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Building Capacity within Pusdiklat in the Ministry of Trade

Indonesia Trade Assistance Project (ITAP)

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LIST OF ACRONYMS

ABD	Asian Development Bank
APBN	<i>Anggaran Pendapatan dan Belanja Negara</i> /Budget
ASEAN	Association of Southeast Asian Nations
AusAID	Australian Agency for International Development
BDK	<i>Balai Diklat Kemetrologian</i> /Center for Education and Training in Standardization
BKN	<i>Badan Kepegawaian Negara</i> /Civil Service Agency
BUMN	<i>Badan Usaha Milik Negara</i> /State Owned Enterprise at National Level
BUMD	<i>Badan Usaha Milik Daerah</i> /State Owned Enterprise at Regional Level
CoTRA	The Commodities Futures Trade Monitoring Agency
CDS	Curriculum Design System
DACUM	Developing a Curriculum
DGFT	Directorate General of Foreign Trade
PIM	Pemimpin/Leadership
EKPI	<i>Ekonomi Perdagangan Internasional / Masters in International Trade Economics</i>
GOI	Government of Indonesia
IG	Inspectorate General
HRD	Human Resource Development
HRM	Human Resources Management
IASTP	The Indonesia Australia Specialized Training Project
ITAP	Indonesia Trade Assistance Project
ITC	Directorate General of International Trade Cooperation
JICA	Japan International Cooperation Agency
KEPMEN	<i>Keputusan Menteri</i> / Ministerial Decree
LAN	<i>Lembaga Administrasi Negara</i> /Institute of National Administration
MANPEN	The Department of Administrative Reform
MITL	Masters in International Trade Law
MITP	Masters in International Trade Policy
MoHA	Ministry of Home Affairs
MoNE	Ministry of National Education

MOIT	Ministry of Industry and Trade
MOT	Ministry of Trade
MPKP	<i>Majaster Perencanaan Kebijakan Publik/Masters in Public Policy</i> Division of the Faculty of Economics, University of Indonesia
NAFED	National Agency for Export Development
PNBP	<i>Penerimaan Negara Bukan Pajak/ Non Tax Based State Revenues</i>
PNS	<i>Pegawai Negeri Sipil/Government Civil Servant</i>
SCBDP	Sustainable Capacity Building for Decentralization Project
SG	Secretariat General
SME	Small and Medium Level Enterprises
SMA	<i>Sekolah Menengah Atas / High School</i>
SNG	Sub National Level Governments (e.g. provinces and districts)
TAMF	Technical Assistance Management Facility
TDS	Training Delivery System
TMDS	Training Materials Development System
TNA	Training Needs Assessment
ToT	Training of Trainers
TREDA	The Trade Research and Development Agency
TRP	Technical Review Panel
USAID	United States Agency for International Development
UU	<i>Undang-Undang/Laws and Regulations</i>
WTO	World Trade Organization

Chapter 1: INTRODUCTION

This report addresses ways to strengthen Human Resources Development (HRD) capacity within the Center of Education and Training (*Pusdiklat*) of the Indonesian Ministry of Trade (MOT). The report first describes current conditions within *Pusdiklat* and then presents a future model for *Pusdiklat*, based on best practices found here in Indonesia and abroad. While *Pusdiklat* will not be able to quickly adopt this model in total, performance standards set forth below can and should be aspired to in the future.

The Ministry of Trade was created in 2005 in its present form by President Susilo Bambang Yudhoyono. The former Ministry of Industry and Trade (MOIT) was dissolved and reconstituted as two separate and independent ministries of which the current MOT is one. The new Ministry is the lead agency in defining and implementing domestic and international trade policy and law. Immediately upon the Ministry's inception the new Minister, Dr. Mari Pangestu, and MOT senior leadership embarked on an ambitious program to build institutional capacity, strengthen multi-lateral trade negotiations and build bilateral relations with key trading partners¹.

In this context, the Ministry realized the importance of human resources development (HRD), particularly for its own personnel, in achieving its long term strategic goals. The Bureau of Planning (*Biro Perencanaan*) has indicated that the Ministry has made HRD one of its top four priorities. The importance given to HRD by the new management stemmed in part from three factors: 1) demographics, 2) globalization and 3) government decentralization based on laws No. 22 and 25.

The Ministry currently has approximately 2,900 staff with 1,250 employees working in the directorates and agencies associated with international trade and approximately 1,600 in the remaining divisions. Approximately 76 % of the Ministry's 2,900 staff are 40 years of age or older. The average age of senior Echelon 1 staff is 55. The average age of Echelon 2 staff is 52 with 70 % of Echelon 2 staff over the age of 50 (ITP, 2007:24). Since personnel in the Ministry usually retire in their mid-50s, the Bureau of Personnel and Organization (BPO) estimates that between the years 2005 and 2009, 695 individuals will retire.

In response to this retirement rate, the Ministry has launched a vigorous recruitment program, targeting new staff under age 35, to make up for the anticipated staff losses. Three hundred and ten new personnel were recruited in 2006, another 210 in 2007, and an additional 156 in 2008. These retirement and recruitment figures indicate that the Ministry, at the central government level, should consider initiating a massive training program targeting two groups: 1) older employees who will move up into more senior vacated positions and 2) the large mass of younger entry-level employees. The Technical Assistance Management Facility for Economic Governance Project (TAMF), supported by AusAID, recommended that the Ministry give the highest training priority to training its younger staff over the period 2007 through 2009.

Indonesia has made major progress in integrating into the global trading system before the 1997 Asian Financial crisis. As the country's economy becomes increasingly integrated into the world economy as a result of globalization, the Ministry has undertaken a more active role in international trade organizations such as the World Trade Organization (WTO), the Association of Southeast Asian Nations (ASEAN) and the Asia Pacific Economic Cooperation (APEC) (Kerr, 2007: 3). In order to participate more effectively in such organizations, the MOT has recognized the need to strengthen its

¹ The following five Directorate General offices were established in the Ministry: (1) The Directorate General of Domestic Trade (DGDT) (2) the Directorate General of International Trade (DGIT) (3) the Director General of International Trade Cooperation (ITC) (4) the Inspectorate General (IG) (5) the Secretariat General (SG). Three agencies at Echelon 1 level were also set up: (1) the National Agency for Export Development (NAFED) (2) the Trade Research and Development Agency (TREDA) and (3) the Commodity Futures Trade Monitoring Agency (CoFTRA).

international trade expertise. Therefore, extensive efforts are underway to build related institutional capacities with international donor assistance.

The Government of Indonesia (GOI), through the decentralization Acts No. 22/1999 and No. 25/1999, granted local autonomy to more than 475 sub-national governments (SNGs), basically provincial, district (*kabupaten*), and municipal (*kota*) administrations. As part of this process, trade sector offices (*kantor wilayah*) representing the Ministry at the provincial level were closed down and replaced by local trade offices (*dinas perdagangan*) within and responsible to each local administration.

However, these local *dinas* offices did not have the manpower, organizational structure or technical expertise to perform effectively their new roles and responsibilities. The Ministry of Home Affairs and the National Development Planning Board (*Bappenas*) subsequently issued a joint circular letter (*Surat Edaran Bersama* or *SEB*) on the ‘National Framework for Capacity Building to Support Decentralization’ in 2002, based on Act No. 22 and Act No. 23. The *SEB* specifically defines the tasks of the central government in supporting capacity development at regional and local government level.

The *SEB* commits the Ministry of Home Affairs (MoHA) and other ministries, including the MOT, to a long-term effort to build capacity and improve performance in these regional and local government institutions. With each *dinas perdagangan* having a staff of 10 individuals, the Center for Education and Training (*Pusdiklat*) within the MOT conservatively estimates that approximately 4,750 (10 staff x 475 local governments) SNG personnel may require training.

Given the identified training and educational needs at the central and sub-national levels, decentralization, strengthening the capacity *Pusdiklat* in its role as the Ministry principal education and training institution has become an urgent need.

Chapter 2: STUDY OBJECTIVES AND ORGANIZATION

This report seeks to:

- describe current conditions in *Pusdiklat* in the Ministry of Trade;
- provide a model for *Pusdiklat's* future development, based on best practices found in Indonesia and abroad; and
- recommend a 'road map' or a series of initiatives to support *Pusdiklat's* efforts to adopt the proposed model or portions thereof.

With these broad objectives in mind, the report has been organized as follows:

- **Chapter 1 – Introduction**
- **Chapter 2 – Objectives and Organization** outlines the objectives of the report and its organization.
- **Chapter 3 – Overview of *Pusdiklat*** provides a detailed description of *Pusdiklat* as of January 2009. This description focuses on *Pusdiklat's*: 1) HRD responsibilities, 2) organizational status, 3) current outputs, 4) internal operating systems, 5) human resources and (6) funding mechanisms.
- **Chapter 4 – Proposed Future Model for *Pusdiklat*** presents a model of *Pusdiklat* as it might become in the future. This model addresses future HRD responsibilities, organizational status, outputs, internal operating systems, human resources and funding. While *Pusdiklat* is not expected to be able to quickly adopt such a model in total, it provides a goal or vision to which *Pusdiklat* might strive.
- **Chapter 5 – Road Map Forward** outlines the initiatives that the GOI, MOT and *Pusdiklat* might take in order to realize the proposed model.

Chapter 3: Overview of Pusdiklat

3.1 Introduction

As the Ministry's principal training unit, *Pusat Pendidikan dan Pelatihan Perdagangan* or *Pusdiklat* is an Echelon II organization located within the Secretariat General (SG). It primarily focuses on training government civil servants (*Pegawai Negeri Sipil* or *PNS*) within the MOT and in the regions. *Pusdiklat* also provides technical training to private sector businesses, including small and medium enterprises (SMEs) involved in trade and state-owned enterprises at the national level (*BUMN – Badan Usaha Milik Negara*) and the regional level (*BUMD - Badan Usaha Milik Daerah*).

