effectively performing these tasks. If the transition for establishing a formal change in the organizational structure of the Jakarta Office is prolonged by the need for securing external authorizations and approvals, then an interim measure should be employed whereby the professional staff are able to function together as a special task force within the Jakarta Office. This should only be viewed, however, as a short-term solution in preparing for their eventual incorporation as a separate and permanent unit within the formal organizational structure.

CHAPTER V

ACTIVITIES OF A PROTOTYPE REGIONAL TRAINING CENTER

5.0 INTRODUCTION

The basic purposes of this Chapter are two-fold :

- (1) to review the specific types of activities that would be conducted at each regional training center; and
- (2) to project a possible schedule of these activities for one prototype regional training center. This latter projection will include estimates of the number and types of persons to be trained, as well as required training staff, at the center.

Badan Diklat has indicated its intention to operationalize the Yogya Regional Training Center first, probably sometime during 1980. The other seven centers which would constitute the complete Badan Diklat regional training system would be added on a phased basis at later dates. For discussion in this chapter, therefore, the Yogyakarta Center has been taken as a prototype. Hence, the projected schedule of activities (Section 5.3) has been written with this particular center in mind. Since the training needs of the two provinces, Jawa Tengah and D.I. Yogyakarta, served by this center, will be among the largest in the country, the mix of activities in other centers may in some cases be smaller than that shown here.

It is further assumed that each center will develop its own staff capacity to engage in the basic series of training and nontraining activities that are proposed. Although it must rely on the Badan Diklat Jakarta Office for general administrative support, and perhaps for specialized expertise (Indonesian and foreign), each center should be able to conduct its own series of core courses as well as important nontraining activities with its own trained staff. It should be emphasized that it is extremely import-

ant that the proposed nontraining activities be conducted at each regional training center, in addition to the training courses and other training-related activities. While the discussion of specific courses will be included in Chapter VI, this chapter will describe in more detail the nontraining and other activities, and overall schedule for the prototype regional training center.

## 5.1 NONTRAINING ACTIVITIES

In view of several of the fundamental characteristics of the proposed training program, particularly the proposal that Badan Diklat training staff assume real responsibility for basic behavioral change on the part of the planning agencies, it is essential that the regional training center engage in a number of nontraining activities. Specifically the following four such activities are proposed :

- (1) Analysis of manpower/skill requirements within the region;
- (2) Inventories/analysis of regional development conditions;
- (3) Development of REPELITA plan for training activities; and
- (4) Research and consultation on selected issues in regional development.

Each of these activities will be discussed briefly in this section.

### 5.1.1 Analysis of Manpower/Skill Requirements

It will be the responsibility of the staff of the center to pursue a more detailed analysis of manpower and skill requirements within its region. In the case of the Yogya center, this activity would focus on the two provinces, 33 kabupatens and 7 kotamadyas within its jurisdiction. Work would be directed at (1) inventories and analysis of the backgrounds and

training needs of existing personnel in target agencies; and (2) formulating estimates of new personnel required in these agencies, particularly the magnitudes of persons by specific types of skills which will be needed in BAPPEDAs, BAPPEMKAs and BAPPEMKOs.

Although some preliminary proposals have been made in this report regarding the second of these tasks (see Chapter II), it should be emphasized that they are national in scope, and that each center should project manpower needs in greater detail reflecting varying regional requirements. These detailed projections should produce for each kabupaten. A personnel identification and recruitment system to insure a continuing inflow of appropriate personnel. Coupled with this is a need for more detailed analysis of existing personnel than will be possible within this national planning phase. Such analysis must include formulation of objective criteria for measurement of competency in skills identified as necessary for regional planning and management at various levels of government. These manpower studies will form one major input into the regional center's REPELITA plan for training.

#### 5.1.2 Analysis of Regional Development Conditions

Closely related to and parallel with the above-described activity will be the critical, on-going job of analyzing conditions, issues, problems and needs throughout the region served by the regional training center. In fact, if the training staff is to assume basic responsibility for personnel development of the planning agencies, it must build up an in-depth knowledge and understanding of the region within which it is working. This activity will be subdivided into the following tasks :

- (1) All planning/management-related reports and documents pertaining to the region, from overall planning studies produced by Cipta Karya to specific project "DUPs" by a given line department, should be collected, catalogued and studied. This will give the trainers excellent information on the region, while at the same time providing them with access to potential case materials for training.

- (2) Partially by analysis of the material and partially by field trips and interviews with key officials and other persons, the staff would be continuously learning about development conditions, issues, problems, opportunities and needs throughout the region.
- (3) Current planning/management processes being undertaken by responsible agencies within the region's jurisdiction should be analyzed by the training staff, not only with the objective of deepening empirical knowledge of how things are now functioning but also of formulating ways in which these processes could be improved.

Together these tasks should be reviewed as an essential ongoing activity of the regional training center. By developing a real knowledge of the state of the region, the staff will be in a position to formulate a training plan.

#### 5.1.3 Development of REPELITA Plan for Training Activities

Based on the two nontraining activities just described, the staff will prepare a plan for its training activities. At the Yogyakarta center, it is envisaged that there would be an intensive planning effort towards the end of the first year of operation in which the training program would be charted for the remaining three years of REPELITA III (1981-1984). This would allow the staff time to have analyzed manpower/skill requirements as well as regional development conditions, and possibly to have conducted an initial course, before putting together a comprehensive plan for its future training activities. The plan would include a projection of the specific courses to be carried out, a proposed division of the region into meaningful groups of Tk. II jurisdictions for the purpose of the general course (off-the-job and on-the-job), complete personnel profiles for each Tk. II jurisdiction, a schedule regarding the jurisdictions and number of persons to receive training, and finally a work program for the training staff.

Closely associated with this training plan is the issue of the timing of the start-up of Tk. II BAPPEMKAs/KOs within the region served by the RTC. It is recommend-

ed that the Departemen Dalam Negeri seriously consider phasing the start-up of these planning/management agencies with this training program, so that the "off-the-job" segment of the general course would immediately precede creation of the agency, which would take place at the point of the "on-the-job" training segment which follows.

#### 5.1.4 Research and Consultation in Regional Development

A fourth and final monitoring activity for the center should be research and consultation on selected issues in regional development. Although the pressures of training would undoubtedly occupy most of the staff's time during the first few years of operation, the research and consulting functions should be encouraged as the center grows and expands. To be effective and credible trainers for regional and urban development planning, the staff must simultaneously build up their professional and particular experience as advisors to government and as researchers. There are basically two functions here, and individual staff members may often tend to concentrate on only one of them :

- (1) The research function would isolate important development issues or questions in the region which staff could address. Specific research topics would depend on staff backgrounds, skills and interests.
- (2) The consultation function would allow staff to render technical assistance, advice and services in their particular areas of professional expertise to various governmental jurisdictions within the region.

Although, as with any training institution throughout the world, Badan Diklat will have to formulate policies which place ceilings on the amount of staff time that can be given to these two functions, it is essential that trainers in planning and related fields be given the opportunity to engage in them. If the trainers are capable, they will demand it in any case.

## 5.2 TRAINING ACTIVITIES

### 5.2.1 A Note on Curriculum

The recommended training courses in regional planning

and management will be described in Chapter VI ("Course Curriculum, Materials and Techniques"). In this chapter, other activities of each regional training center are being described and a possible schedule for both training and nontraining activities formulated.

With regard to training activities, it should be stressed that, in addition to the actual running of courses, each regional center must allocate sufficient staff time for the following two additional training-related activities.

### 5.2.2 Planning for New Group and Training Courses

Each time a training course is scheduled, staff must devote substantial time for planning and preparing for the course, including the organization of lecture and case materials. With the proposed emphasis on practical case studies and field application, this preparation time is particularly important. In addition, the Badan Diklat RTC staff should prepare a specific training plan for each new group of agencies and their personnel, as they are scheduled to be put through the general course sequence ("off-the-job" and "on-the-job").

### 5.2.3 Evaluation of Training Activities

Finally, the training staff at each regional center must set aside time for periodic evaluation of its training activities. It is suggested that this be scheduled each year as an intensive reassessment of the effectiveness and impact of prior training activities.

## 5.3 PROJECTED SCHEDULE OF ACTIVITIES

### 5.3.1 The Basic Approach

Having reviewed in previous sections the various non-training and training activities in which each regional center would be involved, it now remains to show illustratively how these activities might be combined and scheduled at one center. Some initial

comments on the basic approach are in order :

- (1) With regard to the general sequencing of training activities, there is a basic cycle of experiences through which cadres of personnel within target institutions should go. Chart 5.1 shows this cycle graphically. The cycle begins (1) with personnel receiving at least some degree of specialized, "off-the-job" training. The series of special courses for intermediate skill types (numbers 3 - 7), as described in the next chapter, are examples of this specialized training. Secondly, staff who will be working together are assembled on a team basis for the general training, (2) initially "off-the-job" and then (3) "on-the-job". Then, (4) as intermediate or more specialized skill types continue to work "on-the-job" as members of intersectoral planning teams, they will come to realize the importance of their individual skills as inputs into the overall process. The cycle is then repeated (1') as individuals deepen their specialized skills through further "off-the-job" training courses.
  
- (2) In considering this basic cycle of training activities, it is very important to think in terms of an integrated package of growth experiences for specific cadres of personnel within planning and related agencies. A given individual assigned to one of these target agencies will have a combination of experiences (specialized and general/ "off-the-job" and "on-the-job") which will make him a more effective team member. The aim is that a sufficient number of individuals working for the same agency and/or within the same jurisdiction can be trained at the same time so that an effective planning and management apparatus can be created.

Chart 5.1

Basic Cycle of Training Activities

Format Subject Matter	"Off-the-job" training courses	"On-the-job" training	"Off-the-job" training courses
Specialised training (individual basis)	(1) Personnel with intermediate or highly specialized skill levels should first receive this training, at least to some degree.	(4) (Within "on-the-job" format, specialized skill personnel will realize need for their skill as input into comprehensive development planning).	(1') More specialized "off-the-job" techniques courses will then be appropriate.
General training (team basis)	(2) Badan Diklat general regional or urban courses begin "off-the-job".	(3) These general courses then continue under "on-the-job" format, involving same team of personnel.	(2') Second cycle of team training may be introduced ...

### 5.3.2 Specific Program for Yogyakarta Center

#### (1) Description of activity schedule

Chart 5.2 suggests a schedule of activities at the Yogyakarta Regional Training Center from June, 1980, through the 1983/1984 fiscal year. The proposed training and nontraining activities for the center, as described previously in this chapter, can be summarized as follows :

(a) Finalization of the Initial Course : The schedule allows for a three-month lead time during the first year the center will be in operation to prepare for the initial general course in regional development planning and management. As was mentioned in Chapter IV, the Badan Diklat Jakarta office should provide substantial input to this effort and work jointly with the Yogyakarta Center in preparing this course. Primarily, this would involve curriculum design and development; the assemblage of training materials, including case studies; and the determination and preparation of appropriate delivery systems for presenting the material to the trainees. More specifically, this latter function involves determining which training technique will be used for each specific part of the course and then developing the "software" for the training aids which will be used.

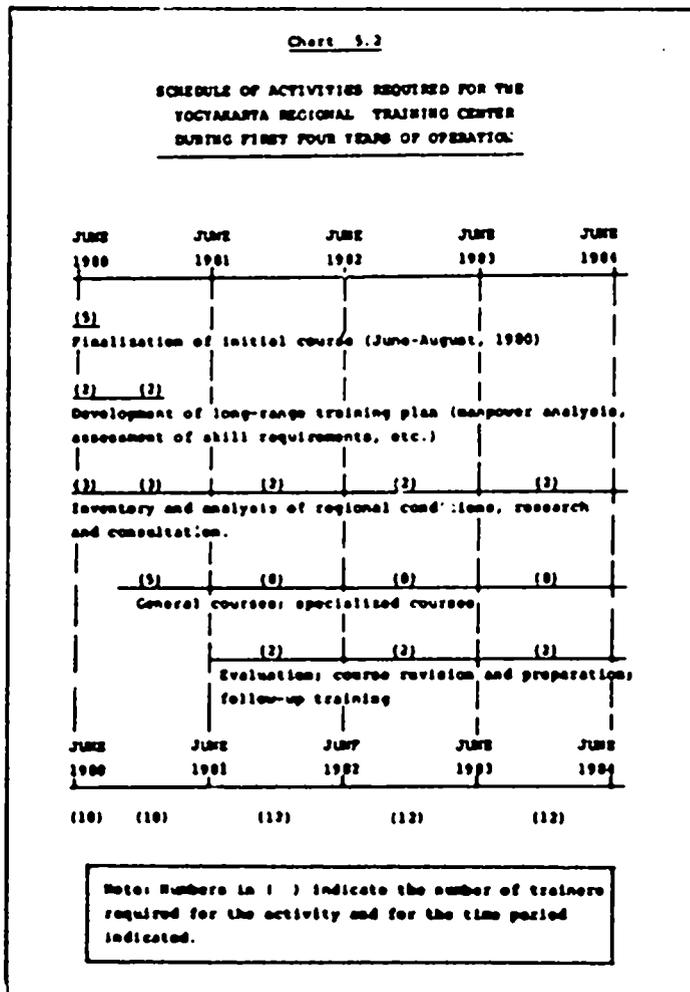
#### (b) Analysis of Manpower/Skill Requirements and Development of REPELITA Training Plan :

The target group and the training needs for the first general course would have to be determined at a very early stage, probably not later than the end of the first month following the activation of the center. Following this, a longer-range, systematic plan based on training needs, manpower/skill requirements, and a determination of prio-

rity areas for training would be prepared. A total of nine months is projected for these activities.

(c) Inventory and Analysis of Regional Conditions, Research and Consultation :

An inventory and analysis of regional conditions, as described in Section 5.1.2, and research and consultation in regional development were also mentioned as important non-training activities which the staff of the Yogyakarta Center must undertake. As shown on Chart 5.2 these functions are continuous and ongoing, and critical to the design of an effective program.



(d) General Courses, Specialized Courses :

The general courses in regional development planning and management and urban development planning and management will be the primary courses offered. As described above, it is suggested that each course will run for nine months, with three months of off-the-job training and six months of on-the-job training. Specialized courses which it is suggested could be offered by the center are : (i) a six-month course for administrative technicians; (ii) a short course covering tools for monitoring and evaluation; and (iii) a short course covering tools for program/project appraisal and feasibility analysis.

(e) Evaluation, Course Revision and Preparation, Follow-up Training :

These functions should be carried out beginning in the second year the center is in operation. Course revision and preparation should be done on an annual basis and should be based on the annual evaluation of the training courses as well as on the results of the inventory and analysis of regional conditions and the research effort. Follow-up training should also be done on an annual basis, and can be done at any time throughout each year.

In summary, Chart 5.2 shows a flow of interrelated training and nontraining activities over a four year period. Two general points should be made regarding this schedule. First, it should be reemphasized that each of the nontraining functions is crucial to the development and delivery of meaningful training courses for the region served by the Yogyakarta Center. Secondly, the basic cycle of training experiences through which cadres of personnel should go (described in Section 5.3.1) would be clearly reflected in the specific training schedule shown here illustratively for the Yogya Center.

Chart 5.3 and 5.4 give annual breakdowns of the general information presented on Chart 5.2. Chart 5.3 shows a possible schedule of activity for the first year of operation of the center. It indicates a three-month lead time for preparation of the first course. This preparation would require five trainers. During this same three month period, two trainers would begin working on the development of a long-range training plan based on a manpower/skills assessment and other factors, and three trainers would begin an inventory and analysis of regional conditions, feeding information to the trainers involved in preparing for the first initial course.