Pusdiklat is also administratively responsible for the Center for Education and Training in Metrology (*Balai Pendidikan dan Pelatihan Kemetrolagian*) in Bandung, West Java. This Center provides training in standards, measurement, laboratory techniques and packaging quality. The Center services the staff of the Directorate of Standardization as well as local government agencies tasked with standardization and measurement.

Pusdiklat was originally located in facilities at Cikini in Central Jakarta. It was subsequently moved and temporarily located at the *PPEI (Pendidikan dan Pelatihan Ekspor Indonesia –the Indonesian Export training center)* on Jalan S. Parman from 2005 until July 2008. It moved to new, permanent facilities at Sawangan in South Jakarta that were officially opened on March 17, 2009.

3.2 HRD Responsibilities

The Ministry and its various directorates produce a strategic plan (*Renstra*) every five years, outlining mission, vision and long-term strategic goals. The BPO is responsible for developing a strategic HRD Plan to ensure that Ministry and the various directorates have sufficient qualified manpower to achieve the goals established in the *Renstra*. In developing its HRD plan, the BPO is also tasked to conduct a training needs analysis (TNA) and produce an Integrated Training Plan, identifying the number and types of training courses that should be implemented. *Pusdiklat* is tasked to develop and implement a select number of courses that are identified in the Integrated Plan.

This planning and development system is not yet fully operational. The overall strategic planning process in the MOT and its directorates needs to be strengthened. The BPO has not yet conducted its first TNA nor has it produced a HRD Plan or an Integrated Training Plan. Given the current situation, *Pusdiklat* has had to implement a TNA on its own initiative in attempt to identify needed course titles for the Ministry and its directorates. This situation creates the possibility of a disconnect between the Ministry's strategic goals and *Pusdiklat's* outputs.

3.3 Organizational Arrangements

Pusdiklat is one of a number of institutions tasked to develop and deliver HRD programs within the MOT. In addition to *Pusdiklat*, the following organizations also implement training programs:

- The Indonesian Export Training Center (*Pendidikan dan Pelatihan Ekspor Indonesia – PPEI*) within NAFED delivers training to small and medium level enterprises (SMEs) in order that they might be more competitive exporters in the global market.
- The Center for Small and Medium Enterprise (SME) Trade, (*Pusat Dagang Kecil dan Menengah*), is currently based in the Secretary General's office and assists SMEs in developing entrepreneurship and obtaining financing.
- The Center for Education and Training in Metrology (*Balai Pendidikan dan Pelatihan Metrologi*) in Bandung, West Java develops and delivers training in standards, measurement, laboratory techniques and packaging quality.

- Directorates and Agencies within the Ministry often conduct internal training for their own staff; however, this type of training is limited and provided on a small scale when compared to the other training activities within the Ministry.
- Donor Agencies such as USAID, AusAID and the World Bank also sponsor training and education activities through technical assistance projects that are coordinated with the Bureau of Planning and various concerned directorates.

This brief review indicates that HRD efforts and programs are decentralized within the MOT. No single institution within the MOT is tasked to coordinate and set standards for quality control for HRD training throughout the Ministry.

3.4 Pusdiklat's Outputs

Pusdiklat has developed two separate training programs, the first targets government officials at the national and sub-national government (SNG) levels, and the second focuses on private sector enterprises. This division is reflected in *Pusdiklat's* organization chart (See Appendix A) which divides the organization into the following three sections: 1) the Education and Training Section for Government Civil Servants (*Bidang Diklat Pegawai*), 2) the Education and Training Section for Human Resources Development in the Trade Sector (*Bidang Diklat SDM Sektor Perdagangan*) and 3) Administration (*Bagian Tata Usaha*).

3.4.1 Training for Government Civil Servants

Pusdiklat offers the following three types of training courses to central government Ministry personnel:

- Structural Training (*Diklat Struktural*)
- Technical Training (*Diklat Teknis*)
- Functional Training (*Diklat Fungsional*).

Structural courses are concerned with high-level leadership (*kepemimpinan*) training and are linked to employee promotion. The training materials are prescribed by the *Lembaga Administrasi Negara (LAN)* and taught at four levels:

- *Diklat PIM I* for Echelon 1 personnel
- *Diklat PIM II* for Echelon 11 personnel
- *Diklat PIM III* for Echelon III personnel
- *Diklat PIM IV* for Echelon IV personnel.

Diklat PIM 1 and *II* courses are taught and funded by *LAN* while *Diklat PIM III* and *IV* courses are funded and taught by *Pusdiklat*, using materials developed by *LAN*.² The number of *Diklat PIM 1* and *II* participants is relatively small, averaging respectively around 1-2 and 2-5 per year. The number of participants attending *Diklat PIM III* and *Diklat PIM IV* courses is considerably larger, averaging 40 participants per course. In 2007, *Pusdiklat* delivered one *Diklat PIM III* course and one *Diklat PIM IV* course, targeting 80 participants in total. The *Diklat PIM III* course was 49 days in duration and *Diklat PIM IV* course was 40 days.

² In addition to *LAN*, other government organizations offer training to senior level managers in ministries. The Ministry of Administrative Reform (MENPAN) delivers a course in "Financial and Government Institutional Performance," for example, to Echelon I level Secretary Generals, Secretaries of the Minister and the Heads of Agencies.

Pusdiklat uses much of its limited budget, human resources and time implementing *Diklat PIM* courses. Eighty *Diklat PIM* participants, as previously indicated, were provided meals and accommodation over a 4–6 month in 2007 and again in 2008. The *Diklat PIM* model also necessitates the use of large training centers, such as the one now located at Sawangan, with comparatively high operating and maintenance costs.

There is a second category of structural courses, known as Pre-Position (*Diklat Prajabatan*) training, that targets new Ministry staff members who have not yet been classified as ‘full-time’ government employees. *Diklat Prajabatan Golongan III* courses target new employees who have a bachelor’s degree or equivalent (an S1 degree) while *Diklat Prajabatan Golongan II* courses target high school (*SMA*) graduates or students with a comparable degree. Course contents include: group dynamics, personnel administration, organizational ethics, government organizational culture, team building and office management, etc. Each course is 10-14 days in duration.

Technical courses (*Diklat Teknis*) are offered to MOT personnel who hold positions termed “structural.” Technical courses target Echelon III and Echelon IV personnel tasked with actual work implementation rather than high-level managers involved in policy decision-making. *Pusdiklat* also delivers *diklat teknis* courses to SNG-level government personnel. Whether delivered at national or SNG levels, *Diklat Teknis* courses are typically “cross-sector” in nature, targeting employees from the various directorates and agencies and are not necessarily specific to a given directorate/agency. For example, the Basic Technical Trade course (*Diklat Teknik Perdagangan Tingkat Dasar*) introduces Echelon IV employees to domestic trade, international trade, international trade cooperation, export promotion and trade statistics. The Advanced Technical Trade course (*Diklat Teknik Perdagangan Tingkat Lanjutan*) offers a more in-depth treatment of these topics for Echelon III or candidate Echelon III personnel. These courses are each eight days in duration. Other technical courses include finance (management of budget funds) and procurement of goods and services.

Functional courses (*Diklat Fungsional*) are technical courses that have been designed for and are offered to Ministry personnel holding “specialist” or “functional” positions. The following types of specialists are targeted for this type of training: statisticians (*pejabat fungsional statistisi*), librarians (*pejabat fungsional arsiparis*), standards and measurement staff (*pejabat fungsional kemetrolagian*) and training instructors (*widyaiswara*). These courses constitute a small portion of the training delivered by *Pusdiklat*.

3.4.2 Training for Trade Sector Enterprises

Pusdiklat offers courses to SMEs involved in trade as well as to state-owned (*BUMN* and *BUMD*) companies. *Pusdiklat* identifies participants and distributes course listings to companies listed in the trade directory that is published by the Small and Middle Business Trade Center (*Pusat Dagang Kecil dan Menengah*). The following types of courses are typically offered to these enterprises:

- Management of Markets and Shops
- Warehouse Management
- Financial Management for Small Scale Enterprises
- Customer Service Strategies
- Marketing Planning.

While *Pusdiklat* covers development and implementation costs for the majority of these courses through state budget funds (*APBN*), it is currently exploring the possibility of cost-sharing with targeted enterprises under the *PNBP* system (state revenues obtained from non-tax sources) for a series of basic, mid-level and advanced business management courses. These courses often target the middle and senior managers of state-owned enterprises (*BUMN*); examples of topics include the

possible impact of decentralization legislation of state-owned enterprises, current trends in GOI policy regarding *BUMN*, and opportunities and potential threats impacting *BUMN* industries and trade.

Appendix B of this report contains a catalogue of *Pusdiklat*'s courses.

3.4 Internal Operating Systems and Processes

Pusdiklat currently employs a provider-pays / supply-driven system through which it develops and delivers training programs at the new training facilities. *Pusdiklat* controls all related training functions: curriculum design, training materials development, training delivery, and training monitoring and evaluation. This system is also closed in the sense that *Pusdiklat* is the sole developer and provider of certain types of courses (structural, functional and technical) and covers all costs associated with course development and delivery.

This is a traditional model that was originally established so that central government training centers like *Pusdiklat* could meet or service the training needs of Ministry staff working at central government and provincial administration levels. Under this system, *Pusdiklat* would traditionally identify the training needs of participating government institutions by carrying out TNA. *Pusdiklat* staff, assisted by subject matter experts from the various directorates within the Ministry, would then design course curriculum and develop course materials. Course catalogues would be subsequently published and distributed to central and local government offices on an annual basis. The offices would then enroll their personnel in these courses and *Pusdiklat widyaiswara* instructors would then deliver the courses at *Pusdiklat*'s training facilities. All associated costs, including participant transportation and accommodations, as well as the course material development and delivery, were funded by *Pusdiklat*.