In consideration of the need for the trainers to gain confidence and experience through concentrating on one training effort without being overburdened, it is proposed, as shown on Chart 5.3, that the sole training activity during the first year will be the offering of one general course in regional development planning and management. Thus, from the beginning of the fourth month onward, five trainers would be involved in conducting this general course, while two trainers would continue on with the development of a long-range training plan and three trainers would continue the inventory and analysis of regional conditions, thereby laying some of the groundwork for the following year's courses. As it is projected that the development of a long range plan could be completed by the end of the ninth month of the first year, the two trainers involved in that activity could be utilized to prepare the short courses and the general courses which would be offered in the following year. This would be particularly important as lead time for preparing for the second year's general courses would be cut to one month due to the first year's general course extending through May, 1981.

Chart 5.4 shows the schedule of activity and number of trainers required for the second, third and fourth years the center is in operation. With the exception of the second year (see above), the first three months of each fiscal year would be spent in evalua-

Chart 1.1

**PROJECTED SCHEDULE OF ACTIVITIES  
REQUIRED FOR THE TOOTALAPTA REGIONAL  
TRAINING CENTER DURING ITS FIRST YEAR  
OF OPERATION (1969/71)**

Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	
		-										
		(3)										
		Finalization of Initial Course										
		(2)						(2)				
		Development of long-range training plan ( manpower analysis, assessment of skill requirements, etc.)										
		(3)						(3)				
		Inventory and analysis of regional conditions, research and consultation										
								(3)				
		General Regional Course (Continues through May, 1971)										
Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	
<b>TOTALS</b>		(10)						(10)				

Chart 3.1.

**ANNUAL SCHEDULE OF ACTIVITIES REQUIRED  
FOR THE YOCHAKARTA REGIONAL TRAINING  
CENTER (1981/82 through 1983/84)**

Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
	(4)		(3) or (2)			(2)					
Analysis of regional conditions; research and consultation											
	(4)		(3) or (2)			(2)					
Evaluation; course revision and preparation; follow-up training											
			(3) or (4)			(1)					
General Regional Course											
			(3) or (4)			(1)					
General Urban Course											
	(4)					(2)					
Technique Courses						Special Course for Administrative Planners					
Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Totals(12)			(12)			(12)					

Note: Chart does not indicate special courses which would be contracted out to other training institutions.

Note: Numbers in ( ) indicate the number of trainers required.

cing the previous year's training and undertaking course revision and preparation for the current year's courses. Also, as indicated on the chart, the two short tools courses could be offered then. During the final nine months of the fiscal year, either two general regional courses or, perhaps every other year, one general regional course and one general urban course could be offered. Also during the final six months of the year, the special course for administrative technicians could be conducted.

(2) Number of jurisdictions and persons to be trained

Chart 5.5 shows the numbers of jurisdictions and personnel who would receive training in the general courses proposed for the Yogya Center during REPELITA III. If this schedule is adhered to, a total of 247 persons on the staff of two provincial BAPPEDAs, 15 kabupaten BAPPEMKAs and seven kotamadya BAPPEMKOs within the region served by this center would have gone through a complete cycle of training during the first four years of the center's operation. The following comments are relevant in this connection :

- (a) In most cases, three Tk. II planning agencies are proposed to be included in each general course, with each agency to involve a team of nine persons. This number represents the initial professional staff projected to be required (see Chart 2.4 ). In addition, some BAPPEDA (Tk. I) staff would be invited to participate in the same course. After the first four years of training, 15 out of the total 33 kabupaten BAPPEMKAs would have been involved, while all seven kotamadya BAPPEMKOs would have been included in the program. At the same rate of training activity, it would take another three years before the initial staff required by the planning agencies in all 40 Tk. II jurisdictions would have been trained by general courses. Parallel with this comprehensive training effort, it is en-

visaged in the short term that Badan Diklat will organize a series of short courses which can provide some training for all BAPPEDAs, BAPPEMKAs and BAPPEMKOs within the region by the end of REPELITA III (See Chapter VIII for details).

- (b) It is envisaged that about two-thirds of all required BAPPEDA (Tk. I) professional staff would have participated in one of the general courses during these initial four years. For the region served by the Yogya Center, only the two provinces of Jawa Tengah and Yogya are involved. An average of nine BAPPEDA staff would join the 27 Tk. II participants in each of the general courses, bringing the total number of trainees to 36. As with Tk. II, an additional three years of training effort would be required at the center before all BAPPEDA members would have been trained.
  
- (c) It is assumed that the capacity would exist for conducting two general courses simultaneously in one year, after the first year. Although the Yogya Center has the physical capacity to accommodate three such courses at once, this would place too heavy a load on the staff and present other problems. Having determined the appropriate number of persons to be trained in one year, a key policy decision involves striking the right balance between training more staff for fewer areas (concentrated option) versus fewer staff for more areas (dispersed option). Despite the temptation to follow a more dispersed option, which would enable the Yogya Center to train an initial team for every area more rapidly, it is argued here that it is preferable to train a larger group in a given Tk. II jurisdiction at one time, thus forming a "critical mass" of staff who are equipped to engage in effective regional planning and management.

Chart 5.3

Number of Jurisdictions and Persons to be Trained in General Courses at Yogyakarta Center During Initial Four Years

Level	1980/1981 Group I		1981/1982 Group II		1982/1983 Group III		1983/1984 Group IV		Total	
	No. of Juris- dictions	No. of Persons								
Provinsi	1	9	1	18	1	18	2	18	2	63
Kabupaten	3	27	3	27	3	27	3	27	12	135
Kotamadya			1	27			6	37	7	59
Total Th. II	3	27	6	54	6	54	7	59	22	194
Total Persons		36		72		72		77		257

Assumptions :

- (1) About two-thirds of all required BAPPEDA professional staff would go through general courses within first four years (See Chart 2.4 1).
- (2) Of these 63 persons to be trained from BAPPEDAs, 48 to be from Jawa Tengah and 15 from Yogyakarta.
- (3) BAPPEDA staff would join Th. II groups for general courses, at the rate of nine per course.
- (4) In most cases, other Th. II level planning agencies to be trained in each course.
- (5) At Th. II level, only initial staff for BAPPENKAs and BAPPENKOs would be trained in this program, at a rate of nine persons per planning agency; additional staff required by these agencies would have to be trained subsequently.
- (6) Additional persons to be trained from Kantor Gubernur/Bupati/Walikota, Dinas-Dinas and Kamwil are not shown on this chart.

(d) Chart 5.5 shows only the numbers of planning agency personnel to be trained. It is also envisaged that additional personnel from the kantors gubernur/bupati/walikota and the dinas-dinas/kanwils should be exposed to this program through orientation courses. However, the large training requirements of the planning agencies, as well as the difficulty anticipated in releasing these additional personnel for long periods of "off-the-job" training, appear to limit their complete participation in the program. One solution is that a short orientation course be organized for these persons at the beginning of the "on-the-job" segment of the general course, after which they would become fully involved in this "on-the-job" training activity. Such a course has already been described as an integral part of the proposed training strategy in Chapter III.

### 5.3.3 Required Training Staff

#### (1) Professional staff :

The numbers shown in brackets on Charts 5.2 - 5.4 indicate the estimated professional staff required to perform each particular activity over the first four years of the Yogya Center's operation. As indicated on Chart 5.2, in order for both the training and nontraining activities to be carried out effectively, it is projected that a minimum of ten trainers would be required during the first year the center is in operation, and a minimum of 12 trainers each year thereafter due to the increased training activity after the first year. Anything less than these numbers would result in the need to compress the training methodology and/or lessen the intensity of the nontraining function, thereby greatly weakening the effectiveness of the center. It should be emphasized, for instance, that the intensive, case study-oriented nature of the proposed general courses necessitates that at least three primary trainers be involved throughout each course.

What kinds of skills or capabilities should this professional staff have at the Yogya Center? Chart 5.6 presents a profile of types of skills required in relation to the center's functions and responsibilities. Generally, it shows that a combination of generalized and specialized skills will be needed to conduct the training and nontraining activities projected for the prototype regional training center. Of the 12 trainers, six should have generalist capabilities which would equip them to function as primary trainers in general courses and to conduct nontraining activities. These persons should be trained in a variety of disciplines, although it would be desirable if four of them had backgrounds in regional/urban planning or development administration. The other six trainers should have more specialized backgrounds which would equip them to

teach the three special courses projected for the center. Of these, two should be familiar with administrative aspects of planning and two should have economics backgrounds. It should be stressed that any given staff member will have multiple responsibilities, both training and nontraining, and hence it would be useful if he/she cultivated a mixture of generalist and specialized capabilities.

Chart 3.6

Types of Skills Required For Regional Training Center

<u>Functions or Responsibilities</u>	<u>Types of Skills Required</u>	<u>Number of Staff*</u>
<b>Monitoring Activities :</b> 1. Analysis of manpower/skill requirements 2. Analysis of regional develop. conditions 3. Development of training plan	Generalist skills in regional and urban development; some variety of backgrounds in fields such as regional/urban planning, development economics, etc. useful	All 12 staff members should be able to devote part of their energies to these activities
4. Research and Consultation	Area of more specialized expertise ; exact disciplines involved can vary	(same comment as above)
<b>Training Activities :</b> 1. General courses - Regional development planning/management - Urban development planning/management	Generalist skills in training for regional and urban development planning, primarily related to regional and rural development; staff should come from variety of backgrounds	6 needed, 4 with backgrounds in regional/urban planning or development administration; others can come from variety of disciplines
2. Specialized courses - (cycle) courses for administrative technicians	Specialized skills in administrative planning	2 needed with background in administrative planning
- Tools for program/project appraisal and feasibility analysis	Specialized skills in program/project appraisal and feasibility analysis	2 needed, 1 with economics background; other from planning, engineering or related field
- Tools for monitoring and evaluation	Specialized skills in monitoring and evaluation	2 needed, 1 w/ economics background; other from some other appropriate discipline

\* A total of 12 professional staff members are shown here, which is the number that would be required by the second year of operation.

(2) Support staff :

In addition to the professional staff, it is essential that the Yogy Center recruit adequate staff to support its ongoing functions. Given the level of activity as well as the size of professional staff projected for the center, it is estimated that a support staff of 15 persons would be required, with the following breakdown of capabilities :

5 secretaries/reporteurs  
2 statisticians/tabulators  
2 draftsmen  
1 audio-visual technician  
2 administrative support personnel  
3 drivers

---

15 total support staff

Most of this staff would be available over much of the year to directly support the training and nontraining activities in which the trainers and trainees are involved. Conversely, it is assumed that time allocated to general administrative, rather than substantive, activities would be kept to a minimum. For such administrative back-up, both professional and support staff would rely heavily on the Badan Diklat Jakarta Office.

CHAPTER VI

Course Curriculum, Materials and Techniques

6.0 INTRODUCTION

This chapter has three primary purposes :

- (1) to delve more deeply into the subject matter or content of the proposed training program by describing the courses which should be offered in regional planning and management;
- (2) to discuss the tasks which need to be undertaken in the crucial area of materials development;  
and
- (3) to address the related area of training techniques, which is the delivery system that must be organized to impart information to trainees.

6.1 RECOMMENDED TRAINING COURSES IN REGIONAL PLANNING AND MANAGEMENT

6.1.1 General Discussion of Curriculum

- (1) Classification of all training courses :

This general discussion of curriculum should begin with a simple classification of the various types of training activities. Chart 6.1 shows a two-dimensional classification. On one dimension is the format of training which can broadly be divided into "off-the-job" courses and "on-the-job" training. On the other dimension is the subject matter or content of the training, which can be divided into the general planning/management aspects to which all personnel should be exposed and more specialized aspects which would involve specific individuals.

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GRAPH 9.1

GENERAL CLASSIFICATION OF TRAINING ACTIVITIES

Format Subject Matter	"Off-the-job" training courses	"On-the-job" training
General training	Involving teams of personnel who are (or will be) working together in the same planning agency or jurisdiction. Primarily "on-the-job".	
Specialized training	Involving training primarily on an individual basis for specific members of the "intersectoral development team". Training geared to:  (1) Specific personnel types or (2) Specific techniques Primarily "off-the-job".	

By and large, the general training should be on a team basis involving all officials who are or will be working together in the same jurisdiction. It is recommended that this general training in fundamentals of planning and management be primarily "on-the-job", although it would begin with an "off-the-job" segment.

The more specialized training will, on the other hand, be given on an individual basis for specific members of the intersectoral development team. It is proposed that specialized courses be organized on two bases: (1) they can be geared to the training of specific personnel types, for instance, the intermediate specialization planners (such as social development planners, administrative planners, land use planners, etc.) described in Chapter II; or (2) they can be organized around the specific techniques (such as data collection and analysis, project appraisal, etc.) which were also described in that chapter. In either case, any

given specialized course would not have to involve all professional members of the planning agency, as would the generalized training. Specialized training would be primarily "off-the-job" courses, either conducted directly by Badan Diklat or contracted out to other institutions.

(2) The role of Badan Diklat :

In outlining a suggested curriculum, the first job is to determine the total scope of training needed to produce the required skills in regional planning and management. Having done this, the issue of the role of Badan Diklat; i.e., which specific courses should this institution run directly and which courses should be more appropriately contracted out to other institutions, must be addressed. The basic response to this issue is that all the general team training should be conducted directly by Badan Diklat, and that this activity would form the core of the program at each regional training center. Badan Diklat should be more selective in taking on the specialized courses, and would rely to a considerable extent on other institutions which have particular expertise in certain planning-related fields. The following discussion briefly mentions all training courses which are required as part of this program, and indicates those courses that would appear to be most appropriately conducted by Badan Diklat.

(3) Questions to be addressed for individual courses :

In the following description of each course, these basic questions will be briefly addressed :

- (a) What is the basic subject matter to be covered?
- (b) For whom will the course be designed, both regarding personnel types and level of government?
- (c) Who should conduct the course?

(d) What should be the approximate length of the course?

As summarized on Chart 6.2 a total of ten courses are recommended here as the full Badan Diklat curriculum in regional planning and management : two general courses in regional and urban development planning/management respectively, five specialized courses for intermediate-skill personnel types, and three specialized courses dealing with planning techniques. Of these ten it is suggested that each Badan Diklat regional training center be directly responsible for conducting five courses, including the two general team training courses. The content of these five courses is described more fully in the following discussion of individual courses.

It is recognized that the proposed off-the-job course offerings are ambitious. However, it responds realistically to the assessment of needed skill requirements. In fact, this assessment might lead one to consider adding other courses to the curriculum, but every effort has been made to limit the program to only the most essential courses. It is further recognized that it will take Badan Diklat at least five years to refine the planning and implementation of the courses described in this report, and that within this period these courses will be introduced on a phased basis as resources permit. It should also be emphasized that all courses will feature Indonesian examples and case studies. This point is further stressed in the discussion of training materials later in this chapter.

### 6.1.2 General Courses

#### Course # 1 : General course in regional development planning/management

What?