While this system continues to operate at central government level, it is currently undergoing extensive change at the provincial government level due to GOI decentralization initiatives. Many responsibilities once assigned to central government organizations have been transferred to provincial administrations. Under these decentralization initiatives, local governments can now purchase HRD programs they need from private sector service providers. They are no longer obligated to source required training courses through a single service provider, such as *Pusdiklat*. The competition produced under this new model has produced better quality training products at the provincial level. *Pusdiklat* and training centers from other ministries must not only adjust to, but must also somehow learn to take advantage of, this more competitive paradigm.

Pusdiklat's efforts to compete at local government level may have been partly hampered by lack of capacity sufficient to support production of quality training products. This lack can in be attributed, in part, to challenges with internal systems that are focused on the production and delivery of course materials. Training systems (curriculum design, training materials development, and training delivery) have not been standardized within *Pusdiklat*. Its *widyaisawara* instructors produce and deliver course materials on their own initiative (except for *LAN*-associated programs).

In this situation, the quality of both training materials and delivery vary depending on the abilities or professional standards of individual instructors/course writers. Some *Pusdiklat* instructors have not produced instructor/facilitator guides for the materials they developed. On the other hand, some *Pusdiklat* instructors have begun to adopt the format that *LAN* uses to develop its modules. (Incentives exist in the form of credit points toward promotion for adopting the *LAN* approach to curriculum development.) This variance between instructor-developed training materials produces a lack of consistent standards in *Pusdiklat* training courses.

At the central government level, however, the MOT has been able to provide quality technical and cutting-edge training programs to its directorates despite the problems with *Pusdiklat* operating

systems. This has been achieved through bypassing *Pusdiklat* and accessing international expertise, paid for by donor-funded projects, to produce needed courses. Given *APBN* budget limitations, accessing additional funding through donors has enabled the Ministry to support its most pressing professional and technical training requirements.

However, there are two caveats to be considered regarding this donor assisted training. First, care should be taken to ensure that donor-funded training does not become a substitute for the internal development and delivery of training courses to be provided by *Pusdiklat*. The Ministry should not solely rely on donor-assisted technical training and thereby fail to develop its own internal capacity and institutions, particularly as donor funding is likely to be temporary. Second, donor-supported training may not be sustainable if it is not integrated and institutionalized into *Pusdiklat's* capabilities in order to ensure long-term viability.

3.5 Human Resources

As of November 2007, *Pusdiklat* had 73 staff members, including 27 *widyaiswara* instructors. *Pusdiklat's* staffing level is relatively small compared to the size of the MOT. Supplying the volume of training required by 2,900 Ministry personnel constitutes a major challenge to so small a staff. This MOT constituency does not include the approximately 5,000 SNG personnel who are also earmarked for training in addition to SME staff and employees. However, there are more *widyaiswara* instructors at *Pusdiklat* than are needed to teach the small number of courses that currently offered. As a result, there is a mismatch between staff resources required to support the current curriculum but an insufficiency of staff resources to meet the potential demand, particularly in courses offered were expanded to meet potential training needs.

Widyaiswara instructors are basically drawn from the ranks of retired Echelon 1 and 2 officials. These officials would normally retire at 60 years of age, but are able to delay retirement until 65 by becoming *widyaiswara*. Some *PNS* (*pegawai negeri sipil* - government officials) apply to become *widyaiswara* at the age of 57 or 58.

This system of faculty recruitment/supply has several notable weaknesses. The teaching honorarium is relatively small, averaging no more than Rp200,000 per instructional hour, with the number of hours restricted. Promotional opportunities are also limited because earning credit points necessary for promotion based on teaching hours is difficult; the credit allocation per instructional hour is low and the number of hours that can be taught is limited, in part to ensure that teaching stipends are evenly distributed among the teaching staff. Reduction in allowed teaching hours per instructor stems, in part, from the fact that there are too many instructors teaching too few courses (partially due budget limitations).

Becoming a *widyaiswara* does, however, have some attractions. A *widyaisawara* instructor may continue to work and receive a small salary rather than face fulltime unemployment upon retirement. These positions are also not treated as fulltime work; consequently *widyaiswara* can take on other part-time positions outside the Ministry to supplement their incomes.

The primary shortcoming of the current system is that a substantial number of *widyaiswara* have no previous experience or training in course preparation and teaching. Some *widyaiswara* do not possess up-to-date or practical knowledge of recent developments in their fields of expertise. This is especially true of *widyaiswara* tasked with developing and teaching courses related to contemporary international trade issues.

In any case, a staff limited to 27 individuals cannot have the needed expertise to support all of the capacity development areas identified in the Ministry's Integrated Training Plan (ITP) at the central and SNG levels. The Head of *Pusdiklat* has estimated that approximately 50% of the *widyaiswara*

instructors need additional Training of Trainers (ToT) instruction. Many *widyaiswara* are not familiar with the competency-based training (CBT) approach for course development and delivery that is recommended for implementation by *Pusdiklat*. CBT is based on adult learning principles that emphasize ‘learning by doing’ and mirror actual work situations as closely as possible. A number of *widyaiswara* instructors tend to rely on lectures, which are generally regarded as the least effective means of both knowledge and technical skill transfer. Older *widyaiswara* instructors frequently lack adequate computer skills to access the latest training materials via the Internet or to develop computer-based presentations for course delivery.

3.6 Funding

Budget/funding restrictions (*APBN - Anggaran Pendapatan Belanja Negara APBN - Anggaran Pendapatan Belanja Negara/Budget of State Revenues and Expenses*) severely limit what *Pusdiklat* can do or accomplish. *Pusdiklat* indicated that in 2008, it had initially requested a budget of Rp87 billion. The Planning Bureau (*Biro Perencanaan*) initially reduced this amount to Rp62 billion and in subsequent discussions, reduced the amount to Rp49 billion. Given that Rp25 billion of this amount was allocated to completing construction of training facilities at Sawangan, *Pusdiklat* realistically was allocated an operating budget of approximately Rp24 billion (US\$2.65 million) in 2008. *Pusdiklat* earmarks a substantial portion of this sum to the implementation of *Diklat PIM III and IV* courses with limited allocations for its other technical and functional courses.

Capacity building activities are generally under-funded at both the central and SNG levels. Approximately 80% to 90% of SNG budgets are allocated to operational line expenses, principally civil servant salaries, and only 10 to 20 percent of available funds are allocated to other activities, including capacity building (SCBD Working Paper No. 5, 2003: 21).

Given the limited resources available from the state budget, *Pusdiklat* is currently exploring the possibility of increasing its funding through *PNBP (Penerimaan Negara Bukan Pajak/Non-Tax Revenues)* activities. For example, *Pusdiklat* is planning to deliver courses to SMEs and charge them for a portion of the costs. However, such funds are extremely limited and income obtained must be turned over to the State Treasury. The approach, however, does allow *Pusdiklat* to maximize its restricted resources and to deliver more training to SMEs than it otherwise would be able to do if it relied only on *APBN* funds.

Chapter 4: PROPOSED FUTURE MODEL FOR PUSDIKLAT

4.0 Introduction

This section describes how *Pusdiklat* might evolve over the coming ten years, based on the application of best practices here in Indonesia and abroad. HRD responsibilities, institutional arrangements, outputs, processes, human resources and funding are examined in this proposed model. The model should be seen as a long term goal – a vision for *Pusdiklat's* future development. The entire design or portions thereof may be adopted to strengthen HRD capacity within *Pusdiklat*. The Government of Indonesia (GOI) has already begun to adopt portions of the proposed model in the Ministry of Home Affairs, the Ministry of Public Works and the Ministry of Education. These reforms serve as valuable resources on best practices and are the basis for the model proposed in this report.

4.1 HRD Responsibilities

Under current circumstances, *Pusdiklat's* future HRD responsibilities, especially its relationship with the BPO, are difficult to predict. As previously indicated, the BPO is currently tasked with carrying out a TNA and identifying the training needs of government civil servants (PNS) at central government level. The BPO is also responsible for developing a five-year HRD plan. *Pusdiklat*, in theory, is restricted to the role of developing and delivering courses that will implement this plan.

However, if *Pusdiklat* were to become a quasi-corporate entity, operating on a cost recovery basis as is proposed in this report, then it should have a major say in the development of its product line and the services that it will deliver. How can *Pusdiklat* function in a demand-driven, competitive environment with a customer-focused orientation if it is not allowed to exercise an appropriate degree of control over the programs or products it delivers? Related to this question is the fact that the BPO only identifies needs and courses for central government personnel while many of *Pusdiklat's* future customers will be found at provincial government level and among private sector enterprises.

4.2 Organizational Arrangements

Within the next 10 years, the MOT is expected to have established an Echelon 1 *Badan Pengembangan Sumber Daya Manusia - BPSDM* (Agency for Human Resources Development) or an equivalent, responsible for all education and training activities within the Ministry. The establishment of such a *badan* will result in the consolidation of education and training activities, including those of *Pusdiklat*. This *Badan* organization could provide better coordination of education and training activities within the Ministry and would greatly enhance the status of HRD by placing it on an Echelon 1 level within the MOT.

Such an arrangement has precedent within the GOI. Other ministries have created *badans* responsible for coordinating their HRD activities. The Ministry of Public Works has sought to correct the fragmentation of its HRD function by establishing a *Badan Pengembangan Sumber Daya Manusia – BPSDM* (Agency for the Development of Human Resources) under *Kepmen 236/KRTS/M/2003*. This *Badan* is struggling to establish its authority as it endeavors to assert its influence over donor-funded training programs that are implemented by the Ministry's directorates (e.g., *Bina Marga*, etc.). Despite these difficulties, the Ministry is establishing a central authority responsible for HRD activities and standards. The Ministry of Home Affairs has also set up a similar agency (*badan*) to accomplish the same ends.