This general course would cover basic theory and practice of regional development planning and management. Its focus would be on the comprehensive intersectoral planning and management of predominantly rural regions, although the role of urban areas within such regions

CHART 6.2  
PROPOSED TRAINING COURSES FOR ONE REGIONAL CENTER

<u>Course Title</u>	<u>Run By Whom</u>	<u>Length</u>
<u>General Courses:</u>		
General Course in Regional Development Planning/Management	BADAN DIKLAT	3 months "off-the-job" 6 months "on-the-job"
General Course in Urban Development Planning/Management	BADAN DIKLAT	3 months "off-the-job" 6 months "on-the-job"
<u>Special Courses For Intermediate Skill Personnel Types:</u>		
Special Course for Administrative Technicians	BADAN DIKLAT	6 months
Special Course in Social Development Planning	SPI, UI	6 months
Special Course in Regional/Urban Economics	Selected University	6 months
Special Course in Land Use Planning	Dep. Planologi, ITB	6 months
Special Course for Engineer/Planners	Selected University	6 months
<u>Special Courses On Planning Tools:</u>		
Tools for Data Collection, Presentation and Analysis	Academy of Statistics, CBS	6 weeks minimum
Tools for Program/Project Appraisal and General Plan Evaluation	BADAN DIKLAT	6 weeks minimum
Tools for Monitoring and Evaluation	BADAN DIKLAT	6 weeks minimum

would also be addressed.

The course would begin with an "Off-the-job" segment which should include the following subjects :

- (1) Definition of comprehensive regional development planning; defining planning; objectives; types of regions; types of regional plans and planning; regional planning process.
- (2) Spatial organization theory as foundation for regional development planning : structure of rural land use; location theory; central place theory and activities; market systems; selected spatial experiments.
- (3) Crucial aspects of rural development : natural resources; agricultural land use and productivity; income, expenditure, investment credit and other economic factors; distribution of wealth and poverty; factors related to social equity and services; review of key elements within and interdependencies among social, economic and physical sectors; integrated approaches towards rural development.
- (4) Critical steps in the planning/management process : comprehensive scanning of environment; formulation of goals/objectives; setting of alternative development strategies; evaluation of alternatives and selection of optimum; development of specific action plans/programs; periodic reviews.
- (5) Discussion of major techniques required to support planning/management process : data collection, presentation and analysis; techniques for projecting/forecasting aspects of system, including population, economic activity and land use; techniques

for program/project appraisal and feasibility analysis; techniques for monitoring and evaluation.

- (6) Towards relevant regional development planning for Indonesian provinces and kabupatens : varying needs and planning styles at Tk. I and Tk. II; importance of intersectoral coordination within government; spatial vis-a-vis sectoral planning.

The "off-the-job" segment would be followed by a longer period of intensive "on-the-job" training involving the same team of persons. In addition to its major emphasis on applied planning, this "on-the-job" segment will provide a further opportunity to cover the material listed above. Although the "off-the-job" segment would utilize case study material wherever possible, the "ultimate" case study would take place during the "on-the-job" segment when each team of kabupaten officials concentrate on their own region. The training during this phase would focus on preparation of a specific planning product, such as an integrated annual development plan/budget, which is required by the BAPPEMKA in any case. Upon completion of the "on-the-job" segment of the general course, the training staff would return periodically for follow-up activity involving further "on-the-job" training.

For Whom? This course would be required for all kabupaten (Tk. II) professional personnel being trained for BAPPEMKAs, as well as other key members of intersectoral development teams at this level. It would be given on a team training basis for groups of staff within specific kabupaten, but selected BAPPEDA (Tk. I) personnel would also be invited to participate.

Run by whom? This would be the basic course of each Badan Diklat regional training center. It would be conducted directly by the members of the staff, who

should devote considerable effort to experimenting with the most effective approach.

Length?

With respect to the "off-the-job" segment, a period of three months is seen as the minimum time required for covering the essential material. The "on-the-job" segment immediately following would be for a period of six months. In this complex field, shorter time periods than these would compromise the content which should be covered in the general course. It is assumed, furthermore, that the intensive "on-the-job" format of much of this training would allow for an accelerated learning experience.

Course# 2 : General course in urban development planning/management

What?

Parallel to the regional course will be a similar general course in urban development planning/management. Although the regional course will cover the broad aspects of urban development, particularly as they relate to predominantly rural regions, there are many complex urban issues which require special attention at a more detailed and intensive scale. While the general planning process remains the same, the specific content of and techniques required for planning are different at the regional and urban scale. Therefore, a separate course must be designed to train general urban planners as well as intermediate skill personnel who will specialize in urban development.

The initial "off-the-job" segment of the course should include the following agencies :

- (1) Definition of urban development : defining urban planning objectives; types of urban areas; categories of urban plans and planning; urban planning process.
- (2) Theories of urban development as a foundation for planning : central place theory; location theory; theories of urban structure and form; theories of urban growth and change; theories

of individual behaviour; decision and systems theory; relevance of theory for urban planning practice.

- (3) Crucial aspects of urban development : population and urban social systems; employment and other key factors in urban economy; housing, markets and other land using activities; transportation and other movement systems; relationship between social, economic and physical sectors; emphasis on problems, issues and solutions for Indonesian urban areas.
- (4) Critical steps in the planning/management process : comprehensive scanning of environment; formulation of goals/objectives; setting of alternative development strategies; evaluation of alternative and selection of optimum; development of specific action plans/programs; periodic reviews.
- (5) Major techniques required to support planning/management process : data collection, presentation and analysis; techniques for projecting/forecasting aspects of system, including population, economic activity and land use; techniques for general strategy evaluation; techniques for program/project appraisal and feasibility analysis; techniques for monitoring and evaluation. (although basic headings will be the same as course #1, specific techniques covered will be different).
- (6) Towards relevant urban development planning for Indonesian kotamadyas and other urban areas : scale of future urban development in Indonesia; need for national urbanization strategy; integration of urban with rural development.

In basic format, the urban course would be the same as the regional course, beginning with an "off-the-job" segment to be followed by "on-the-job" training. The nature of the "on-the-job" segment would be essentially the same as that described for the regional course.

For whom? The course would be given on a team training basis for all kotamadya professional personnel on the BAPPEMKOs as well as other key staff members of kantors walikota and dinas-dinas at that level. Staff from the kabupatens which have large ibukota and other important growth centers, as well as selected BAPPEDA (tk. I) personnel, should also participate in this course.

Run by whom? Again, the general urban course would be an important and regular activity of each Badan Diklat regional training center, although it would not need to be conducted as frequently as the regional course.

Length? Same as the regional course : three months "off-the-job" and six months "on-the-job".

#### 6.1.2 Special Courses for Intermediate and Highly Specialized Skill Personnel Types

As mentioned above, one set of specialized courses should be geared to training the types of persons with the specific skills mentioned in Chapter II. This training would be both for the five intermediate skill types, and for the more highly specialized personnel required by the BAPPEDAs. It is proposed that Badan Diklat give priority to training the intermediate skill types, although only one such course (that for administrative technicians) would be conducted directly at each regional training center. For the other courses, Badan Diklat should contract with other institutions.

#### Course #3 : Special course for administrative technicians

What? This special course would deal with those aspects of the broader field of regional planning and management which cover development administration, information systems, techniques for monitoring and evaluation, and development control. It is believed that these

aspects together form a coherent package of knowledge and techniques for which an intermediate skill-level group can be trained. The course would include both a review of current procedures in Indonesia and a consideration of possible new mechanisms which could be introduced.

The course should include the following subjects :

- (1) Development administration: administrative position of regional planning and management within governmental institutions; administrative and financial mechanisms essential to programming, budgeting and implementing intersectoral plans; management issues in coordinating budget requests and activities of sectoral agencies.
- (2) Techniques for data collection, presentation and analysis : basic tools of survey and analysis; establishing an information system; and mapping.
- (3) Techniques for monitoring and evaluation : role of central planning and budget control agencies; techniques for continuous monitoring and reporting of implementation progress; techniques for evaluation of impacts of program/project implementation.
- (4) Techniques for development control : public land acquisition; agraria controls and regulations; planning standards; financial allocation and inspection procedures; other mechanisms to ensure orderly implementation of development.

For whom?

The course would be organized for individuals who have recently graduated from one of the APDMs or one of the universities with a Sarjana Muda degree in a field such as social-polit-

tic. Since large numbers of these general administrators already constitute a major recruiting source for the Departemen Dalam Negeri, the proposal here is that selected groups of these people be trained to perform certain tasks within the planning agencies at both Tk. I and Tk. II. Specifically, they could assume responsibility under professional supervision for some of the aspects of information systems and monitoring/evaluation, as well as general administration. Although not trained to the same technical level as some of the other planning agency members, this special course could create a new cadre of people who can perform needed tasks.

Run by whom?

It is suggested that this be the only course for intermediate skill types to be run directly by Badan Diklat at each regional training center. Badan Diklat staff should develop particular strength in the aspects covered by this course.

Length?

A period of six months of intensive "off-the-job" training is seen as the minimum for this course.

Course #4 : Special course in social development planning

What?

The area of social development planning is coming to be increasingly recognized as a distinct sub-field within regional/urban development planning. Among other subjects, this sub-field should deal with the question of promoting social equity in the context of regional planning and management, including appropriate social indicators, the distribution of social services, and modes of community participation in development. This special course would prepare people for this intermediate skill position through intensive "off-the-job" training.

For whom? The course would be designed for individuals who already have at least one university degree in social science, education, social work or a related field. These persons will be assuming key professional positions in the Tk. II BAPPEMKAs or BAPPEMKOs (see Chapter II for initial suggestions).

Run by whom? It is proposed that Badan Diklat contract with the Faculty of Social Sciences, U.I., and possibly other institutions as well, to carry out this course.

Length? Six months minimum

Course #5 : Special course in regional/urban economics

What? This special course would provide intermediate level training in regional and urban economic planning, with particular emphasis on the spatial dimension in sub-national economic development. It would prepare people for the positions of general development economist, rural economist or urban/industrial economist.

For whom? These individuals should have already received at least one university degree in economics. They already hold, or will be assuming, professional positions in planning agencies at both Tk. I and Tk. II.

Run by whom? Badan Diklat should contract with an economics faculty of an appropriate university.

Length? Six months minimum.

Course #6 : Special course in land use planning

What? Regional/urban development planning include elements which emphasize the physical environment at various scales : land uses and charac-

teristics, geographic and spatial relationships, locational and space requirements of activities. Additional aspects include cartography and remote imagery, and land tenure and transfer systems. These elements together can be referred to as spatial or physical planning, which constitutes yet another intermediate skill type.

For whom? This special course would be for persons who already have a university degree in architecture, planning, geography or a closely related field. These individuals will be assuming key positions in the Tk. II planning agencies.

Run by whom? In this case, it is proposed that Badan Diklat contract with the Dept. Planologi, I.T.B., or another appropriate institution.

Length? Six months minimum.

Course #7 : Special course for engineer/planners

What? Civil engineers possess technical skills of special relevance to regional/urban development planning, particularly in the areas related to transportation, water resources and distribution systems, and sanitation. A special course is needed, however, which would convert engineers into planners by placing their specific technical knowledge into a more comprehensive planning framework.

For whom? As already implied, this course would be for persons who have received a first degree in engineering. These people are needed to assume professional positions in planning agencies at both Tk. I and Tk. II levels.

Run by whom? Badan Diklat should contract with an engineering faculty of an appropriate university or technical institute.

Length?            Six months minimum.

### 6.1.3 Other specialized training

In addition to the above-described special courses for intermediate skills personnel, Badan Diklat must address the matter of training for the highly specialized persons who are required to serve on the provincial BAPPEDAs. Included in this category are demographers, health and nutrition planners, education planners, statisticians, agricultural economists, geologists, geographers, and more specialized engineers. With the exception of the agricultural economists and statisticians, the magnitudes required will not be large (see Chapter II).

It is recommended that in all cases here, Badan Diklat would not attempt to provide direct training for these specialists, but that arrangements be made to send the relevant individuals to special institutions both within Indonesia and overseas. It is particularly within this context that overseas training for Indonesians, generally not felt to be appropriate, may be most useful.

### 6.1.4 Special courses on planning techniques

The other set of specialized, "off-the-job" courses should be organized around training in some of the specific techniques referred to in Chapter II. These courses would be narrower in scope and shorter, basically geared to provide intensive training in those techniques which are particularly useful for carrying out critical development tasks. The following three courses appear to be the most urgent, although Badan Diklat could decide to conduct others at a later date.

#### Course # T1 : Techniques for data collection, presentation and analysis

What?

This short course would be specifically directed at (1) basic techniques of research, survey and analysis and (2) how to set up an information system. Included would be such elements

as alternative forms of research, survey design, preparing survey instruments (questionnaires), sampling procedures, and the use of basic descriptive statistics for presentation and analysis of data.

For whom?

The course will probably be appropriate for most planning agency professional personnel at both Tk. I and Tk. II levels. An exception to this would be the administrative planners who will receive this training as part of their own course.

Run by whom?

It is proposed that this course be contracted out to the Academy of Statistics.

Length?

A minimum of six weeks are suggested.

Course # T2 : Techniques for program/project appraisal and general plan evaluation

What?

This course would concentrate in some detail on relevant techniques which are designed to help the planner select an optimum development strategy and, more specifically, set program priorities and put together an integrated annual development plan and budget. It is suggested that two distinct sets of techniques, those for general strategy evaluation (T4.1) and those related to program/project appraisal and feasibility analysis (T7), as described in Chapter II, be covered here. The course would address the following topics :

- (1) The context for appraisal : alternative types of appraisal and evaluation within the comprehensive regional planning process; function of general plan evaluation versus specific program/project appraisal; institutional issues and the capability to evaluate; appraisal versus decision-making.
- (2) Techniques for overall evaluation of

development alternatives : planning balance sheet, goals achievement matrix, other approaches.

- (3) Techniques for appraisal and feasibility analysis of specific programs/projects : financial appraisal, cost-effectiveness analysis, threshold analysis, sensitivity analysis, cost-benefit analysis, PPBS.

The course would feature case study exercises of appraisal and evaluation in Indonesia.

For whom?

All professional personnel in the planning agency who are or will be involved in the evaluation of alternative strategies or the development of specific action plans/programs should take this intensive course. In particular, this will involve general planners, land use planners, economists and engineer/planners.

Run by whom?

In this instance, Badan Diklat should develop the "in-house" capability to run this course with its own staff at each regional center.

Length?

Six weeks minimum.

Course # T3 : Techniques for monitoring and evaluation

A third and final suggested course in this series would deal with those techniques which enter the comprehensive planning/management process during or after implementation. Specifically, two sets of techniques would be studied which relate to : (1) a system of continuous monitoring and reporting of implementation progress and (2) the periodic evaluation of actual performance and impacts from plans and programs. These tasks and techniques can be characterized in this context as management activity rather than a

direct planning function. The following subjects should be included in the course :

- (1) The context for monitoring and evaluation :  
role of planning/management agency in carrying out these tasks; institutional constraints and opportunities regarding these tasks.
- (2) Techniques for monitoring of actions :  
concept of continuous monitoring and reporting of implementation progress; possible tools which can be applied; systems being established through BAPPENAS and elsewhere in Indonesia.
- (3) Techniques for periodic evaluation of program impact : input measurement versus output assessment; rigorous impact procedures using cross-sectional and longitudinal analysis; modified application of PBS and GAM. As with the course on techniques for program/project appraisal (PT2), extensive use would be made of Indonesian case studies.

For whom? As with the course on techniques for data collection, presentation and analysis, this course will be appropriate for most professional staff within planning agencies at both Tk. I and Tk. II levels.

Run by whom? Again, Badan Diklat should develop the capability to conduct this course on its own.

Length? Six weeks minimum.

## 6.2 PROGRAM FOR DEVELOPMENT OF COURSE MATERIALS

The discussion thus far has made scant reference to the crucial role of materials development in training for regional planning and management. In mounting a nationwide program in this field, several important

tasks in materials development include inventorying and organizing currently available planning/management documents, sifting out of these documents relevant cases or examples with wider applicability for the training, generating case studies from direct field work and training exercises, and adapting case materials into standardized forms for training.