4.3 Outputs

The GOI has established and continues to support a standardized system of institutional training linked to career progression through “structural” or line management positions (*PPTA: 3798-INO, 2007: 2*). *Pusdiklat* spends a substantial portion of its limited resources on implementing these in-service leadership courses.

However, while *Diklat PIM III* and *Diklat PIM IV* are essential, the existing systems of in-house and in-service administrative and management training are no longer adequate. Despite efforts to revise and improve these programs since *Reformasi*, they still represent a holdover from the old central apparatus of the New Order government and do not reflect the conditions of the emerging democracy in Indonesia or the role of government as a provider of public services or the position of government officers as public servants (SCBD/Working Paper No. 5, 2007: 15). Recommendations have been made that *LAN* over time replace the current leadership program with focus on the core competencies that constitute management: planning, controlling, management of financial resources, management of human resources, and management of data and information.

Under the future model proposed in this report, *Pusdiklat* would de-emphasize its current focus on structural training. *LAN*, together with *Pusdiklat*, would no longer monopolize the delivery of *Diklat PIM* courses. Instead, *LAN* would function as a regulator, providing guidelines for *Diklat PIM* content and implementation. Private sector training institutions would actually deliver the courses. *Pusdiklat* would refocus its human and financial resources on the definition, development and implementation of “cutting edge” professional/technical education and training programs (*Diklat Teknis & Diklat Fungsional*), developed according to identified needs of the Ministry’s directorates and agencies as well as those of the SNGs. *Pusdiklat* would also no longer produce generic and cross-sector technical programs, but would develop and deliver the types of trade-specific education and training programs currently provided to the MOT by donor-sponsored projects. *Pusdiklat* would also continue to offer and possibly expand its programs to private sector enterprises as it would now include the training functions once carried out by *PPEI* after its reorganization as a *badan*.

4.4 Internal Operating Systems and Processes

In the future, *Pusdiklat* should function as a customer-focused, quasi-corporate entity, competing with other institutions and marketing its programs to MOT directorates, local governments units and SMEs. The current provider-pays/supply-driven model of training delivery will have to be replaced by a fee-for-service, demand-driven market approach. This new model has its roots in current efforts to build capacity in local governments as necessitated by recent decentralization initiatives.

4.4.1 A Fee-for-Service, Demand-Driven Approach to Training Provision

Under this model, *Pusdiklat* would sell its programs and services to Directorates within the Ministry, local government institutions and SMEs. This approach is based on best practices exemplified within Australian and Canadian government training institutions. In fact, a demand-driven system for public service capacity development has already been recently introduced in Indonesia in association with recent decentralization efforts.

Under the Sustainable Capacity Building for Decentralization (SCBD) Project, supported by the Asian Development Bank (ADB) and carried out within MoHA, local governments have been trained to conduct institutional assessments, produce capacity building action plans and identify training needs. They have also learned to specify, fund, contract and monitor capacity building products. They are learning how to outsource the development of training materials and training delivery through a wide range of service providers (i.e., local universities, NGOs, etc.) and to do so through a competitive bidding process. Local governments are now for paying for training programs they contract and receive.

Under this model, the *Pusdiklat* in MoHA no longer has a monopoly on training, but must now compete with private sector, profit-orientated providers of training programs to provincial governments. Local governments can now choose to by-pass *Pusdiklat* MoHA if they determine that it does not produce training products of the quality that SNGs determine that they need. The competitive bidding process and the increasing choice in specifying custom-made training products,

initiated by this new paradigm, ultimately improves the standard and quality of training offered to local governments.³

Over time, the GOI is expected to expand this demand-driven model, now available only to local governments, to all capacity building efforts in the public sector. As this transformation happens, *Pusdiklat* MOT will compete with other governmental and private sector service providers in the provision of training to government directorates, provincial governments and SMEs. In order to compete more effectively with such competitors, *Pusdiklat* MOT will have to produce quality products that relate to identified training needs of potential clients. This can only be accomplished by accessing external, state-of-the-art technical expertise to develop and deliver its courses.

4.4.2 The Outsourcing of the Course Development and Delivery Functions.

While the *Pusdiklat* of the future would continue to produce in-house courses, it should divest course development and delivery functions and outsource them to private sector service providers or experts. This approach will allow the *Pusdiklat* MOT to access needed expertise to produce up-to-date “cutting edge” technical materials. Under such a paradigm, *Pusdiklat* would outsource much of its course development and delivery work, but would continue to be responsible for setting and monitoring standards for its private sector partners/contractors (universities, NGOs, businesses, etc.) in developing and delivering training and education programs. *Pusdiklat* has already begun to adopt this model by hiring professors from the UI to develop and deliver management courses for private sector SMEs; this process can be expanded to apply to all training requirements.

The MOT has also already adopted an outsourcing model by turning to donor-funded projects to develop and deliver training programs. As of this writing, approximately 22 donor-assisted training programs were being implemented within the Ministry. For example, the AusAID-funded TAMF Project supported 15 participants in a six-week intensive course in Strategic International Trade Policy. The European Union Trade Support Program implemented a series of workshops and seminars in Jakarta focusing on issues such as Non-Agriculture Market Assess, Dispute Settlement, and Trade Policy Analytical Techniques. ITAP, sponsored by USAID, has supported Masters Programs in International Trade Law (MITL) and International Trade Policy (MITP) in conjunction with the University of Indonesia. ITAP also conducts extensive training seminars, workshops and mentoring programs on issues of international trade law, policy research and analysis, the WTO and bilateral trade agreements as well as numerous other topics. The World Bank has provided full-time technical assistance to MOT of human resources development with related training for BPO staff. Training courses funded by USAID have been provided by the World Bank Institute, backed up by tutorials and mentor training. (See Appendix C for a summary of related donor-funded technical assistance.)

In the future, *Pusdiklat* should work actively and closely with such donor-sponsored projects and ultimately come to direct these project-based training programs, institutionalizing them within the Ministry. *Pusdiklat* should, therefore, actually work closely with foreign donors to design, develop and implement training programs so that once these programs have been completed, *Pusdiklat* will be able continue these training programs and provide related training materials for future delivery.

4.4.3 Adoption of a Competency-Based Training (CBT) Approach

The reformed *Pusdiklat* would also guarantee the quality of its products by taking a more systematic and standardized approach to course design, training materials development and program delivery. A competency-based training (CBT) approach complements and supports the BPO’s current and on-going efforts to introduce a competency-based model into the human resources management within

³ There are problems with the new paradigm to be worked out – for example, how to oversee and control potentially corrupt practices that may be associated with competitive bidding and how to increase the number and quality of private sector service providers capable of supplying needed programs.

the Ministry. The BPO is currently preparing job descriptions for Ministry personnel and conducting a job analysis for each position. As part of that reform, BPO is identifying job/work competencies and identifying selection criteria based on such competencies to support future recruitment programs.

CBT is different from traditional training methodologies in that it focuses on “work competencies” or “tasks” that individual personnel must develop in order to better perform their jobs. A traditional approach focuses on general topics and related subject matter. CBT is defined in terms of actual job performance with “terminal performance objectives” set out at the beginning of each course, describing what work tasks participants will be able to perform upon course completion. Final tests are not multiple-choice or true-false tests but are instead performance-based, actually requiring course participants to carry out specific tasks and to demonstrate their ability to perform the work competencies that have been taught. This approach is schematized in Figure 4.1 “Competency-Based Approach to Curriculum Design and Course Development.”

A quick review of the schematic indicates that *widyaiswara*, private sector service providers or donor-funded instructors would first conduct a five-day Dacum (Developing a Curriculum) Forum for each course to be developed. During this workshop, *widyaiswara* would work with “subject matter experts,” drawn in part from the populations targeted by the training, to analyze and identify the work competencies/tasks that will be developed through the course instruction. *Widyaiswara*, using the results from each Forum, would next develop a set of “terminal performance objectives” for each course, based on the work competencies identified in the Dacum workshops. *Widyaiswara* would then determine appropriate training strategies (eg. lecture, small group work, simulations, etc.) to be employed in each course and then develop or revise already existing materials to meet the performance objectives that have been established. Criterion-Referenced Tests or exercises would then be developed that require course participants to demonstrate that they have met the course objectives.

CBT is now recognized as one of the most effective approaches to the development of curriculum and course materials since it adheres to the basic principles of adult learning theory. It de-emphasizes lectures, supports learning-by-doing, mirrors the work situation as closely as possible, and requires participants to demonstrate and use their newly acquired knowledge and skills. Moreover, this approach draws upon participants’ previous knowledge and skills because it is directly related to their existing job activities. In Indonesia, CBT has already been effectively and successfully introduced and utilized in the Highways Department (*Bina Marga*) at the Department of Public Works since the mid-1980’s.

4.4.4 Course Materials Development

Pusdiklat should also adopt a more standardized approach to course material development that allows for direct input from key stakeholder/customer (directorates, agencies, SNGs) through participation in the process of training materials development. An advantage of this approach is that institutions targeted for training are directly involved in the development process and consequently are likely to see the resulting training as being of high value. This system would resemble the one originally developed by the Ministry of Public Works in the mid-1990’s and recently upgraded by LAN under the ADB-sponsored Sustainable Capacity Building for Decentralization (SCBD) Project within the Ministry of Home Affairs. The system combines the use of Dacum Workshops, described above, with the formation of Technical Review Panels (TRPs) to develop course materials.

Figure 4.1 Competency-Based Approach to Curriculum Design and Course Development



Under the Training Materials Development System (TMDS), *Pusdiklat* would first implement a Dacum workshop for each course to be developed. *Pusdiklat* would bring together course writers (possibly *widyaisawara* instructors, university professors, etc.) and subject matter experts (from directorates, SNGs., etc.) in order to 1) agree on the course title, 2) identify possible course participants and 3) conduct a “mini-job analysis” for targeted trainee populations to determine the work competencies or job tasks to be developed through the course instruction.

Pusdiklat would form a TRP for each course targeted for development. Each panel would have three members: 1) one member representing *Pusdiklat*, especially if the material production were outsourced; 2) a technical expert/advisor, drawn from the directorate, *dinas* organization, or SME sector for whom the course was being developed; and 3) an outside subject matter expert drawn from another ministry, university, or NGO, etc. The function of these panels would be to:

- validate the results of the Dacum Workshop as the work competencies to be developed;
- 2) review and provide feedback to the course writers as they produce terminal performance objectives, design criterion-referenced tests, and develop the instructional materials;
- 3) serve as moderators for the review of feedback received from pilot-testing of course materials; and

- (4) verify that each course writer revised the course he/she developed, based on the feedback received during the pilot-testing process.

The principal advantage of this approach is that *Pusdiklat's* customers, the people for whom the course is being developed, play an active role in the course development process through participation in Dacum Forum and on Technical Review Panels and take ownership of the finished product.

4.4.5 Training Delivery

Pusdiklat would also employ a “multi-mode” approach to training delivery. The principal modes/venues of training delivery are summarized as follows:

- Information based training – lectures, conferences, distance learning, and non-interactive ICT.
- Simulation based training – workshops, groups/individual exercises, case study, role play, games and interactive ICT.
- On-the-job training – orientation, apprenticeship, job experience, job rotation, coaching or mentoring.
- Behavioral learning from on-the-job role models – “showing,” instead of “telling,” may be more appropriate in some instances.

Future training programs would not be solely confined to a classroom setting or university lecture halls. Locally based, part-time development programs conducted in-house at the worksite (primarily using in-house skills and facilities) and aimed at professional or technical competencies would, maintain continuity in the workplace and support direct utilization and inculcation of skills as they are assimilated. Learning environments would include such techniques as 1) job exchange with a professional in a similar position to broaden understanding and to contextualize experience while interacting with a different peer group or individual, 2) a period of attachment to more experienced sections, groups or individuals to observe alternative approaches and solutions, and 3) as mentioned above, apprenticeships to receive direct instruction from one or more experienced individuals, learning through progressively higher levels of assigned responsibility, while under direct supervision (World Bank MDF project/MOT).

Accepted best practices, based on adult learning principles, have supported this shift from informational-based learning modes, notably from the exclusive use of five to six-day classroom-based courses to the adoption of more in-house formats with training implemented on-site, using skilled people in local institutions and workplace facilities to provide training.

The Ministry of National Education (MNE) in Indonesia has already begun to adopt this new approach for its in-service teacher training program. The MNE implements one of the largest training programs in Indonesia, training thousands of primary, secondary and technical school teachers annually. In the past, the MNE ran one to two-week classroom courses in instructional techniques, classroom management, etc. for teachers that were usually held during school breaks. These short-term courses were implemented at the MNE's regional training centers (Makassar, Surabaya, etc.) and in Jakarta. Subsequent impact studies had indicated that these courses had little impact on teacher performance and that the quality of classroom teaching was not improving.

In response, the MNE gradually introduced a “multi-mode” approach to in-service teacher training. Short-term classroom training was still conducted, but at much reduced levels and often used to introduce new concepts/techniques on a nationwide basis. This classroom training was supplemented by on-the-job mentoring conducted at school level. Schools were grouped in clusters (*gogos*) of 10 schools each at the district (*kabupaten*) level. Educational supervisors (*pengawas*) from the district

education office visited the schools and worked with the teachers in classroom settings to improve their teaching skills. The classroom and on-site school training was augmented in some circumstances by an extensive distance learning program.

In the future, *Pusdiklat* will continue to use its training facilities at Sawangan as a venue for classroom-based training. This Center would, however, become less central as the principal course delivery location as *Pusdiklat* adopts on-site training, as proposed above, in which training would be increasingly implemented at the workplace, employing mentors from the worksite to provide on-the-job training or experience.

4.4.6 Human Resources

Pusdiklat will require fewer *widyaiswara* instructors in the future because, as indicated above, it will divest itself of the *Diklat PIM* training. It will also outsource and partner with outside institutions to develop and deliver courses, thus reducing the need for a fulltime cadre of in-house instructors. However, certain core courses and related instructors may be retained or expanded. *Pusdiklat* staff and instructors will also spend more time developing and managing relationships with partners for course development and delivery.

4.4.7 Funding

Pusdiklat may likely continue to be subsidized with traditional budgetary funding as it shifts to a cost-recovery basis in a more competitive, demand-driven business paradigm. This shift to a cost-recovery basis would probably involve a 3-stage process. *Pusdiklat* would initially fund some of its programs through *PNBP* (*Penerimaan Negara Bukan Pajak/ Non Tax Based State Revenues*) activities. At a later stage, *Pusdiklat* could possibly become a *BLU* (*Badan Layanan Umum*) or General Service Organization. Finally, *Pusdiklat* might eventually evolve into a quasi-corporate entity, perhaps covered by the *BUMD* law (*UU 5/1062*) (Andrew McLernon). As this shift to a more cost-recovery basis takes place, *Pusdiklat* would increase sell more of its programs to SMEs and earn increased revenues through which to fund its budgets by competing with other service providers for government work, most likely at provincial level. The introduction of such competition would ultimately encourage movement towards the production of quality products.

Chapter 5: The Road Map Forward

This section describes a “road map” or a strategy to create the *Pusdiklat* organization that is envisioned for the future. It should be noted here that the path forward for change will not be an easy one since many of the problems the current organization faces are endemic and structural to all *pusdiklats*. These problems can only be solved and the new model achieved through new government legislation and related policies that will impact capacity development throughout the Indonesian public sector. A single ministry or a single *pusdiklat* cannot achieve all the proposed innovations without government-wide reform.

The following major steps are proposed as a way forward:

- Introduce new legislation that shifts the development and delivery of HRD services in the public sector from a supply-driven model to a demand-driven one.
- Introduce legislation that reforms LAN by transforming it into a regulatory agency and removing it from delivery of training program development.
- Adopt an outsourcing model for *Pusdiklats* in order to improve the quality of their products.
- Improve internal operating systems and training programs by introducing a CBT model for course design, development and delivery.

Each step will now be discussed in detail. While these steps are discussed in terms of all *pusdiklat* organizations, they are applicable to *Pusdiklat* within the MOT.

5.1 Shift from a Supply-Driven Model to a Demand-Driven One

A common feature of almost all *pusdiklats* is that training programs are supply-driven and not demand-driven. *Perman 37/2008* reinforces the supply-driven nature of education and training programs provided by *pusdiklats* since it strengthens the role of *pusdiklats* HRD service providers (Walsh, 2008). *Pusdiklats* also hold a near monopoly over structural (*Diklat Pim*) and technical training courses. This quasi-monopoly status stifles competition and over the long run, results in substandard services and products.

Legislation should be enacted that would change the current supply-driven model into a demand-driven one. This legislation would open public sector capacity building to market forces and in so doing, require *pusdiklat* organizations to compete with other public and private sector service providers. This model will eventually compel *pusdiklats* to become more customer oriented. If a *pusdiklat* organization did not produce a quality product or service, its traditional customers (central government departments and provincial administrations) could purchase these products elsewhere. Under this model, *pusdiklats* would be compelled to produce courses responsive to their customers’ needs or face business failure.

The legislation should create a mechanism whereby a large portion of training-related funds, currently allocated to *pusdiklats*, are given to the end-users (departments & local governments), allowing them use these funds to purchase courses from either *pusdiklats* or competitors (Personal Communication: Andrew McLernon, Governance Reform Support Phase II Project). Under this model, *pusdiklats* might initially be subsidized from *ADNB* annual budgets, but such subsidization would be reduced or eliminated over time so that training delivery by *pusdiklats* eventually be provided on a cost-recovery basis.

Pusdiklats should also perhaps be allowed to retain some or all profits under this model as incentive to improve their products and services. However, if profit retention is permitted, subsidization must be terminated or strictly controlled so as not to distort competitive market conditions under which private suppliers operate. Some GOI training organizations have already begun to recover costs and to follow

this model on a reduced scale under the recently introduced *BLUD* scheme (mandated under UU1/2004). Under this arrangement, state enterprises (including *pusdiklats*) are allowed to recover costs for services, but may not make a profit (Andrew McLernon, Governance Reform Support Phase II Project).

Serious consideration should also be given to quasi-corporatization of *pusdiklats* (Andrew McLernon, Governance Reform Support Phase II Project). Under such an arrangement, *pusdiklats* would be structured and managed on a business model and not managed a public service with rigid management and personnel rules. *Pusdiklat* managers would have operational control over their products and services, including the ability to determine or at least influence their own product lines. They should be required to employ accounting systems that support on activity-based costing and required to engage in customer-focused strategic planning and management (such customer focus could be enhanced through the introduction of customer satisfaction surveys (Andrew McLernon, Governance Reform Support Phase II Project)).

For this demand-driven model to work effectively, new legislation is required. Such legislation would also support more market competition by strengthening private sector service providers. In the past, their growth has been stunted by the monopolistic, supply-driven system described above. GR 101/2000 granted *LAN*, for example, the responsibility for accrediting government training institutions, but did not provide a clear mechanism for accrediting private sector service providers that could provide training programs for public sector clients (Walsh, 2008). Private sector providers have also been hampered by their limited access to information about market opportunities, by their own limited understanding of public procurement procedures, and, like *pusdiklats*, by weak internal operational systems (Walsh, 2008).