These are essential and time-consuming tasks, and it is most important that Badan Diklat becomes aware of their scope and content and allocates sufficient qualified personnel to undertake them. It should also be realized that these are ongoing tasks which do not cease with publication of a single manual, but which must continue to respond to ever-changing training needs.

The discussion of materials development in this report will be limited to two basic aspects : (1) a general description of what is involved in undertaking each of the above-mentioned tasks; and (2) a discussion of the allocation of responsibility between the Badan Diklat Jakarta Office, the regional training centers and other institutions in pursuing these tasks. These two aspects are addressed in turn below.

#### 6.2.1 The Tasks Ahead in Materials Development

The following four tasks, which to some extent must be taken up in the chronological order shown, seem to be indicated as essential elements in the process of developing course materials.

##### (1) Inventory of currently available planning and management documents :

A wide range of documents already exist which, after careful selection and adaption, are of potential use as training materials. These documents have been produced in Indonesia as well as abroad, and include the following categories :

##### (a) Indonesian :

- (i) General planning study reports, for areas

ranging from multi-provincial regions to individual towns, produced by Cipta Karya and other agencies.

- (ii) Long-range, five-year and annual inter-sectoral plans produced by various levels of government, including provincial BAPPE-DAs and Tk. II BAPPEMKAs/KOs; also APDNs, APBDs and other annual budgets produced in Indonesia.
- (iii) Key program and project reports produced by various sectoral agencies, especially those relevant to regional planning/management.
- (iv) "DUPs" (i.e., specific annual budget requests) prepared by sectoral agencies.
- (v) Standardized forms and instruments for collection of data, and for project reporting, monitoring and evaluation.
- (vi) Manuals, reports and evaluation of training courses which have already been conducted in this field.

(b) Foreign :

- (i) Selected books dealing with theory and practice of various aspects of regional/urban planning and management. (Although a few such books are available in Indonesia, the vast majority of material in this field is published abroad).
- (ii) Selected studies and reports drawing on experience from other less industrialized countries, when relevant to Indonesia. In inventorying foreign materials, care should be taken to include cases comparable to Indonesia.

As it prepares for an expanded training

program in regional planning and management, Badan Diklat should strive to collect as many of these documents as possible, thereby developing a substantial reference library in its Jakarta Office. In addition to collecting this material in Jakarta, it will also be essential to develop good "satellite" libraries in the regional training centers as they become operational. However, priority should be placed on building up the Jakarta library first, in part because it is in Badan Diklat's Central Office where there will be the best opportunity to allocate sufficient personnel to this task over the next few years. As Badan Diklat develops its library, it must take cognizance of the fact that other reference collections in this field already exist in Jakarta, notably the PUSIDO at DTKTD, and that a cooperative relationship will need to be fostered. But, given Badan Diklat's overall mandate and responsibility for training in regional planning and management, it is essential that a strong documentation center be developed in-house.

(2) The Search for relevant case studies and examples for training :

The second task is to sift through the currently available documents inventoried in the above-described task in search of relevant case studies and examples which illustrate particular planning/management techniques or situations. In the vast collection of planning/management-related documents which have been produced, there are cases in which a specific technique or other aspect of the planning/management process has been well-described or well-applied. The primary goal of this exercise is to cull out materials which have wider applicability for use in training courses. Most of these available documents were not produced with training use as their chief purpose; hence it is important that criteria

be formulated with which to assess the training value of specific examples as they are considered in this sifting process. Although considerable thought should be devoted to this issue as the task is undertaken, illustrative criteria would include the following :

- (a) Techniques or other aspects chosen should be relevant and applicable to local conditions found within Indonesia's provinces, kabupatens and kotamadyas;
- (b) Techniques or other aspects chosen should be appropriate to the level of education and experience of most officials being trained (i.e. they should not be overly complex); and
- (c) Explanations or descriptions of the material should be clearly presented and pitched to the particular consuming group.

This very important task has not yet been systematically undertaken by any agency within Indonesia, and it would be most appropriate if it were included as part of Badan Diklat's materials development program.

(3) The development of relevant materials from direct field work and training exercises :

An alternative way in which case studies and examples relevant for training can be generated is directly from field work associated with training exercises. As Badan Diklat builds up its regional training centers, it will be in a good position to do this through its own training courses. As the staffs at the regional training centers begin to generate such case material, it is important that the wider application or use of the materials be borne in mind. Partly for this reason, each case study or field project should be thoroughly documented. Although this task would be undertaken primari-

By the regional training centers, the Badan Diklat Jakarta Office can play a secondary role through its own field work and specialized courses. The Jakarta Office can also establish some common guidelines for documentation of case studies.

(4) Adaption of materials for standardized training :

The final task in the process of developing course materials involves the adaptation and reproduction of these materials for standardized use in training courses. Relevant case studies and examples, coming from either of the above two sources, must be taken and developed for manuals or other documents. The intent is to standardize particularly relevant material so that it can be used repeatedly in training courses. As a result, the training staff involved in specific courses would have a reservoir of materials upon which it could draw as training is carried out. The following sub-tasks are included in this process :

- (a) To determine which case studies or other examples are appropriate for manualization.
- (b) To determine how manuals or similar documents should be put together; i.e. what should be the content of these documents? and
- (c) To determine how the material should be presented; i.e. what is the most effective way to communicate the specific techniques or ideas intended for inclusion?

In carrying out this task, it is essential that experienced trainers are involved and that the consuming groups to whom the material is pitched be borne in mind.

**6.3.2 Allocation of Responsibility for Materials Development**

Chart 6.3 summarizes a suggested allocation of responsibility in undertaking the above-described materials

**PART 6.3**

**ROLES OF BAHAM BILAY JASARYA OFFICE, BAHAM BILAY REGIONAL TRAINING CENTERS  
AND OTHER INSTITUTIONS IN MATERIALS DEVELOPMENT**

Task / Institution	Baham Bilay Jakarta Office	Regional Training Centers	Other Institutions
Inventory of currently available materials for SEC documents.	Task (1) primarily that of Baham Bilay Jakarta Office; initial requests should be on developing this library there.	SECs should play supporting role in this task, seeking information and documents from Jakarta Office; smaller reference libraries should be initiated at each SEC as started.	Other reference libraries must also be used by Baham Bilay staff, especially that of UNCTAD LIBED
Work for relevant materials for training, from existing documents.	Again, this task is primary responsibility of Baham Bilay Jakarta Office.	SECs will also play supporting role in this task.	Other institutions, such as ILO or UN, may be able to assist Baham Bilay with this task.
Inventory of relevant materials for training from field units.	Baham Bilay may do some of this through direct field research and/or training courses run out of Jakarta; also available guidelines for SECs.	Task (2) is primary responsibility of SECs, since they will be generating new articles from the field countries to the training courses.	IPI, UNCTAD and other institutions with field training experience can contribute to this task.
Inventory of materials for development training	This task is, once again, primarily that of Jakarta Office.	SECs should play supporting role, especially in inventory their contents in classification process.	Baham Bilay may be contacted with this task by other institutions.

development tasks between the Badan Diklat Jakarta Office, the regional training centers, and other institutions. The respective roles of each of these three entities are discussed below.

(1) Role of Badan Diklat Jakarta Office

In launching a materials development program in regional planning and management, the Badan Diklat Jakarta Office must clearly take the lead by creating a section of qualified personnel to undertake most of the tasks involved. As Chart 6.3 shows, three out of the four identified tasks (numbers 1, 2 and 4) should be primarily the responsibility of this office. Especially during the early years of Badan Diklat's expanded program in this field, it is only in the Jakarta Office that a sufficient concentration of human and material resources can be built up to generate training materials. To summarize, the Jakarta Office's chief tasks would be the following :

- (a) In carrying out a major inventory of currently available documents, Badan Diklat would strive to develop a substantial reference library in Jakarta.
- (b) The second primary task would be that of sifting through these currently available documents in search of particularly relevant training materials.
- (c) Based on the above two tasks, as well as on training materials generated directly by Badan Diklat (especially at the regional training centers), the final task would be the adaptation and reproduction of materials for standardized use in training courses. Such materials include not only discussions of techniques and theory, but also standardized forms for data collection and for project reporting, monitoring and evaluation.

As the Badan Diklat Jakarta Office performs these functions, it is essential that a close liaison be established between this office and the trainers who will be primarily based at the regional training centers. Although materials development is basically a central function, the outputs must be built on actual field experiences with which the RTC trainers will be most familiar.

(2) Role of the regional training centers :

The RTCs would be primarily responsible for the development of relevant materials for training based on direct field work. These materials would be generated from case studies chosen for training courses, especially the general course in regional (or urban) development planning. Badan Diklat should encourage a degree of experimentation where appropriate in the generation of these materials, which would be put together by RTC trainers and consultants. Since the application of regional planning and management is comparatively new in Indonesia, it is frequently not clear which techniques or approaches are best in practice. Therefore the training itself will have to experiment with varying approaches. However, in certain situations, such as that of establishing data collection or monitoring/evaluation systems, there is a need to establish a standardized procedure from the outset. The RTCs should work closely with the Jakarta Office to determine the degree of experimentation or standardization appropriate to various aspects of planning and management.

With regard to the other tasks in materials development, it is envisaged that the RTCs would play a supporting role to the Badan Diklat Central Office. While experimentation in the creation of materials by trainers working directly on field training exercises is an essential aspect of the materials development program, this aspect must be balanced against the need for generation

of standardized materials which, along with the other tasks described here, requires a concentrated, centralized effort.

(3) Role of other institutions :

As suggested in Chart 6.3, a number of other institutions will have an important role to play in materials development. These particularly include such centers of higher education as Gajah Mada University and Institut Teknologi Bandung with which Badan Diklat is developing cooperative relationships in mounting an overall training strategy in regional planning and management. Major ways in which these institutions can assist in materials development are :

- (a) To provide Badan Diklat staff access to documents, as part of the inventory and library development effort;
- (b) To assist Badan Diklat by making staff available on a part-time basis to carry out some of the identified tasks; and
- (c) To provide Badan Diklat with well-documented case studies stemming from field training exercises.

Although Badan Diklat should make full use of the staff and facilities of other institutions, it should be stressed in conclusion that the development of training materials is too central to the overall training strategy to be delegated altogether. The basic responsibility for this work must rest with the staff of Badan Diklat.

### 6.3 TRAINING TECHNIQUES

Up to this point the word "technique" has been used in this document to refer to analytical methods which have been devised to support regional planning and management tasks. In the context of training, "technique" has another meaning : it refers to ele-

ments of the delivery system used by trainers to impart information to trainees, which range from the general training format (lecture, seminar, etc.) to specific training aids (overhead projector, whiteboard, etc).

### 6.3.1 The Need for Alternatives to Lecture Format

With regard to the general training format, it should be stressed at the outset that the use of lectures, while appropriate for imparting certain kinds of information, needs to be balanced with other approaches in a well-rounded training program. Exclusive use of the lecture format has a number of limitations. Firstly, the trainee is often unable to internalize the information given, in part because he plays a relatively passive role in receiving it. Secondly, it is frequently very difficult for the trainee to apply what he/she has learned in lectures to actual situations in the field, in part because material used in this format has frequently not been tested against field conditions. A third limitation of the lecture format is that it often leaves no permanent record of information to which the trainee can refer, although this may be the case with other formats as well.

Consequently, alternative approaches to the training format are needed which will enable the trainee to :

- (1) internalize basic principles and methods so that he really understands how they work and how to use them;
- (2) play a more active role in the learning process; and
- (3) apply what has been learned to actual field situations.

In the training strategy recommended for Badan Diklat, it is envisaged that a balancing of on-the-job approaches can help ensure use of a variety of training

formats.

### 6.3.2 Alternative Training Formats

#### (1) For off-the-job training :

One means of ensuring use of a variety of training formats is to strive for a proper balance between theory and practice in each off-the-job course. Theory must inevitably be provided, especially during the initial portions of a given course, but it should be constantly tested by practical application to concrete cases. The recommended emphasis on case studies or field exercises as a major focus of the training effort will go a long way toward insuring that theory is well-related to practice in this training program.

Some use of the lecture format will be appropriate for off-the-job training courses. This will be especially true in covering theoretical material or relatively straightforward background information. But other formats must be used to the maximum, either to supplement lectures or as a substitute for them. Alternative formats include the following :

- (a) Seminar. A directed group meeting in which trainees exchange ideas, reports and experiences.
- (b) Tutorial. Similar to a seminar, but smaller number of trainees are generally involved. Also, it may be used in conjunction with a lecture series.
- (c) Panel discussions. A class is divided into sub-groups; each sub-group selects a leader to represent its views on the topic picked for class discussion.
- (d) Brainstorming. A small group approach in which the trainer stimulates a free flow of ideas.

- (e) Role playing/gaming/simulation. Role playing is a dramatic simulation of a problem or situation in which the trainees act out different parts. Gaming and simulation are similar to role playing, but require more preparation. Gaming differs from simulation in that its similarity to the topic or situation is weaker.
  
- (f) Programmed learning. Information is packaged and presented in a logical, step-by-step manner with each "frame" of information requiring a response from the trainee before he moves on to the next "frame". This format, largely prepared for written materials, enables each trainee to absorb information at his/her own pace.

These alternative formats, used in conjunction with the lecture (which itself can be improved through skilled use of training aids), can go a long way toward maximizing the trainee's ability to internalize basic principles and methods and to apply what has been learned to actual situations in his region.

- (2) For on-the-job training :  
The on-the-job approach itself helps to insure the use of training formats and related techniques which stress actual problem solving within specific work contexts. All of the formats mentioned above as appropriate for off-the-job training are equally usable under the on-the-job approach. The emphasis here is on setting achievable goals for the on-the-job segment, such as preparation of a five-year rolling plan and annual development plan, and applying techniques which will be most effective in achieving these goals.

### 6.3.3 Relevant Training Aids and Equipment

- (1) Factors for determining appropriate training aids :  
In approaching the difficult subject of deciding

which training aids are appropriate for the proposed training, several factors are offered here as a guideline. Taken together, they can help Badan Diklat determine the best combination of aids, both in the short-run and the long-run. Before listing these factors, the words "hardware" and "software" should be defined in this context. Hardware refers to the permanent equipment associated with a given aid, such as an overhead projector, slide projector or blackboards. Software refers to the specific training materials in a given subject area which must be prepared for that equipment, such as transparencies for an overhead projector, slides, or sketches with chalk. The factors are as follows :

(a) Effectiveness of aid for the subject matter

For example, it makes no sense to use expensive hardware if the idea can be conveyed through simple aids.

(b) Availability of software in the field

Although expensive hardware can be purchased, the crucial constraint is often the availability of software in a given subject area, in this case, regional planning and management.

(c) Amount of lead-in time available for preparing software. Closely related to factor (b) is the amount of time required and available to prepare software for particular hardware.

(d) Nature of facility and space for training

The size and lay-out of rooms, as well as types of furniture available, may be important in selection of aids.

(e) Nature of lighting and electricity available.

This factor includes both the availability of electricity and of space which can be darkened.

ed for projection capability.

(f) Financial factor. This include the size of budget available for the training program, including training aids, and also takes into account the costs of specific hardware and their associated software.

(g) Simplicity. This final factor again stresses that there is a danger of using aids which are too complex and sophisticated for a given training situation.