5.2 Reformation of LAN

GR 101/2000 empowers *LAN* to serve as a “regulator” of the professional development of the civil service. However, *LAN* also implements a number of training programs, monopolizing in conjunction with *pusdiklats* the implementation of *Diklat PIM* courses. *LAN* thus functions both as a regulator and as a service provider – a status that constitutes an inherent conflict of interest, particularly because *LAN* is tasked with the accreditation of service providers with whom it actually or potentially competes in servicing local government institutions. The conflict of interest could explain *LAN*'s apparent reluctance to accredit private sector service providers under the Sustainable Capacity Building for Decentralization Project (SCDP). Such accreditation, over the long run, would create potential competitors for *LAN* in the local government market.

New legislation, therefore, should limit *LAN* to a regulatory function and divest its role as a course provider. There are two advantages to this approach: (1) it removes a possible impediment to the type of competition and market forces that are needed to foster a demand-driven approach in public sector capacity building and (2) it would break the current *LAN-Pusdiklat* monopoly over *Diklat PIM* courses. Under terms of new legislation, *Diklat PIM* courses should be freed to be delivered by private sector service providers with only regulatory oversight provided by *LAN*.

As noted above, a substantial portion of *pusdiklat* budgets and human resources are currently expended on the implementation of *Diklat PIM* III & IV courses. Because these courses are mandatory for promotion to a structural position, civil servants have considerable incentive to enroll in them in order to further the advancement of their careers. However, no comparable incentive exists for enrollment in technical and functional courses that may actually better prepare government personnel to perform their jobs. This fixation with structural training, consequently, hinders *pusdiklats* from developing and implementing technical courses that are needed to improve organizational performance and enhance service delivery.

5.3 Introduction of an ‘Outsourcing’ Model for Course Development and Delivery

In order for *pusdiklats* to survive in a competitive, demand-driven market place, they will be compelled to develop high-quality products and services. In such an environment, products or services must satisfy customer needs as customers may choose suppliers and can purchase product or services from other providers. Conversations with *Pusdiklat* MOT staff have indicated, however, that they are reluctant to enter a competitive market because they know that their products are substandard and that overcoming the poor reputation attached to those products will be a difficult challenge. Consequently, planning for a transition process is imperative that will support the creation of competitive products and services.

Two strategies are identified for improving the quality of *Pusdiklats*’ products and services:

- (1) *Pusdiklats* should outsource many of their training course development and delivery activities; and
- (2) They should also improve their internal operating systems (curriculum development, course materials preparation, course delivery, etc.) by implementing a Competency- Based Training (CBT) approach.

The benefits and consequences of outsourcing are discussed in this section; focus on CBT implementation is provided in the next section of this report.

As previously indicated, outsourcing would allow *pusdiklats* to access cutting-edge, innovative technical expertise of the types needed to produce the state-of-the-art technical courses. Such expertise may be expensive, but *Pusdiklats* should be able to at least initially access donor funding to support contracting or provision of adequate levels of expertise. Access to project funds could potentially give *pusdiklats* an unfair advantage over private sector competitors, but this concern can be ameliorated by arrangements through which some project funds may also be used to build capacity in private sector service providers as has been the case with the SCBD Project.

The introduction of a partial or complete outsourcing model implies a number of consequences. Outsourcing would *Pusdiklat* staff to become increasingly involved in contract management, requiring them to learn a new set of skills. Staff would still have to have technical expertise in order to make informed judgments in selecting their new partners and managing the process of course development and delivery. While outsourcing might reduce the number of *widyaswara* instructors in some disciplines, instructors in core areas should be retained or their numbers expanded. The *Pusdiklat* MOT might, for example, continue to deliver the types of courses currently developed and delivered by *PPEI*.

Legislation may be required to introduce the outsourcing model as it is proposed here in view of the need to address its procurement implementations and the associated overhaul of the *widyaswara* system.

Outsourcing, combined with the on-site mode of training delivery recommended above, suggests that building and maintenance of large and expensive training facilities like those at Sawangan would likely become a thing of the past. Best practices indicate that the most effective training programs are delivered on-site at the workplace. Such programs often combine formal classroom components with on-the-job training or on-the-job experience. The Asian Development Bank no longer funds, for example, the building of educational training centers in Indonesia. The Ministry of National Education (MoNE) implements its most effective teacher training programs on-site in school clusters through an instructor-upgrading extension program. ITAP has also developed and delivered a number

of training programs provided on-site within the MOT without the use of the new *Pusdiklat* facilities at Sawangan.

5.4 Improvement of Internal Operating Systems

Pusdiklats should improve and strengthen their internal operating systems – curriculum development, training materials development and training delivery – through the adoption of a Competency-Based Training (CBT) approach. Some progress has already been made in this area. *MenPan* has urged *Pusdiklat MOT* and other *pusdiklats* to adopt a CBT model. *BKN* indicates that it has the ability to organize training in civil service management based on CBT principles and is, in fact, tasked with developing competency standards for both structural and functional positions within the civil service (Walsh, 2008).

LAN may be in discussion with the University of Victoria in Australia to develop and possibly implement a certificate program in CBT for its *widyaiswara* instructors. *LAN* has been tasked with the accreditation and provision of *widyaiswara* instructors to build capacity in *PNS*.

As one of its principal activities, ITAP delivered a 22-week course during 2009 in CBT for *Pusdiklat* and the BPO personnel within the MOT.

While all of these initiatives are commendable, care should be taken to ensure that the introduction of the CBT model is not de-linked or de-coupled from institutional reforms described above. Introduction of CBT and a demand-driven market system for public service training delivery go hand in hand. If the CBT model were introduced but without the ‘outsourcing’ capabilities discussed above, courses would still be substandard. Without such a pairing, course writers would not be able, through outsourcing, to access the technical expertise needed to produce quality materials. *LAN*, other government organizations and *pusdiklats* themselves may promote CBT, claiming that great progress has been in improving the quality of capacity building within the civil service while, in fact, postponing the institutional and structural reforms that are required in order to obtain high-quality training for needed personnel development across the government.

GLOSSARY

<i>Balai</i>	hall, center
<i>Balai Diklat Kemetrolagian</i>	The Center for Education and Training in Standardization
<i>Badan -</i>	Agency
<i>Badan Usaha Milik Negara (BUMN)</i>	state owned enterprise (at national level)
<i>Badan Usaha Milik Daerah (BUMD)</i>	state owned enterprise (at regional level)
<i>Bina Marga</i>	Directorate General of Highways, Ministry of Public Works
<i>Biro Kepegawaian dan Organisasi</i>	Bureau of Personnel and Organization
<i>Biro Perencanaan</i>	Bureau of Planning
<i>Departmen Perkerjaan Umum</i>	Ministry of Public Works
<i>Departmen Perdagangan</i>	Ministry of Trade
<i>Diklat (Pendidikan dan Latihan)</i>	education and training
<i>Diklat Pegawai -</i>	education and training for government officers
<i>Diklat SDM Dunia Usaha</i>	education and training for private sector enterprises
<i>Diklat Kemetrolagian</i>	education and training in metrology
<i>Diklat PIM</i>	leadership training mandated by LAN
<i>Diklat Prajabatan</i>	pre-employment training for staff before they are formally elevated to civil servant status
<i>Diklat Teknik Perdagangan Tingkat Dasar</i>	Basic Level Technical Training in Trade
<i>Diklat Teknik Perdagangan Tingkat Dasar</i>	Advanced Technical Training in Trade
<i>Diklat Teknis</i>	technical education and training
<i>Dinas</i>	regional/local government level office
<i>Dinas Perdagangan</i>	Office of Trade
<i>Ekonomi Perdagangan Internasional</i>	Masters Program in International Trade Economics
<i>Golongan</i>	rank or grade
<i>Kepala Bidang Diklat Pegawai</i>	Head of the Education and Training Section for Government Officers
<i>Kabupaten</i>	administrative district

<i>Kepala Bidang Diklat SDM Sektor Perdagangan</i>	Head of the Education and Training Section for Human Resources in the Trade Sector
<i>Kepala Bagaian Tata Usaha Kota</i>	Head of Administration City
<i>Lembaga Administrasi Negara</i>	Institute of National Administration
<i>Majaster Perencanaan Kebijakan Publik</i>	Public Policy Division of the Faculty of Economics, University of Indonesia
<i>Pasca Sarjana Ilmu Ekonomi</i>	Post Graduate Division of Economics, University of Indonesia
<i>Rapat Awal Kerja Susunan Anggaran</i>	preliminary working meeting for budget preparation
<i>Reformasi</i>	reform movement ushered in after the fall of President Suharto
<i>Pegawai Negara Sipil</i>	government civil servant
<i>Pejabat Fungsional</i>	government officer not working in a structural, line position; specialized government staff
<i>Pejabat Fungsional statistisi</i>	government officer statistician
<i>Pejabat Fungsional arsiparis</i>	government officer librarian
<i>Pejabat Fungsional kemetrologian</i>	government officer working in metrology (standards and measurements)
<i>Pusat</i>	Center
<i>Pusat Pendidikan dan Pelatihan Perdagangan</i>	Center for Education and Training in Trade
<i>Pusdiklat</i>	Center for Education and Training
<i>Rencana Stratejik (Renstra)</i>	strategic plan
<i>Widyaiswara</i>	trainer, instructor

APPENDICES

Appendix A:

**Department of Trade
Organization Chart for the Center of Education and Training in Trade
Secretariat General**

**(Departemen Perdagangan
Bagan Organisasi Pusat Pendidikan dan Pelatihan Perdagangan
Sekretariat Jenderal)**



Appendix B: Course Catalogue

I. SDM APARATUR (FOR GOVERNMENT OFFICIALS)

A. DIKLAT STRUKTURAL

1. Diklat Kepemimpinan Tingkat III
2. Diklat Kepemimpinan Tingkat IV
3. Diklat Prajabatan Golongan III
4. Diklat Prajabatan Golongan II.