(2) Appropriate and inappropriate training aids :

Chart 6.4 ranks various training aids from most to least appropriate. Generally, the simpler, less expensive aids are seen as being most appropriate for Badan Diklat, especially in the short-run. The regional training centers should begin with basic surface aids, overhead projectors, tape rucrders, and written materials. For the first two or three years, they won't have sufficient lead-in time to prepare software for such "intermediate" aids as slide projectors or film strips. However, such aids will become more appropriate after a few years. The regional training centers, with assistance from Badan Diklat's Jakarta Office, should develop a capacity to produce this software as rapidly as possible. Although the last three training aids listed (items 7 - 9) are generally not felt to be appropriate for this program, one possible exception may be the use of a portable closed circuit T.V. system. The Badan Diklat Jakarta Office might acquire this portable system after a few years for use in its training of trainers program and evaluation activities.

As consideration is given to purchasing some of these training aids, the need for full-time audio-visual support staff, both in Jakarta and in the regional training centers, must be emphasized.

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**CHART 4.1**

**APPROPRIATE AND INAPPROPRIATE AIDS FOR TRAINING IN REGIONAL PLANNING/MANAGEMENT**

Appropriateness	Specific Training Aid	Comments Justifying Ranking
Most appropriate ↑ ↓ Least appropriate	1. Surface aids (whiteboards, blackboards, bulletin boards, flip charts, flannel boards, posters)	Inexpensive; lead-in time for preparing software is short; no electricity or gadgets required (very simple); use of graphics takes advantage of an Indonesian strength.
	2. Overhead projector	Lead-in time for preparing software can be relatively short; software has flexible use, since it can be prepared "on-the-spot" or in a more refined manner; hardware and software are moderately expensive.
	3. Tape recorder	
	4. Written materials	Mentioned in this chart for completeness, since training program will include full range of written materials, both for regular reading and for programmed learning. Refer to previous section on training materials.
	5. Slide projector	Software in field of regional planning/management not available; lead-in time for preparing software is longer than for aids above; hardware and software moderately expensive.
	6. Film strip projector	
	7. Closed circuit T.V.	Software development is not a problem; has instant setup capability; hardware is expensive and difficult to maintain; also potentially distracting.
	8. Movie projector	Software in field not available; lead-in time for preparing software is very lengthy; hardware and software generally very expensive and difficult to maintain; these aids are potentially distracting.
	9. Microfilm and microfiche projectors	No software available; cumbersome software system.

#### 6.3.4 Evaluation of Training Techniques

Since the field of regional planning and management is comparatively new in Indonesia, the best techniques for imparting information to trainees are not always known. Thus, it is important to encourage experimentation on the part of trainers in using alternative techniques and approaches. The Badan Diklat Jakarta Office should organize a continuing program of evaluation of training techniques and feed back the results to the trainers. As in the case of training materials, there is a need for balance between total laissez faire experimentation at each regional training center and complete standardization of techniques which might be dictated by the Jakarta Office.

It should be emphasized that evaluation of training techniques is an integral part of the overall evaluation of this training program. See Chapter III for some discussion of evaluation in general.

Part of the evaluation of training techniques will be to formulate relevant criteria. To give the reader an understanding of what will be involved here, the following illustrative criteria are mentioned :

- (1) Which techniques seem to impart theory and tools most efficiently to the trainee (i.e., the most information in the shortest time)?
- (2) Which techniques seem to have the greatest impact in causing behavioral change on the part of the individual trainee or more importantly, on the part of teams of trainees working within the same jurisdiction?
- (3) Which techniques best motivate the active participation of trainees within a given situation?

## CHAPTER VII

### TRAINING OF TRAINERS

#### 7.0 INTRODUCTION

Mounting a high-quality course for the training of the trainers who will staff the proposed regional training centers (RTCs) is of course crucial to Badan Diklat's proposed training program in regional planning and management. This chapter's primary purpose is to address several elements of the training of trainers course, including the issue of basic responsibility for the course, the role of core trainers, and the curriculum framework for the course.

Undoubtedly the most important issues to be considered at the outset is that of who should assume responsibility for the training of trainers. As was mentioned in Chapter IV, a number of possibilities present themselves, including that of Badan Diklat itself, the IIP, or an institution of higher learning which stands outside the Departemen Dalam Negeri framework. The issue is where basic responsibility for this course should rest on a continuing basis. In dealing with this issue, at least three criteria should be considered : (1) What is the most efficient institutional framework for recruiting or securing core trainers and resource persons? (2) How can the course be most directly geared to Badan Diklat/DDN goals and objectives? (3) Under what institutional arrangement will the ability of Badan Diklat to guide the content and thrust of the course be maximized? Although some difficulty may be encountered in meeting the first criteria, it is suggested that the other two criteria present compelling reasons for Badan Diklat assuming basic responsibility for the training of trainers course itself, possibly in conjunction with the IIP in Jakarta. Since the quality of this training of trainers course will have such a major impact on the caliber of subsequent training at the RTCs, it is recommended that the course constitute a central function of the Badan Diklat Jakarta Office.

It is urged, therefore, that by 1980/81 the Jakarta Office develop the capability to carry out the training of trainers course, which would be in time to train the second and subsequent batches of RTC trainers. Alternatively, this function could be brought into the Jakarta Office one year later in 1981/82 - if Badan Diklat finds it impossible to recruit core trainers and make other necessary preparation for conducting the course next year. As is currently projected, the training of trainers course would be conducted annually throughout the remainder of REPSELITA III and on into REPSELITA IV. The number of trainees involved each year would depend on Badan Diklat's schedule for operationalizing new regional training centers.

#### 7.1 CORE TRAINERS

If Badan Diklat is to assume direct responsibility for the training of trainers, it is essential that adequate staff be recruited and trained within the Jakarta Office to carry out this crucial function. Although the function can in part be born by part-time Indonesian resource persons and foreign consultants, especially during the early years of the course, there will be an urgent need for four core trainers who will assume increasingly responsibility in this role. It would be desirable if these core trainers already had Sarjana degrees in complimentary fields, such as regional/urban planning and development administration, and some practical experience in regional planning and management. Before they assume major responsibility for the training of trainers course, they should in fact have knowledge and skills in the following areas :

- (1) Knowledge of basic principles of regional development planning and management from an intersectoral perspective;
- (2) Knowledge of the current planning and management processes at all administrative levels;
- (3) Skills in the use of selected tools in area deve-

development planning of the kind outlined in Chapter II;

- (4) Skills in the assessment of training and retraining needs for regional planning and management; and
- (5) Basic skills and techniques in training methodology.

To the extent possible, the core trainers should already possess at least some of these skills prior to the recruitment by Badan Diklat, but it is inevitable that a training program will have to be mounted for them to round out their knowledge and provide them with more background in training techniques. This training program should give the core trainers opportunities to :

- (1) Design area or development plans within the Indonesia context by providing several case study experiences where local data and conditions are utilized. The primary function of this training would be to enable the trainers to acquire a firm understanding of how to go about area planning so that they can transfer these skills to others.
- (2) Study how planning and management is currently practiced at the regional level in Indonesia. This knowledge will enable the core trainers to broaden their appreciation of current planning and management capacities and constraints, and thereby enable them to tailor their training skills in addressing these needs in the training of the staff for the RTCs.
- (3) Learn some basic and essential techniques in training methodology. Acquisition of these skills is important in enabling the core trainers to effectively undertake the training of trainers for the regional center.

In summary, the training of the core trainers should

be a rigorous and intensive experience involving small group instruction and discussion, along with a considerable amount of field work undertaken with the guidance of Badan Diklat staff and consultants. Since the core trainers will play a vital and important role in training the training staff for most of the RTCs, great care should be taken in selecting highly capable and committed individuals for these positions.

## 7.2 TRAINING OF TRAINEES FOR RTCs

The chapter concludes with a discussion of the training of trainers who will staff Badan Diklat's proposed regional training centers. In the following paragraphs, the goals and objectives of this course will first be considered. This is followed by a preliminary discussion of the curriculum framework for the course.

### 7.2.1 Goals and Objectives

In general terms, the areas of knowledge and skills referred to in the discussion of core trainers are also relevant for the trainers in the regional training centers. Perhaps the only major difference is that the core trainers should be more experienced in the field of regional planning and management. More specifically, the following are minimum goals and objectives for the training of trainers course :

- (1) The course output should be a group of highly professional trainers who have a broad knowledge of regional development planning and management, including a thorough understanding of the way the planning and management process presently works and should be working - in Indonesia. If trainers come from a particular background, one function of this course should be to round out the trainees' overall knowledge of the field.
- (2) A complementary goal is to build on the strengths of the trainees and develop more specialized knowledge and skills in various aspects of regional planning and management. The training of trainers course should allow the trainees the

opportunity to pursue particular skills, based on their backgrounds and interests.

- (3) A third goal is to give the trainees the capability for teaching the two general courses in regional/urban planning and management projected to be carried out by the regional training centers. In addition, the training of trainers course can prepare to give the trainees a capability for teaching the three specialized courses which would also be offered at the RTCs. This implies that, in order to formulate curriculum for the training of trainers course, considerable attention must be devoted to anticipating the nature of these proposed RTC courses (a beginning was made in Chapter VI of this report), and then to insuring that the substantive material included in these courses is covered as much as possible in that curriculum.
- (4) Since this is a training of trainers course, it is not sufficient that the participants only acquire knowledge and understanding of the substantive aspects of regional planning and management. They must also become familiar with the whole area of training techniques, which is the delivery system that must be organized to impart information to trainees. One goal of the course must be to set sufficient time aside to deal with the training techniques and methodology which the participants will soon need.

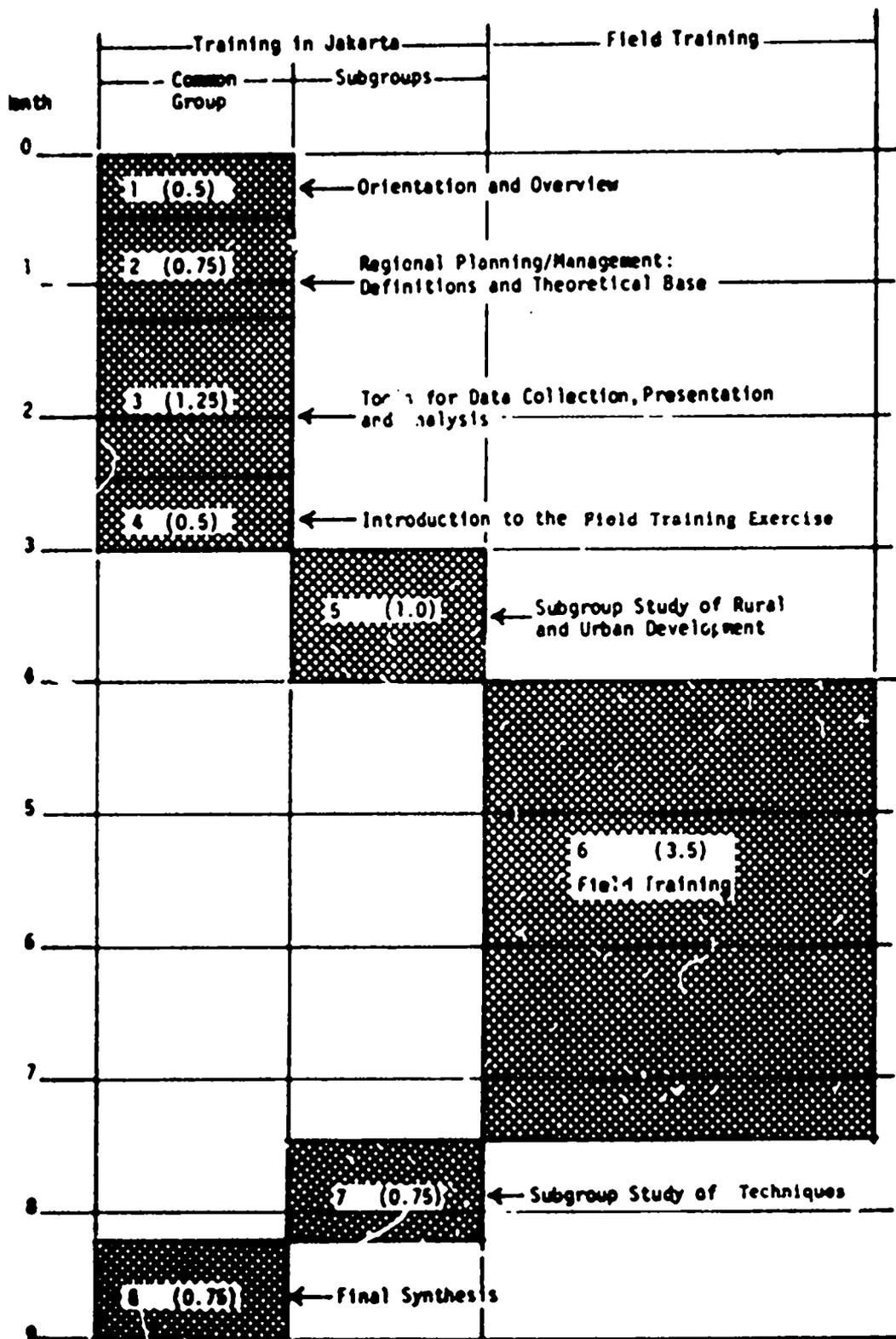
### 7.2.2 Curriculum Framework

A general curriculum framework for a nine-month training experience has been outlined below and in Chart 7.1 with the above goals and objectives in mind, the following points should be made about this framework :

- (1) The curriculum should be designed primarily to mirror the regional/urban general courses in planning and management, and secondarily to anticipate the specialized courses to be offered by the regional training centers, thereby giving the parti-

CHART 7.1

PROPOSED CURRICULUM FRAMEWORK FOR  
TRAINING OF TRAINERS FOR REGIONAL TRAINING CENTERS



Note: Number in ( )  
indicates length in months  
of each activity

participants maximum exposure to the substance of the courses they will be teaching. Although there should be some opportunity for participants to pursue specialized interests, as indicated by goal #2 above, emphasis in the training of trainers course must be on the basic themes of regional/urban planning and management, as reflected in the proposed general courses.

- (2) Specific course content will to some extent be determined by the educational background, experience and interests of the participants. Since it is assumed that there will be considerable variety in this respect, some time should be set aside for small groups of participants to study and discuss various aspects of the field for the following two reasons : (a) to enable all trainees to bring their general knowledge of the field up to common levels and (b) to allow for a degree of specialization beyond that. This will be especially the case with activities 5 and 7 as outlined below, where it is suggested that sub-groups pursue different specializations, such as rural or urban development, or various tools, within the larger field of regional planning and management.
- (3) There will be, however, a body of core material to which all participants should be exposed. This should include a basic orientation and overview; introduction to regional planning theory; exposure to tools for data collection, presentation and analysis; and discussion of training techniques (activities 1-3 and part of 8 below). These activities would be carried out at the main training center for the course.
- (4) The most essential common element of the course, however, would be the field training exercise. As with the proposed general course, this would feature a major case study project in which the participants would actually engage in planning and formulate proposals for a particular region. Although the field work would be concentrated over a period

of about three and one-half months during the middle of the course (activity 6), a maximum effort should be made to integrate the case study project with material covered in the classroom throughout other portions of the course. Hence, at least half of the entire nine-month experience could be related to the case study. This heavy emphasis on field training as a major element in the training of trainers for the regional training centers is very much in line with the basic strategy envisaged for this program.

### CURRICULUM FRAMEWORK FOR TRAINING OF RTC TRAINERS

#### 1. Orientation and Overview :

Badan Diklat structure, mandate, objectives and program; national strategy for planning of provincial, kabupaten and kotamadya officials in regional planning and management; review and analysis of existing resources, programs and courses for training in regional planning and management; overview of entire training of trainers course.

#### 2. Regional Planning and Management : Definitions and Theoretical Base :

(1) Defining planning and management; objectives; type of regions and regional plans; regional planning/management process.

(2) Spatial organization theory as foundation for regional development planning.