B. DIKLAT FUNGSIONAL

1. Diklat Analisa Kepegawaian
2. Diklat Statistik Perdagangan
3. Diklat Pembinaan Profesi Penguji Mutu Barang
4. Diklat Prana Komputer
5. Diklat TOT Widyaiswara PIM III dan IV
6. Diklat TOT Widyaiswara Prajabatan III dan II

C. DIKLAT TEKNIS

1. Diklat Teknik Perdagangan Tingkat Dasar
2. Diklat Teknik Perdagangan Tingkat Lanjutan
3. Diklat Team Building
4. Diklat Komunikasi Niaga International (Bahasa Inggris)
5. Diklat Komunikasi Niaga International (Bahasa Mandarin)
6. Diklat Perdagangan Berjangka
7. Diklat WTO Current Issues
8. Diklat Perdagangan LN Subsistensi SKA dan Pemanfaatan Preferensi Perdagangan.
9. Diklat Personal Empowerment
10. Diklat The Power Vision
11. Diklat Kecerdasan Emosional
12. Diklat Manajemen Pengelolaan Gedung
13. Diklat Manajemen Negosiasi dan Kontrak Dagang
14. Diklat Teknik Perdagangan Dalam Negeri dan Luar Negeri
15. Diklat Master of Ceremony
16. Diklat Analisa Statistik dan Informatika

D. DIKLAT LAIN YANG DAPAT DILAKSANAKAN

1. Diklat Pembinaan Profesi Statistisi
2. Diklat Analisis Kebijakan Perdagangan
3. Diklat Bendahara Pengeluaran
4. Diklat Pengadaan Barang dan Jasa
5. Diklat Performance Excellence

II. SDM DUNIA USAHA (FOR PRIVATE SECTOR BUSINESS ENTERPRISES)

A. DIKLAT YANG DIBIYAI APBN

1. Diklat Manajemen Pasar dan Pertokoan
2. Diklat Kewirausahaan
3. Diklat Teknik Negosiasi Penjualan
4. Diklat Manajemen Bisnis Eceran

5. Diklat Manajemen Keuangan Untuk Usaha Kecil
6. Diklat Manajemen Pergudangan
7. Diklat Audit SDM
8. Diklat Kontrak Keagenan dan Distributor
9. Diklat Perencanaan Pemasaran dan Aplikasinya
10. Diklat Strategi Pelayanan Pelanggan
11. Diklat Teknik Pengambilan Keputusan
12. Diklat Strategi Pemasaran
13. Diklat Kerjasama Perdagangan Internasional (WTO)
14. Diklat Ekonomi Perdagangan
15. Diklat Strategi Penetapan Harga Yang Efektif
16. Diklat Strategi Meningkatkan Kemampuan Bisnis
17. Diklat Manajemen PMB dan Perlindungan Konsumen
18. Diklat Manajemen Bisnis Waralaba (Franchise)
19. Diklat Manajemen Usaha Keagenan dan Distribusi.

B. DIKLAT YANG DIBIYAI OLEH PESERTA (PNBP)

1. Diklat Manajemen Pergudangan
2. Diklat Teknik Perdagangan Tingkat Dasar
3. Diklat Kerjasama Perdagangan Internasional (WTO).

III. DIKLAT KEMETROLOGIAN BALAI DIKLAT METROLOGI – BANDUNG

A. DIKLAT FUNGSIONAL KEMETROLOGIAN

1. Diklat Penera Tingkat Terampil
2. Diklat Lanjutan Penera Tingkat Terampil
3. Diklat Penera Tingkat Ahli
4. Diklat Pengamat Tera Tingkat Terampil
5. Diklat Pengamat Tera Tingkat Ahli
6. Diklat Labotan Standar Ukuran dan Laboratorium
7. Diklat Penyetaraan Penera Terampil
8. Diklat Penyetaraan Penera Ahli
9. Diklat Penyetaraan Pengamat Tera Tingkat Terampil
10. Diklat Penyetaraan Pengamat Tera Tingkat Ahli
11. Diklat Penyetaraan Laboran Standar Ukuran
12. Diklat Penyetaraan Rumpun Jabatan.

B. DIKLAT TEKNIS KEMETROLOGIAN

1. Diklat Teknis Pengujian Alkoholmeter
 2. Diklat Teknis Timbangan Otomatis (Converyer Belt)
 3. Diklat Teknis Pengujian Timbangan Otomatis Curah
 4. Diklat Teknis Pengujian Mesin Pengisian Otomatis
 5. Diklat Teknis Pengujian Timbangan Non-Otomatis
 6. Diklat Teknis Pengujian Timbangan Otomatis
 7. Diklat Teknis Pengujian Anak Timbangan
 8. Diklat Teknis Mater Taksi
 9. Diklat Teknis Pengujian Ukuran Panjang
 10. Diklat Pengujian Alat Ukur Volume dari Gelas
 11. Diklat Teknis Pengujian Tangki Ukur Tetap
 12. Diklat Teknis Pengujian Level Gauge
 13. Diklat Teknis Pengujian Meter Air
 14. Diklat Pengujian Tangki Ukur Mobil
 15. Diklat Pengujian Alat Ukur Dinamis dan Sistem untuk Cairan Cyrogenik
 16. Diklat Teknis Pengujian Kapal Tangker
 17. Diklat Teknis Pengujian Mass-Flow Meter
-

18. Diklat Teknis Sistem Pengukuran Cairan Selain Air
19. Diklat Teknis Pengujian Meter Prover
20. Diklat Pengujian Bejana Ukur
21. Diklat Teknis Pengujian Meter Gas
22. Diklat Pengujian Alat Ukur Tekanan
23. Diklat Teknis Pengujian Alat Ukur Suhu
24. Diklat Teknis Pengujian dan Pengukuran Tingkat Kebisingan
25. Diklat Teknis Pengujian Kadar Polutan dan Senyawa Berbahaya dengan Instrumen Kromatografi Gas dan HPLC
26. Diklat Teknis Pengujian Kadar Polutan Logam dan Limbah Berbahaya dengan Menggunakan Spektrometer
27. Diklat Teknis Pengujian Emisi Gas Buang
28. Diklat Teknis Pengujian Meter Kadar Air
29. Diklat Teknis Pengujian Viskometer
30. Diklat Teknis Pengujian Gas Analyser
31. Diklat Teknis Pengujian Alat Ukur Kesehatan
32. Diklat Teknis Pengujian Kekerasan Bahan
33. Diklat Teknis Pengujian BDKT.

C. DIKLAT TEKNIS KEMETROLOGIAN

1. Diklat Juru Timbang
2. Diklat Penimbang dan Pengukur Bersumpah
3. Diklat Reparatur Pompa Ukur BBM
4. Diklat Reparatur Flowmeter BBM
5. Diklat Reparatur Meter Air
6. Diklat Reparatur Timbangan Mekanik
7. Diklat Reparatur Timbangan Elektronik
8. Diklat Reparatur Meter kWh
9. Diklat Operator BDKT-LPG
10. Diklat Operator SPBU
11. Diklat ISO 17025
12. Diklat Kalibrasi Alat Ukur Volume Statis
13. Diklat Kalibrasi Timbangan Non Otomatis
14. Diklat Kalibrasi Alat Ukur Tekanan
15. Diklat Kalibrasi Alat Ukur Suhu
16. Diklat Kalibrasi Alat Ukur Dimensi
17. Diklat Kalibrasi Meter kWh
18. Diklat Kalibrasi TUNTSIT.

Appendix C: Summary of Donor-Sponsored Technical Assistance
PROYEK DAN KEGIATAN BANTUAN LUAR NEGERI DI DEPARTEMEN PERDAGANGAN
TAHUN 2005 - 2008

GRANT/HIBAH

No.	Nama Proyek/ Kegiatan	Negara/ Lembaga Donor Jmlh Dana (Ribu US\$)	Periode Bantuan/Unit Penerima Bantaun	Tujuan	Kegiatan	Keterangan
1.	The Establishment of Regional Export Training Center (RETPC)	Jepang/JICA 32,867,570.00 (¥ 368 juta)	2002-2006 BPEN	Mendirikan Pusat dan Pelatihan Ekspor di daerah: Surabaya, Medan, Makasar, Banjarmasin	<ul style="list-style-type: none"> • Pendirian tempat pelatihan di 4 (empat) daerah (Surabaya, Medan, Makasar dan banjarmasin) • Pameran • Konsultasi • Tenaga Ahli • Pelayanan Informasi 	Technical Assistance
2.	Rehabilitation of local market places	Jepang/JICA 3,000.00 (Rp30 Milyar)	2005-2006 Ditjen PDN	Melaksanakan Pembangunan Pasar di NAD dan Nias	Membangun pasar induk, pasar penunjang di tiga lokasi, pasar tradisional di 8 lokasi dan pengadaan sarana kemetrolagian 1 paket.	
3.	Study on Development of Legal Metrology System in Indonesia.	Jepang/JICA 1,000,000.00	2005-2006 Direktorat Metrologi, Ditjen PDN	Menyusun rekomendasi tentang pengembangan kemetrolagian di Indonesia.	<ul style="list-style-type: none"> • Tenaga Ahli • Identifikasi • Survey 	Technical Assistance
4.	Development Policy Advisory in Trade Sector/JICA	Jepang/JICA 9,000.00	2005-2007 Biro Perencanaan	Peningkatan penyusunan program dan bantuan luar negeri khususnya dengan Jepang.	<ul style="list-style-type: none"> • Tenaga Ahli • Konsultansi 	Technical Assistance
5.	Trade Support Program.	Uni Eropa 11,110.00 (Euro9,444,000)	2005-2008	Meningkatkan perdagangan bilateral antara Uni Eropa dan Indonesia melalui peningkatan komponen	<ul style="list-style-type: none"> • Konsultansi • Tenaga Ahli • Training • Workshop • Peralatan. 	Technical Assistance

No.	Nama Proyek/ Kegiatan	Negara/ Lembaga Donor Jmlh Dana (Ribu US\$)	Periode Bantuan/Unit Penerima Bantaun	Tujuan	Kegiatan	Keterangan
				teknik yang mempunyai pengaruh terhadap proses impor-export.		
6.	CSP	Uni Eropa	2007-2011	Peningkatan trade & investment	<ul style="list-style-type: none"> • Lanjutan TSP II • Investment Xclimate. 	Pipeline
7.	Economic Partnership Agreement	Jepang/JICA 15,000.00	2007-2009	Peningkatan pemahaman terhadap EPA pada dua belah pihak yaitu Indonesi dan Jepang	Seminar bagi Pemerintah pusat dan daerah, NGO, perguruan tinggi, private company di 9 lokasi (kota) yaitu: Yogyakarta, Makasar, Surabaya, Banjarmasin, Medan, Batam, Denpasar, Manado.	Technical Assistance Ongoing
8.	Indonesia Trade Assistance Project.	USAID 15,000.00	2006-2007 <ul style="list-style-type: none"> • BPPP • Biro Hukum • KPI • Daglu • BPEN. 	Membantu Departemen Perdagangan untuk membangun kapasitas dalam melakukan analisa dan melaksanakan perdagangan yang mampu mendukung peningkatan ekspor maupun meningkatkan iklim investasi sektor perdagangan serta meningkatkan lapangan kerja. (Capacity Building)	Pelatihan : <ul style="list-style-type: none"> • Negosiasi di bidang Perjanjian Perdagangan bebas • Persiapan memasuki perjanjian dan tata cara pembuatan draft perjanjian • Analisa kebijakan Perdagangan • Sosialisasi di bidang Trade Remediescases, anti dumping, subsidi dan pengamanan • Tata cara pembuatan draft perjanjian Internasional • Pelatihan WTO law dan WTO Doha bagi es III • Pelatihan bagi para Widyaiswara Depperdag • Pelatihan bahasa Inggris • Program MPKP-UI bagi 22 orang peg. Dan 23 orang 	Technical Assistance

No.	Nama Proyek/ Kegiatan	Negara/ Lembaga Donor Jmlh Dana (Ribu US\$)	Periode Bantuan/Unit Penerima Bantaun	Tujuan	Kegiatan	Keterangan
					untuk tahun depan <ul style="list-style-type: none"> • Seminar Legal aspect WTO agreement • WTO Anti Dumping Law and Practise • WTO Disputle Settlement • WTO Agreement on Subsidies and Countervailing Measures : law and Practictise • WTO Law on Safeguard Measure 	
9.	Study on Strengthening For Export Promotion Organization	JICA / 15,000.00	2006 – 2008	Peningkatan fungsi BPEN dan instansi terkait dalam peningkatan daya saing global	Study	Technical Assistance Ongoing
10.	Study terhadap kebutuhan peningkatan SDM di Depdag	Technical Assistance Management Facility (TAMF) / Australia.	2006	Capacity building	Study	Technical Assistance Ongoing
11.	Dukungan kepada UKM pasca gempa di Yogyakarta	Japan / JICA	2006 – 2007	Memberdayakan pengusaha kecil di Yogyakarta	Bantuan Peningkatan kemampuan kepada pengusaha kecil dibidang ukiran dan kerajinan	Ongoing
12.	Dukungan fasilitas kepada UKM pasca gempa	JICA / Japan	2006 – 2007	Memberdayakan pengusaha kecil	Memberikan fasilitas berjualan yaitu gerobag kecil	Ongoing
13.	Development Policy Advisory in Trade Sector	JICA / Japan	2006 – 2007	Peningkatan Program Sektor Perdagangan khususnya kerjasama dengan JICA	Peningkatan dukungan Pelaksanaan Program Sektor Perdagangan	Ongoing
14.	Asia Africa	JICA	2006 – 2008	Peningkatan kerjasama	Pengiriman Trainer dari IETC	Ongoing

No.	Nama Proyek/ Kegiatan	Negara/ Lembaga Donor Jmlh Dana (Ribu US\$)	Periode Bantuan/Unit Penerima Bantaun	Tujuan	Kegiatan	Keterangan
	Cooperation on Development of Training for Environmental Monitoring			dengan IETC Africa	Indonesia untuk mengajar di IETC Africa	
15.	Capacity Building of The Ministry of Trade	Belanda	2007 – 2008	Peningkatan dan Pengembangan SDM dan kelembagaan Deperdag	PSt graduate, kursus jangka pendek, magang, joint riset, peralatan lab PPMB dan Metrologi di dan dari Belanda	Pipeline
16.	Establishment of China/Indonesia economic and trade cooperation website	RI – RRT	2006	Peningkatan informasi ekonomi dan perdagangan Indonesia – RRT	Pembuatan website sektor ekonomi dan Perdagangan Indonesia – RRT	Ongoing
17.	Post Graduate Training ADS Australia	AusAID Australia	2005 – 2007	Peningkatan SDM Departemen Perdagangan	Pengiriman peg Deperdag mengikuti program S2 di Australia	Ongoing
18.	Agricultural Export Competitiveness Project (AECF)	World Bank	September 2006 – 2007		Feasibility Study	Pipeline
19.	Capacity Building of The Ministry of Trade	Australia / IASTP	2007 – 2011	Peningkatan HRD in Trade Sector	Bali Training Manajemen Bantuan Luar Negeri di Bali bagi aparat 32 propinsi dan Training UKM di Yogya bagi UKM	Project Cooperation
20.	Capacity Building of The Ministry of Trade	New Zealand		Capacity Building		Penjajagan
21.	Capacity Building of The Ministry of Trade	RRC	2006 – 2008	Peningkatan Kapasitas Depdag	Training ke China di bidang management ekonomi trade cooperation 25 orang, bantuan computer 300 unit, bantuan Master drgree bidang Metrology, Bahasa China tk	

No.	Nama Proyek/ Kegiatan	Negara/ Lembaga Donor Jmlh Dana (Ribu US\$)	Periode Bantuan/Unit Penerima Bantaun	Tujuan	Kegiatan	Keterangan
					Academic	
22.	Partnership	UNDP	2007 – 2008	Good Governance dan Capacity Building	3 komponen	On going

Appendix D: Consultations

A wide range of people were consulted during the preparation of this Study. Individuals interviewed are summarized as follows:

- A. Center for Education and Training in Trade (*Pusdiklat*)
 - Drs. Robby Kumenaung, Director, *Pusdiklat*
 - Dra. Nur Hadijati, Section Head, *Diklat Pegawai, Pusdiklat*
 - Mr. Irwadi Batubara, Acting Section Head, *Diklat SDM Dunia Usaha, Pusdiklat*
 - Sri Astuti, Head of Administration, *Pusdiklat*
 - Janner Saragih, *Widyaiswara* Coordinator, *Pusdiklat*
 - I. Hendriana, Chief Administrator for *Widyaiswara*
 - B. Indonesian Export Training Center (*PPEI*)
 - Bambang Mulyatno, Director of *PPEI*
 - Merry Maryati, Head of Promotion and Cooperation Division, *PPEI*
 - C. Bureau of Personnel and Organization (*Biro Kepegawaian dan Organisasi*)
 - Rahayubudi, Director, *Biro Kepegawaian dan Organisasi*
 - A. Wahid Wibowo, SH, M.Si., Section Head, Personnel Transfers
 - D. Bureau of Planning (*Biro Perencanaan*)
 - Suhartono, Director, *Biro Perencanaan*
 - Kusni Pangestuti, Section Head, Foreign Donors
 - C. Directorate General of International Trade Cooperation
 - Eddy Sofyan, Personnel Section
 - E. Directorate General of Domestic Trade
 - Soleha Hasan, Personnel Section
 - F. Center of Small and Medium Enterprise Trade
 - Hadi Sasongko, *Kabid Iklim Usaha dan Pemasaran* (Business Climate and Marketing)
 - Andang Iskandar, *Kassubdid Iklim Usaha* (Business Climate)
 - G. Center of Standardization
 - Oke Nurwan, Head, *SubDit Sarana dan Kerjasama Kemetrolgian*
 - Bambang Samiadji, Director, Center for Education and Training in Standardization
 - H. Donor-Sponsored Projects within the Ministry of Trade
 - Jim McCoy, Chief of Party, ITAP, USAID
-

- Roger Freeman, Senior Economist, ITAP, USAID
- Mercy J.O. Simarangkir, Economist, ITAP, USAID
- Greg McGuire, TAMF, AusAID
- Anne Scott, TAMF, AusAID; World Bank MDF Project

I. Consultants

- Euan Ross, Team Leader, Core Team, SCBD Project, MoHA
- Endang Pipin Tachyan, HRD Specialist, Core Team, SCBD Project, MoHA
- Jack Dukesbury, Team Leader, Basic Education Project, MoNE
- Andrew McLernon, CIDA, MoHA
- Robert van der Hoff, Local Government Support Project, MoHA
- Lisa Laumann, COP, Decentralized Education 3 Project, MoHE
- Jordan P. Naidoo, Education Advisor, Save the Children, Decentralized Basic Education 3 Project, MoNE.

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