#### 3. Techniques for Data Collection, Presentation and Analysis :

Dealing with basic tools of research, survey and analysis, as well as how to set up an information system. (Administered by Badan Diklat; actual training provided by the Academy of Statistics).

#### 4. Introduction to the Field Training Exercise :

Introduction to major case study project; background lectures on critical steps in the planning/

management process; formulation of work program for the project; establishment of subgroup specialisations.

5. Subgroup Study of Various Aspects of Rural and Urban Development :

Different specializations to be developed on basis of trainee's background and interest; "packages" such as the following to be conducted concurrently;

(1) Aspects of rural development : natural resources; agricultural land use and productivity; economic, social and environmental factors in rural development.

(2) Aspects of urban development; economic, social and environmental factors involved.

6. Field Training Exercise :

Although the case study project would encompass all or part of activities 4-8, field work would be concentrated in this middle period. The following critical steps in the planning/management process would be observed :

(1) Inventory/analysis of existing conditions :

- (a) Determine needed data;
- (b) Collection from secondary sources;
- (c) Determine gaps/devise primary surveys/execute surveys;
- (d) Shorthand techniques for data collection and interpretation;
- (e) Present analyze data;
- (f) Define problems/needs.

(2) Formulation of goals and objectives.

(3) Setting of alternative strategies for development (long-term - five-year).

(4) Evaluation of alternative strategies :

- (a) Testing of alternatives against goals/

objectives;

(b) Selection of optimum development strategy.

(5) Development of specific action plan/programs :

- (a) Detailing of optimum strategy into five-year/annual plans and programs;
- (b) Annual DUPs are prepared;
- (c) Program priorities are determined;
- (d) Integrated five-year and annual development plan and budget is prepared.

7. Subgroup Study of Various Techniques for Regional Planning and Development :

Different specializations regarding analytical techniques to be developed on basis of trainee's background and interest; use made of materials from case study project; as with activity 5, packages to be conducted concurrently :

- (1) Techniques for projecting/forecasting aspects of system.
- (2) Techniques for program/project appraisal and general plan evaluation.
- (3) Techniques for monitoring and evaluation.

8. Final Synthesis :

- (1) Sharing of subgroup study of analytical techniques.
- (2) Discussion of training techniques : types, strengths and weaknesses; factors to consider in selecting training techniques; development of software; practice in use of hardware.
- (3) Finalization of case study project output.

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## CHAPTER VIII

### SHORT AND LONG-TERM PROJECTIONS AND VISIONS

#### 8.0 INTRODUCTION

This chapter seeks to define from a wider and longer term perspective how the roles of Badan Diklat, and other government agencies and the universities can be joined in a national training strategy. Initial attention is focussed upon the immediate agenda of training needs in regional planning and management, and thereafter is followed by a discussion of how Badan Diklat can begin to enlist the cooperation and support of the universities in a mutual long-term training effort.

#### 8.1 THE NEED FOR A SHORT TERM PARALLEL TRAINING STRATEGY

Up until now this report has focussed upon the various aspects of designing and establishing a nationwide training program in regional planning and management which would be directly implemented within Badan Diklat. If the design proposed in this document is undertaken with an adequate level of policy commitment and financial support, it should be possible to have the proposed eight regional training centers and a strong Badan Diklat central organization operating at full capacity within a five to ten year period. Nevertheless, even if operating at full capacity, this program will not be able to fully respond to the vast and rapidly growing range of training needs in regional planning and management. Therefore, Badan Diklat will need to seek the cooperation and support of other educational and training institutions in order to mobilize a more immediate and parallel effort.

It has been estimated that a total of 7446 professional/technical personnel will be needed to fully staff all Tk. I and Tk. II BAPPEDAs (see Chapter II). Assuming that one new RTC is established each year from 1980/81 onwards with a total of eight centers fully operational by 1988/89, Chart 8.1 indicates that

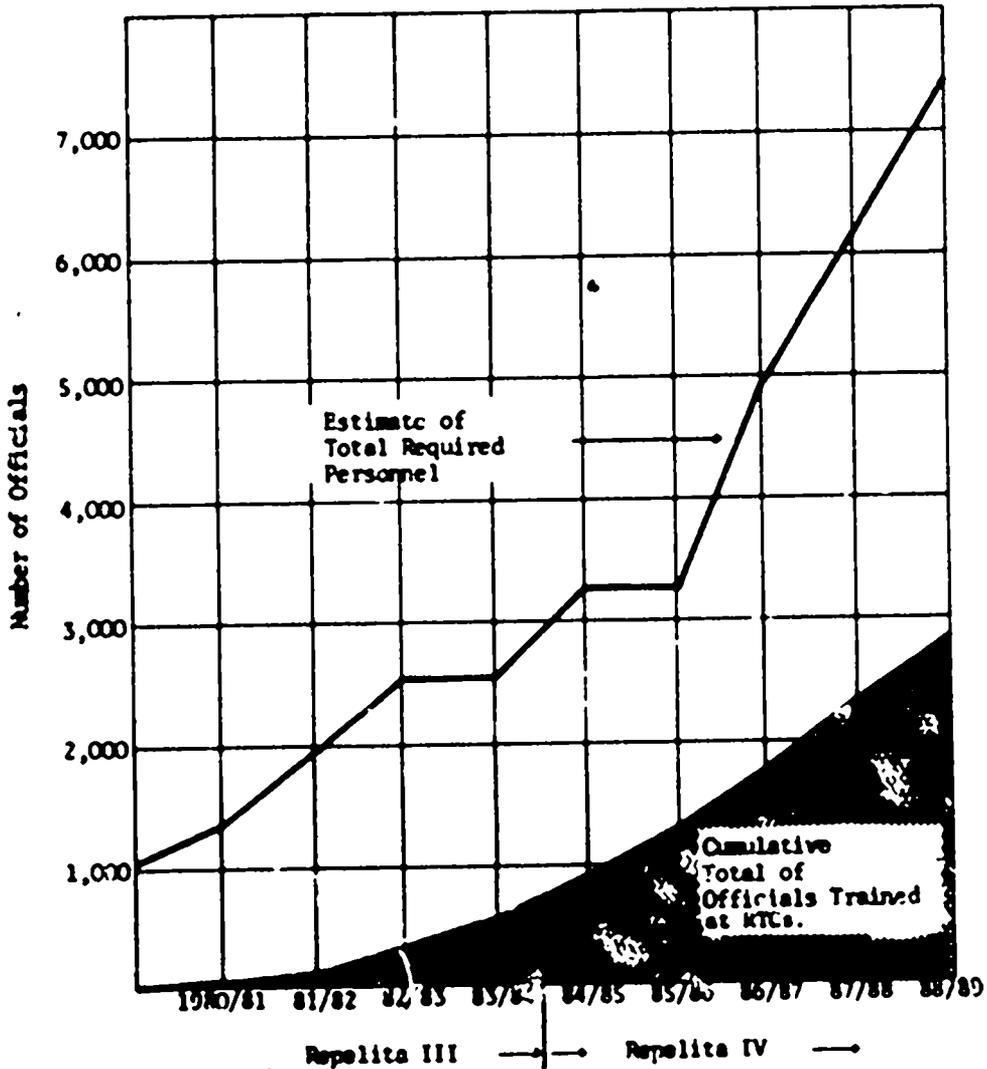
**Annex 3.1. (a)**

**PROJECTED NUMBER OF OFFICIALS TRAINED IN THE GENERAL COURSE**

	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86	1986/87	1987/88	1988/89	TOTALS
GENERAL	20	72	72	72	72	72	72	72	72	612
CENTER		20	72	72	72	72	72	72	72	540
CENTER			20	72	72	72	72	72	72	468
CENTER				20	72	72	72	72	72	396
CENTER					20	72	72	72	72	324
CENTER						20	72	72	72	252
CENTER							20	72	72	180
CENTER								20	72	100
TOTALS	20	100	100	272	324	396	468	540	576	2,600

**Chart 3.1 (b)**

**RELATIONSHIP BETWEEN PROJECTED PERSONNEL FOR BAPPEDAs (TR. I & TR. II) AND OUTPUT FROM COMPREHENSIVE TRAINING AT RTCs**



**Note:** Estimate of total required personnel assumes a Phased start-up of Tr. II BAPPEDAs during Rep. III and an expansion from "initial" to "optimal" staffing during Rep. IV.

2,880 officials will have participated in the training program by the end of REPELITA IV. This number represents 38.7% of the total required manpower projected by this study. It is apparent that Badan Diklat will need to devise a parallel strategy which seeks to provide training to those many regional BAPPEDA officials who will not be reached in the near future by the more comprehensive training programs of the RTCs. The following sections review the basic elements of a parallel strategy designed to meet these training needs.

(1) Some initial determination should be undertaken to assess the need for continuing to offer one and two month courses on the general aspects of regional planning and management as opposed to the need for undertaking short-term courses on the more specialized aspects of planning and management. It appears that in some regions of Indonesia BAPPEDA officials have received training on the general aspects of regional planning and management, and that much could now be achieved by providing follow-up training on more specialized subject areas. In particular, consideration should be given to the design of short-term courses in the following areas :

- Rural Development Planning
- Regional Economics
- Urban Economics
- Land Use Planning
- Transportation Planning
- Data Collection and Analysis
- Project Appraisal
- Monitoring and Evaluation
- Resource Planning and Environmental Management

(2) In most of the regions very few instructors are available with the kinds of skills needed in offering the above specialized courses. Thus, Badan Diklat should seek to enlist the cooperati-

on of those government departments and national universities where such training skills are available for offering these courses. The Departments PUTL is one of the most active central level departments in these training efforts. PUTL and ITB might be approached in discussing the possibility of their offering short-term courses in land use and transportation planning. Likewise, short courses in project appraisal could possibly be offered by PPN. The Center for Natural Resource Management and Environmental Studies at IPB could be approached to offer a series of short courses in regional planning and management. Similar arrangements could be made for the other courses.

- (3) All of the above proposed training course should be designed in order that (1) the trainees are provided with skills in regional planning and management, and (2) are also trained as trainers to offer part or all of the same course upon returning to their home regions. Thus, the trainees for each short course should consist of teams recruited from a selected number of regions. The teams could consist of Tk. I BAPPEDA members and faculty members from regional universities. Upon completion of the training these trainees would be expected to return to their regions to become trainers in offering the same course to BAPPEDA Tk. I and Tk. II officials. Thus, if the PPN were to offer a six week specialized course in project appraisal, three or four teams (each consisting of three or four BAPPEDA Tk. I and regional university instructors) would participate as trainees in the courses, and then return to their respective regions to function as trainers in offering the same course to regional officials.
- (4) At the regional level, a number of provincial governments and regional universities have been quite active in providing regional planning and management courses for Tk. I and Tk. II officials.

This is particularly the case for the larger provincial governments on Java, where in some cases financing has been provided for the construction of classroom and dormitory space for a provincial training center. In most cases officials from regional government agencies and faculty members from provincial universities are borrowed on a part-time basis to act as instructors in these courses. These individuals should be considered as primary candidates for membership on the teams recruited to participate in the short courses. These trainees could then replicate their training in teaching their colleagues the same skills they learned in the initial course offerings. This manner of operation appears to be the only available option for achieving a "multiplier effect" in generating a larger supply of training courses in meeting short term demands. Over a wider geographic area.

- (5) In those cases where courses in general regional planning and management are needed, Badan Diklat should continue its efforts in offering short courses where Tk. I BAPPEDA staff are trained as instructors to offer similar courses to Tk. II BAPPEDA officials. It would also seem appropriate to train regional university faculty members to function as instructors in courses for Tk. II BAPPEDA staff.

The above comments are designed to provide some proposals on how Badan Diklat might undertake some immediate actions in responding to a growing and widespread demand for training programs in regional planning and management. It should be stressed that this proposed strategy should be undertaken independent from but parallel with the development of the KTCs. The KTCs will not be able to undertake a wide-scale training program in the early years of their operation. Their professional staff and programs will need to be carefully developed in order that the quality of their activities will not be compromised and overburdened by excessive concerns for res-

ponding to more far-reaching short-term training needs. In the long-run, however, the RTCs will have a substantial impact upon training a larger number of regional planners and managers. In fact, some of the specialized courses mentioned above have already been recommended in Chapter II as part of the RTC curriculum. Thus, once the RTCs are underway, many of the above specified courses can be transferred and adapted to the RTC training programme.

## 8.2 THE LONG-TERM ROLE OF BADAN DIKLAT AND THE UNIVERSITIES

The need for building a professional masters degree level staff for fulfilling the regional planning management tasks of DDN should constitute a major and long-term focus of attention for Badan Diklat, and actions for its achievement should be initiated simultaneously with the implementation of the courses proposed for Badan Diklat in this document. This task will require that Badan Diklat seek to engage and support the involvement of appropriate in-country institutions of higher learning in assuming responsibility for providing masters degree programs in regional planning and management. In this regard, within the educational network of Dalam Negeri itself, there exists a major potential for strengthening the role of IIP (Institute Ilmu Pemerintahan) in providing masters degree training in regional development planning and management. The basic training approach of the SPI effort, which includes a pronounced emphasis upon field work and field exercises, parallels closely the recommendations contained in this document for the RTC training program. During the past four years the Natural Resource and Environmental Management Program at the Institute Pertanian Bogor has offered a masters degree in resource management. It is also likely that IPR will soon initiate a masters degree program in rural development planning. A one year graduate course in regional development planning is being established at Gajah Mada University and it is anticipated that this effort will soon be underway with staff from Dalam Negeri being enrolled in the course. Finally, the Departemen Plano-

logi at the Institute Teknologi Bandung is considering the establishment of a masters degree program in urban/regional planning.

All of the above graduate level courses represent an interest on the part of university faculties in offering advance degree and nondegree programs of a more applied and interdisciplinary character in responding to the urgent need for early and mid-career training of government officials involved in regional planning and management. Every effort should be made to encourage these initiatives, as the network of national and regional universities in Indonesia represents a major educational resource, which if properly cultivated and utilized, can make a major contribution in responding to current and future training needs. In order to meet its own vast and rapidly growing training needs, the Departemen Dalam Negeri should be a major source of support for these graduate university programs. This support would require the Departemen to engage in a long-term commitment to support university-based regional planning and management training programs, with DDN providing staff to enroll in the courses, full financial payments for tuition fees, and where warranted additional subsidies to cover the direct and indirect costs of sustaining such graduate programs.

A commitment from DDN in providing a secure and sustaining source of students and financial support is needed in order to obtain a corresponding commitment from university faculty in allocating their time and energies in the long-term development of high quality graduate level training. Current efforts on the part of the universities to develop inter-disciplinary degree and nondegree graduate training programs are seriously handicapped by the unwillingness of government departments to provide tuition payments for their students. It appears that, with the exception of the PPN (Program Perencanaan Nasional) course at the University of Indonesia, which receives tuition payments from regular Indonesian budgetary sources,

other university-based training programs have been forced to rely upon foreign grants and/or loans for tuition payments.

Badan Diklat will need to assume a leadership role in establishing close ties with university-based training to coordinate the efforts required in providing students and funds for these graduate programs. Likewise, Badan Diklat will need to maintain a close advisory role with university-based training programs to assure that curricula and course designs are responsive to the needs of Dalam Negeri in building professional cadres of skilled regional planners and managers.

#### 8.2.1 The Role of the Regional Universities

By the end of Repelita III, it is anticipated that Badan Diklat will have at least four regional training centers in full operation, and it can be anticipated that graduate programs at several national universities (most likely at the University of Indonesia, Gajah Mada University, Institute Pertanian Bogor and Institute Teknologi Bandung) will have or will be moving towards offering a masters degree in regional planning and management. Nevertheless, the annual production of graduates from both the Badan Diklat training centers and university sources would still fall far below what is needed in improving medium and longer term regional level staffing capacities. It is envisaged that in Repelita IV Badan Diklat will have all eight of its regional training centers in full operation and hopefully two or three of the stronger regional universities will have initiated nondegree graduate training in regional planning and management. It is anticipated that even with this increased activity, the annual production of degree and nondegree training programs would still fall short of projected training needs at the end of Repelita IV.

From a longer term perspective, in Repelita V, VI, and VII, the regional universities will have to

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assume a larger role in offering nondegree and masters degree level graduate training in regional planning and management. Even if operating at full capacity, the Badan Diklat regional training centers and the national university training programs would not be able to provide a sufficient number of graduates to meet the regional staffing needs of Dalam Negeri. Moreover, given the mandate and requirements of the regional universities to provide undergraduate and graduate education which addresses the particular needs of their own regions, it is only appropriate that they should assume a greater role in offering graduate level training.

Enhancing the educational role of the regional universities will be a difficult and formidable challenge. With some exceptions, their educational activities are seriously constrained by a lack of trained faculty and physical facilities. In many cases, a large portion of the faculty are only part-time instructional staff recruited from other public and private sector sources. As a consequence of these constraints, many of the regional universities are only able to effectively provide undergraduate courses for a limited number of disciplines. Thus, if it is intended that these institutions should assume a larger role in nondegree and degree graduate education in planning and management by the end of the next decade or by the early 1990's, then an immediate and major long-term investment will need to be made in higher-level manpower development in order to increase the number of trained faculty required to enable these institutions to adequately support graduate level education.

### 8.3 THE NEED FOR MANPOWER AND CAREER PLANNING

In order for Badan Diklat to provide a secure and long-term source of candidates for enrollment in university-based nondegree and masters degree training programs, a major effort will need to be undertaken in initiating a more effective system of manpower and career development planning within DDN.

In Chapter II of this document estimates have been projected concerning the number and type of professional/technical personnel for typical Tk. I and Tk. II BAPPEDAs. Skill profiles of this kind should constitute the basis for the design and implementation of manpower recruitment and career development planning within DDN for all of the provincial and Tk. II level planning units. These plans can then be used as guidelines in determining when and in what areas new and mid-career staff will need to be enrolled for specified skill up-grading in nondegree or degree training programs.

Promotions in rank and position should be closely linked to the completion of specific training experiences in order to provide a strong incentive in motivating planning and management staff to engage in on and off-the-job training courses. At the moment there appear to be few incentives for encouraging regional level planning and management officials to enroll in longer term off-the-job training programs. Existing personnel procedures do not provide clear guidelines in assuring that the completion of a training experience will contribute to career advancement.

In many cases it appears that staff wishing to enroll in longer-term off-the-job training must do so at some risk of losing their positions. Unless a system of career planning is adopted which links the offering of salary increases and other professional rewards to the process of early and mid-career training, it seems highly unlikely that regional planning and management staff would be attracted to the prospect of fully committing their time and energies to enrolling in longer-term training programs. Without these improvements in personnel planning, it would be particularly difficult for university-based masters degree programs to attract staff to participate in their training courses.

8.4 THE INTERRELATIONSHIP OF UNIVERSITY EDUCATION AND BADAN DIKLAT TRAINING ACTIVITIES : A LONG-TERM PERSPECTIVE

If a long term commitment is required by Badan Diklat in building capacities for nondegree and degree graduate training programs within the structure of Indonesian universities, some discussion is warranted concerning the long-term interrelationship of university-based training activities and the Badan Diklat non-degree training programs, which, as proposed in this report, would be conducted by eight regional training centers.

In effect, over the next several years, three streams of training activities will begin to visibly emerge, two of which are contained within the Badan Diklat network, and the other which is university-based. The question arises, therefore, as to how Badan Diklat can most effectively support the programs of all three in such a way that their relationship is mutually reinforcing and complementary to each other.

Taking a long-term perspective, the projected level and scale of training needs is sufficient in justifying having the eight RTCs exercising a major role in nondegree training for the next twenty years. Certainly for the next ten years only the national universities and a few of the regional universities will be able to undertake training activities in this area, and therefore most of the training activities within the regions will center around the programs implemented by the RTCs.

In the conduct of their training and nontraining programs, the RTCs should seek the involvement and participation of appropriate regional university instructors. Interaction of this kind will enable university faculty to begin developing skills in course design, course material preparation and instructional techniques. Along with this experience and a gradual increase in faculty numbers and skill levels, a larger number of the regional universities should be in a position to begin offering their own non-

degree graduate training courses by the early 1990's. These initial efforts should be undertaken in close collaboration with the instructional staff at the RTCs.

As they move beyond these initial years of operation, many of the regional universities should be in a position to start offering masters degree programs in regional planning and management. Thus, by the year 2000 a network of national and regional universities should be producing a substantial number of regional planners and managers at the masters degree and nondegree graduate levels of education.

If during the next two decades a major institutional development effort is undertaken within the national and regional universities in building graduate level educational capacities in the planning and management disciplines, then it can be anticipated that towards the end of this century the RTCs will need to begin modifying their training activities to accommodate the emerging role of university training. The direction of this modification would most likely involve an emphasis upon allowing the universities to assume major responsibility for the early and mid career training of Dalam Negeri planners and managers at Tk. I and Tk. II levels of government. Presumably many of the RTC courses in regional planning and management will be incorporated into on-going university training programs, and therefore the RTCs should begin revising their training and nontraining activities to compliment rather than duplicate emerging university programs. The direction of these program changes would most likely be in the following areas :

- (1) First, some of the RTCs will likely want to emphasize post-masters degree graduate courses in specialized areas of regional planning and management which are not available in university course offerings. In this context, it would seem appropriate that the RTCs would want to begin upgrading their curriculum by opening certain specialized post-masters degree courses in a varie-

ty of advanced planning and management techniques. These courses could be designed as mid-career training experiences for staff who have already received a masters degree in regional planning and/or management and are thereby prepared to acquire additional skills in more specialized techniques.

- (2) Second, the RTCs could begin devoting more attention to the training of professional and technical support staff within the provincial and Tk. II planning units. This group of individuals usually have Sarjana Muda degrees and are in need of training and various specialized skills to assist and support the planning and program activities conducted by the professional staff.
- (3) Third, it would seem appropriate that the RTCs could begin placing more emphasis upon short on-the-job team training exercises in order to follow-up and reinforce the application of skills learned in university-based planning and management courses.
- (4) Finally, it would seem desirable for RTC staff to begin devoting more of their time to the application of their skills in the provision of planning and management consultancy to regional planning units.

The above comments suggest that the emergence of university training should in no way diminish the value and utility of maintaining a role for the RTCs as a major component in addressing Indonesia's long-term training needs. Allowed to function as partners, the universities and RTCs should enable Indonesia to enter the next century with an institutional capacity equal to the task of producing an adequate number of well-trained professional regional planners and managers.

CHAPTER IX

Financial Considerations

9.0 INTRODUCTION

Chart 9.1 (page 163) projects a four-year budget for implementation of the proposed training strategy. The budget is based on a current understanding that Badan Diklat will establish one fully-staffed, fully-operational regional training center per year commencing in 1980/81.

The budget, which covers fiscal years 1980/81 - 1983/84, totals Rp. 5,997,599,000 (US\$ 9,673,547) and is broken down into three main categories:

<u>Category</u>	<u>Cost (1980/81-1983/84)</u>	<u>% of Total Budget</u>
<u>Program Organization and Management, including Capital Costs</u>	Rp. 1,136,585,000	19%
<u>Core Training Program for BAPPEDA Tk. I and Tk. II</u>	4,564,762,000	76%
<u>Supplementary Training Program</u>	296,252,000	5%
<b>TOTAL BUDGET</b>	<b>Rp. 5,997,599,000</b>	<b>100%</b>

The significant point to be made is that 76% of the budget is to cover the cost of the core training program, which consists of a stream of parallel and mutually reinforcing training activities as follows:

- (1) The training of training staff for the Badan Diklat regional training centers.

- (2) Training courses conducted by the regional training centers.
- (3) Specialized supporting courses which would be conducted by institutions other than Badan Diklat.
- (4) Badan Diklat-supported graduate-level courses in regional development planning offered by universities.
- (5) A series of Badan Diklat short courses to help meet its short and medium-term obligations in areas of the archipelago not covered by the regional training centers.

The sections of this chapter following Chart 9.1 give detailed breakdowns of the major line items listed on the chart. For easy reference, the relevant section number is indicated after each major line item heading.

CHART 9.1

NATIONAL TRAINING STRATEGY  
 REQUIRED DEVELOPMENT BUDGET : FISCAL YEARS 1980/81 - 1983/84

TASKS	BUDGET ITEM	PROGRAM ITEM	1980/81 FY	1981/82 FY	1982/83 FY	1983/84 FY	TOTALS	U.S.\$ EQUIVALENT
PROGRAM ORGANIZATION AND MANAGEMENT (INCLUDING CAPITAL COSTS)	9.1	BADAN DIRLAT JAKARTA OFFICE OPERATIONAL FUNCTIONS	Rp. 41,474,000	Rp. 45,621,000	Rp. 50,183,000	Rp. 55,701,000	Rp. 192,479,000	\$ 310,450
	9.2	IMPROVEMENT AND EQUIPMENT OF BADAN DIRLAT JAKARTA OFFICE	119,400,000	-	-	-	119,400,000	192,581
	9.3	IMPROVEMENT, EXTRA CONSTRUCTION AND EQUIPMENT OF FOUR REGIONAL TRAINING CENTERS	157,700,000	173,470,000	190,817,000	209,899,000	731,886,000	1,180,461
	9.4	ANNUAL DISCUSSION PANEL FOR KEY PROVINCIAL OFFICIALS	20,000,000	22,000,000	24,200,000	26,620,000	92,820,000	149,710
CORE TRAINING PROGRAM FOR BAPPEDA STAFFS AT TINGKAT I & II	9.5	TRAINING OF TRAINING STAFFS FOR ETC'S AND JAKARTA OFFICE	64,908,000	71,399,000	78,579,000	86,393,000	301,279,000	485,870
	9.6	TRAINING COURSES I. JOGJA AT REGIONAL	113,554,000	197,702,000	217,472,000	235,219,000	767,947,000	1,238,624
		TRAINING 111. U. PANDANG CENTERS 14. DEN PASAR	-	124,909,000	217,472,000	239,219,000	581,600,000	938,065
	9.7	SPECIALIZED SUPPLEMENTARY COURSES AT OTHER INSTITUTIONS	71,500,000	260,150,000	286,165,000	314,782,000	932,597,000	1,504,188
		9.8	ADVANCED DEGREE COURSES AT SELECTED UNIVERSITIES	45,000,000	49,500,000	72,600,000	79,860,000	246,960,000
9.9	IMMEDIATE SUPPORT PROGRAM FOR PARALLEL PROVINCIAL TR. II BAPPEDA TRAINING COURSES ( TWO STAGES )	a) 60,000,000	a) 66,000,000	a) 72,600,000	a) 79,860,000	a) 278,460,000	449,130	
		b) 200,000,000	b) 220,000,000	b) 242,000,000	b) 266,200,000	b) 928,200,000	1,497,096	
SUPPLEMENTARY TRAINING PROGRAM	9.10	FOREIGN TRAINING FOR SELECTED REGIONAL PLANNING AND MANAGEMENT OFFICIALS	-	43,400,000	47,740,000	52,514,000	143,654,000	231,700
	9.11	SOUTHEAST ASIA STUDY TOURS	-	19,850,000	21,824,000	24,006,000	65,680,000	105,935
	9.12	ENGLISH LANGUAGE TRAINING FOR BADAN DIRLAT AND ETC STAFFS	18,600,000	20,640,000	22,704,000	24,974,000	86,918,000	140,190
TOTALS			RUPIAH Rp. 912,136,000	Rp. 1,314,641,000	Rp. 1,681,716,000	Rp. 2,089,106,000	Rp. 5,997,599,000	
			DOLLARS \$1,471,187	\$2,120,389	\$2,712,445	\$3,369,526		\$9,673,547

NOTES: a) Cost estimates at 1979 rates plus 10% per year for inflation  
 b) Budget does not include costs of supporting foreign technical assistance  
 c) Budget covers total financial requirement for program implementation, regardless of financing sources  
 d) Exchange rate : U.S. \$1.00 = Rp. 670

9.1 ANNUAL OPERATING EXPENSES FOR BADAN DIKLAT'S  
CENTRAL OFFICE IN JAKARTA

Travel Costs

Travel between Jakarta and  
the Regions :

80 round trip tickets @  
Rp. 94,500 per ticket . . . . Rp. 7,560,000

Per Diem :

560 days of per diem @  
Rp. 25,000 per day . . . . . 14,000,000

Rp. 21,560,000

Maintenance of Facility  
@ Rp.10,000,000 per year . . . . 7,200,000

Operation and Maintenance of  
Vehicles @ Rp. 139,500 per  
month . . . . . 1,674,000

Consumable Supplies @  
Rp.300,000 per month . . . . . 3,600,000

Materials Reproduction @  
Rp.500,000 per month . . . . . 6,000,000

Books for Library,  
Subscription to Professional  
Journals @ Rp.120,000 per  
month . . . . . 1,440,000

T O T A L

Rp. 41,474,000  
\*\*\*\*\*

(US\$ 66,894)

Footnotes :

- (1) The budget projects the annual operating costs costs which Badan Diklat would incur in supporting the overall strategy presented in this document. Further, the budget reflects the full flow of activities and responsibilities, as well as the staffing requirements, for Badan Diklat's central office as recommended in Chapter IV, "The Role of the Badan Diklat Jakarta Office".

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- (2) Travel Costs : Rp. 94,500 represents the average cost of a round trip ticket between Jakarta and points throughout Indonesia. The number of days of per diem is based on an estimate that at least two of the central office professional staff will be in the field each day of the year.
- (3) Operation and Maintenance of Vehicles : The Rp. 139,500 figure for each month is based on the assumption that at least three vehicles will be made available fulltime in support of the training program in regional development planning and management.

9.2 START-UP COSTS FOR BADAN DIKLAT'S CENTRAL OFFICE  
IN JAKARTA

Renovation and Expansion of Physical Facilities . . . . .	Rp.	50,000,000*
Vehicles . . . . .	Rp.	31,000,000**
Training Aids . . . . .	Rp.	12,400,000***
Office Furniture and Equipment . . . . .	Rp.	10,000,000
Books for Library. . . . .	Rp.	6,000,000
		<u>Rp. 109,400,000</u>
		=====
		(US\$ 176,452)

Footnotes :

- \* To cover overall improvement of building interior and expanded space for offices, the library and reproduction capacity.
- \*\* The budget allows for the purchase of three or four minibuses plus a number of motorbikes.
- \*\*\* The budget allows for the purchase of slide and film strip projectors, overhead projectors, white boards, flip chart stands, tape and cassette recorders, and two closed-circuit television units (portable).

9.3 START-UP COSTS FOR A REGIONAL TRAINING CENTRE

Renovation and/or Expansion of Physical Facilities . . . . .	Rp. 95,000,000*
Vehicles . . . . .	Rp. 43,400,000**
Training Aids . . . . .	Rp. 9,300,000***
Office Equipment and Furniture. . . . .	Rp. 5,000,000****
Books, Periodicals, etc. for Library . . . . .	Rp. 5,000,000*****
<b>TOTAL . . . . .</b>	<b>Rp. 157,700,000</b> <b>=====</b> <b>(US\$ 254,355)</b>

Footnotes :

- \* The costs for renovation and/or expansion of the centers, including construction of staff housing, will vary in accordance with their present condition and capacity. In consideration of the recommended level, frequency and flow of activities, it is anticipated that each center will need a minimum of 1480 square meters of space, excluding space for recreation, for bathing/toilet facilities for 100 + personnel, and for staff housing. The Rp. 95,000,000 is, therefore, an estimated average cost for each center.
- \*\* In consideration that each center will be running a number of courses simultaneously, and because of the heavy emphasis on field activity, it is recommended that each center will need a minimum of five minibuses/ jeeps and ten motorbikes. The purchase of other types of transportation vehicles, e.g., motorboats, would be deemed appropriate when so required by the nature of the transportation network.
- \*\*\* To cover the cost of slide projectors, overhead projectors, tape recorders, cassette recorders, white boards, flip chart stands, bulletin boards, a duplicating machine and a binding machine.
- \*\*\*\* Including calculators, typewriters, file cabinets, shelves for the library, etc.
- \*\*\*\*\* The above figure should cover the cost of an initial purchase of 500 to 700 volumes, including any necessary shipping costs.

9.4 COST OF ORIENTATION PANELS FOR BUPATIS, WALIKOTAS  
AND OTHER KEY DECISION MAKERS AT TK. I AND TK. II

The budget would allow for one two-week course per year for 30 individuals or two two-week courses per year for 15 individuals in each course. Funds for transportation between the regions and Jakarta are included in the line item figures.

**9.5 COST OF RUNNING A NINE-MONTH TRAINING COURSE FOR  
REGIONAL TRAINING CENTER TRAINING STAFF**

**Travel Costs**

**Travel between the Regions  
and Jakarta :**

15 trainees x Rp. 94,500 x 3	Rp. 4,251,000
4 trainers x Rp. 94,500 x 3	1,134,000
15 resource personnel x Rp. 94,500 x 2 . . . . .	2,835,000

**Per Diem for Resource  
Personnel :**

15 resource personnel @ Rp. 25,000 per day x 5 days each	<u>1,875,000</u>
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Rp. 10,097,000

**Stipends**

**Remuneration for Trainers :**

1,650 man-hour of lecturing @ Rp. 4,000 per hour . . . . .	6,600,000
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**Remuneration for Trainees :**

Stipend for 15 trainees at Rp. 1,500 per day x 270 days	6,075,000
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**Remuneration for Resource  
Personnel :**

Stipend for 15 resource personnel @ Rp. 4,000 per hour x 40 hour each . . . . .	<u>2,400,000</u>
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Rp. 15,075,000

**Cost of Lodging Trainees at  
Madan Diklat Center, Jakarta :**

15 persons @ Rp. 4,500 per day x 120 days each . . . . .	8,100,000
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Cost of Lodging Trainers  
and Trainees in the Field :

15 trainees @ Rp. 4,500 per  
day x 150 days each plus  
4 trainers @ Rp. 25,000 per  
day x 150 days each ..... Rp. 25,125,000

Support Staff for the Jakarta  
Center :

6 persons @ Rp. 30,000 x 4  
months each ..... 720,000

Consumable Supplies :

9 months at Rp. 300,000 per  
month ..... 2,700,000

Rp. 36,645,000

Rp. 61,817,000

ADD : 5% for Contingency ..... Rp. 3,091,000

TOTAL ..... Rp. 64,908,000  
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(US\$ 104,690)

Footnotes :

(1) The above breakdown of costs is based on the following assumptions : (i) that by 1981/82, Badan Diklat, either directly or through IIP, will assume responsibility for the training of the trainers for the regional training centers; (ii) that the training of trainers courses will be conducted by approximately four core trainers supported by resource personnel from other institutions; (iii) that the training of trainers course will be approximately nine months in length, with four months of class-room-oriented training in Jakarta and five months of field training in the daerah; and (iv) that, based on Badan Diklat's current constraints on the number of personnel it can recruit as trainers per year, a maximum of 15 participants would attend the course, which would be conducted annually.

(2) Travel between the Regions and Jakarta :  
Rp. 94,500 represents the average cost of a round trip ticket between Jakarta and points throughout Indonesia. Four round trips per trainee will cover two trips from and to the trainees' respective points of origin plus two trips to and from the area where the fieldwork will take place.

- (3) Line Items not Covered in the Budget : Line items to cover the costs of maintaining the Badan Diklat Center in Jakarta as well as to cover the cost of the purchase and maintenance of vehicles, the purchase of training aids, and the design reproduction of training materials are not included in this budget. These costs are accounted for in the budgets for the start-up and operating costs for the Badan Diklat Center in Jakarta.

9.6 ANNUAL COSTS FOR OPERATING ONE REGIONAL TRAINING CENTER

Travel Costs

Travel between the Regions and Jakarta :

10 trainers x Rp. 94,500 x 2 Rp. 1,890,000

10 resource personnel x  
Rp. 94,500 x 2 ..... 1,890,000

Within Region Air Transportation  
Costs :

10 trainers x Rp. 45,000 x 15 6,750,000

70 trainees for two general  
courses x Rp. 45,000 x 2 .... 6,300,000

20 trainees for administrative  
planning course x Rp. 45,000 x 2 1,800,000

40 trainees for two techniques  
courses x Rp. 45,000 x 1 .... 1,800,000

Per Diem for Resource Personnel :

10 resource personnel x  
Rp. 25,000 x 5 days each .... 1,250,000

Per Diem for Regional  
Trainers in Jakarta :

10 trainers x Rp. 25,000  
x 10 days each ..... 2,500,000

Rp. 24,180,000

Remuneration for Trainers :

1,650 man-hours of lecturing  
@ Rp. 4,000 per hour ..... 6,600,000

Remuneration for Trainees :

Stipend for 70 trainees for  
the two general courses @  
Rp. 1,500 per day x 270  
days each ..... 28,350,000

Stipend for 20 trainees for the administrative planning course @ Rp 1,500 x 180 days each..... Rp. 5,400,000

Stipend for 40 trainees for the two techniques courses @ Rp 1,500 per day x 42 days each..... 2,520,000

Remuneration for Resource Personnel:

Stipend for 10 resource personnel @ Rp 4,000 per hour x 40 man-hours each... 1,600,000

Rp 44,470,000

Lodging

Cost of lodging 70 trainees for one general course @ Rp 4,000 per day x 90 days 25,200,000

Cost of lodging 20 trainees for the administrative planning course @ Rp 4,000 per day x 180 days each.... 14,400,000

Cost of lodging 40 trainees for the techniques courses @ Rp 4,000 per day x 42 days each..... 6,720,000

Per diem for 10 trainers during field activities @ Rp 25,000 per day x 100 days each..... 25,000,000

Rp 71,320,000

SUBTOTAL: Cost of Personnel.....

Rp139,970,000

Other Costs

Maintenance of Facilities @ Rp 750,000 per month..... Rp 9,000,000

Operation and Maintenance of Vehicles @ Rp 600,000 per month..... 7,200,000

Consumable Supplies @ Rp 500,000 per month..... 6,000,000

Material Reproduction at Rp 750,000 per month..... 9,000,000

Books for Library, Subscriptions to Professional Journals @ Rp. 100,000 per month .....	Rp. 1,200,000	
		Rp. 32,400,000
		Rp. 172,370,000
ADD : 5% for Contingencies .....		Rp. 8,619,000
Total Annual Operating Costs .....		Rp. 180,989,000
		=====
		(US\$ 291,918)

Footnotes :

- (1) The budget reflects an estimate of the annual ongoing costs of a fully-operational regional training center in accordance with the schedule of activities recommended in Chapter V, "Activities of a Prototype Regional Training Center".
- (2) It is important to note that, as the proposed training strategy recommends that a regional training center should not become fully-operational in terms of running multiple training courses until its second year of activity, the ongoing costs for the initial year of operation would be considerably less than the costs for subsequent years, i.e. approximately 57% of the total budget figure indicated above, or Rp. 103,000,000. However, the lesser ongoing expenditure for the first year would be offset by start-up costs, e.g. for the purchase of vehicles, training aids, and office equipment, as well as for any necessary expansion or renovation of facilities. These costs are listed separately in section 9.3. The costs for out-of-country training and the costs for specialized training as recommended in Chapter VI and which would be contracted out by Badan Diklat to other training institutions are listed in sections 9.10 and 9.7, respectively.
- (3) Travel between the Regions and Jakarta :  
Rp. 94,500 represents the average cost of a round trip ticket between Jakarta and points throughout Indonesia. In most cases, round trip air travel between Jakarta and a regional training center will be considerably less than Rp.94,500. In the case of Bandung, for example, where travel will be by train or bus over a relatively short distance, the travel costs to and from Jakarta will be substantially reduced.

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(4) Within Region Air Transportation Costs :

Rp.45,000 represents the average cost of a round-trip air ticket between the cities in which the regional training centers are located and the capitals of the provinces served by each regional training center. In some cases, the round trip travel costs between the regional training center and a provincial capital will be considerably more than Rp.45,000 and in other cases will be substantially less than that amount.

9.7 COST OF SPECIALIZED SUPPORTING COURSES AT INSTITUTIONS  
OTHER THAN BADAN DIKLAT

This line item covers the cost of special courses of BAPPEDA Tk. I and Tk. II officials and selected Badan Diklat personnel. The courses (see Chapter VI) would be conducted by institutions other than Badan Diklat.

The four-year budget projected on Chart 9.1 covers these activities as follows:

1980/81:

One six-week course @  
Rp. 15,000,000 + 10%  
for inflation . . . . . Rp. 16,500,000

One six-month course @  
Rp. 50,000,000 + 10%  
for inflation . . . . . 55,000,000

Rp. 71,500,000

1981/82:

One six-week course @  
Rp. 16,500,000 + 10%  
for inflation . . . . . 18,150,000

Four six-month courses @  
Rp. 55,000,000 + 10%  
for inflation . . . . . 242,000,000

260,150,000

1982/83:

Same as for 1981/82 +  
10% for inflation . . . . .

286,165,000

1983/84:

Same as for 1982/83 +  
10% for inflation . . . . .

314,782,000

Total . . . . . Rp. 932,597,000

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(US\$ 1,504,188)

Footnote:

The above costs calculated on the basis that the average number of students attending the courses would be 20.

9.8 BADAN DIKLAT SUPPORT FOR SPECIAL GRADUATE-LEVEL COURSES IN REGIONAL PLANNING AT UNIVERSITIES

This line item covers the tuition and boarding costs of selected BAPPEDA and Badan Diklat personnel who would attend special university-based, graduate-level courses in regional planning. These costs are estimated at Rp. 3,000,000 per participant per year.

The line item figures also allow for a limited amount of Badan Diklat support for the operational costs of the courses.

9.9 IMMEDIATE SUPPORT PROGRAM FOR PARALLEL TINGKAT II TRAINING COURSES

This line item is to support an annual series of short courses in regional planning/management which Badan Diklat will conduct for the benefit of Tk. II planning officials as an immediate supplement to the more comprehensive courses offered by the RTCs.

Covered in the line item figures are :

- (1) The costs of two two-months courses annually for 30 BAPPEDA Tk. I and university officials per course. The costs of each course are estimated at Rp. 30,000,000.
- (2) A limited amount of support for a one-month/six-weeks short course which would be conducted in 20 provinces annually for BAPPEDA Tk. II officials. It is anticipated that the bulk of the funding for these courses would come from provincial sources, and that the courses would be conducted by the officials trained in the two-month courses described in (1), above.

9.10 FOREIGN TRAINING FOR SELECTED REGIONAL PLANNING AND MANAGEMENT OFFICIALS AND BADAN DIKLAT PERSONNEL

The budget would allow for five officials per year to attend a six-month course outside of Indonesia.

Costs (including travel) per student for each course are estimated at an average of Rp. 3,720,000 (US\$ 6,000). As the length of a foreign training program or course will vary in length (from three months to two years), the number of officials who could be studying abroad would also vary in accordance with the length of the courses selected for attendance.

9.11 SOUTHEAST ASIA STUDY TOURS

The budget allows for 10 officials per year to participate in a two-month Southeast Asia regional study tour. Cost are estimated at Rp. 1,240,000 (US\$ 2,000) per participant, excluding travel costs, which are estimated at Rp. 744,000 (US\$ 1,200) per participant. The number of participants who could participate in the tours would vary in accordance with the countries visited and the actual length of the tour.

9.12 ENGLISH LANGUAGE TRAINING

The budget would allow for 16 Badan Diklat officials from the Jakarta Office and the regional training centers to receive 250 hours of English language training each per year at an estimated cost of Rp. 4,650 (US\$ 7.50) per man-hour of instruction. Funds budgeted for this training could have broader impact if classes for groups of officials were arranged

Note: The budget which is projected in Chart 9.1 needs to be examined in relation to the phased implementation of the training strategy proposed in this document. This phasing of the implementation is set out in summary form on Chart 9.2 on the following page.

9.2 NATIONAL TRAINING STRATEGY: IMPLEMENTATION PLAN 1980 TO 1984

PHASING OF IMPLEMENTATION AND PLANNED PARTICIPATION (ALL COURSES)

COURSE YEAR	TRAINING PROGRAM & DURATION OF COURSES	LOCATION	1980/81 PARTICIPANTS	1981/82 PARTICIPANTS	1982/83 PARTICIPANTS	1983/84 PARTICIPANTS	TOTAL PARTICIPATION OVER FOUR YEARS	
9.4	Annual Orientation Panel for Key Provincial Officials (each panel: 2 weeks)	Badan DUA at Jakarta	30	30	30	30	120	
9.5	Training of Training Staff for RPOs and Jakarta Office (each course: 9 months)	Badan DUA at Jakarta	15	15	20	20	70	
9.6	Training Courses at Regional Training Centers	RPOs:	I. Jorja II. Medan III. Ujung IV. Denpasar	75	70 (12 courses)	70 (12 courses)	70 (12 courses)	285
				-	15	70 (12 courses)	70 (12 courses)	155
				-	-	35	70 (12 courses)	105
				-	-	-	35	35
				-	20	20	20	60
				-	-	20	20	40
				-	-	-	20	20
				-	-	-	-	-
				-	20	20	20	60
				-	-	20	20	40
-	-	-	20	20				
-	-	-	-	-				
-	20	20	20	60				
-	-	-	20	20				
-	-	-	-	-				
-	110 (16 courses)	75 (12 courses)	75 (12 courses)	75 (12 courses)	335			
-	-	125 (16 courses)	90 (12 courses)	75 (12 courses)	290			
-	-	-	110 (16 courses)	200 (16 courses)	310			
-	-	-	-	110 (16 courses)	110			
9.7	Specialized Secondary Courses:	Other Institutions						
a)	Costs Course: 6 weeks	(e.g. Akademi Statistik, UI, IPB, IPI, etc.)	20	20	20	20	80	
b)	Social Planning: 6 months		20	20	20	20	80	
c)	Regional Economics: 6 months		-	20	20	20	60	
d)	Land-use Planning: 6 months		-	20	20	20	60	
e)	Engineering/Planning: 6 months		-	20	20	20	60	
9.8	Advanced Course Courses at Universities (10 months courses)	Selected Universities (UI, IPB, IPI, etc.)	15	15	20	20	70	
9.9	Institute Support Program for provincial Provincial Support Training	a) Badan Buletin Jakarta	60 (12 courses)	60 (12 courses)	60 (12 courses)	30 (12 courses)	210	
			400 (20 courses)	600 (20 courses)	600 (20 courses)	300 (20 courses)	1900	
GRAND TOTAL			900	1700	1600	1600	5800	