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More Effective Decentralized Education Management and Governance

MONITORING PROGRESS REPORT 3

November 2007

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More Effective Decentralized Education Management and Governance

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USAID/Indonesia

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

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LIST OF ABBREVIATIONS

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

1 INTRODUCTION

1.1 Background

Monitoring and evaluation report at the school level is scheduled twice a year. The first Monitoring Progress Report (Report# 1) was published in September 2006. It reported the results of measuring 7 out of 29 indicators listed in the Project Monitoring and Evaluation Plan (PMEP) (Measure 1) against the baseline data collected in December 2005. The province of Nanggroe Aceh Darussalam (NAD) and DKI Jakarta were not included in that first report since all schools in these provinces were behind the schedule of the other provinces.

The second Monitoring Progress Report (Report #2) covered the results of Measure 2 against the baseline and Measure 1 of all indicators at the school level in the provinces of Banten, West Java, Central Java, East Java, South Sulawesi, and North Sumatra. This report also updates data on GOI expenditure for basic education (Indicator Number 11).

This third Monitoring Progress Report (Report Number 3) covers the result of Measure 3 against the baseline, Measure 1, and Measure 2 of all school level indicators in the same provinces as in the Measure 2. DBE1 has not conducted Measure 1 at the districts level because district level programs such as designing District Education Development Plan and Capacity Development Plan have just been implemented. DBE1 plans to carry Measure 1 for district level indicators in June 2008.

1.2 DBE1 Programs

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

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

1.3 DBE District and Target Schools

Originally the USAID/Indonesia DBE program in 2005 targeted 6 provinces: North Sumatra, West Java, Banten, Central Java, East Java, and South Sulawesi. At the beginning of 2006, two additional provinces joined the DBE program: Nanggroe Aceh Darussalam (NAD) and DKI Jakarta. Unlike other provinces that targeted 5 districts per province, in the Province NAD only two districts were selected—Aceh Besar and Banda Aceh—and in DKI Jakarta only one district, Jakarta Pusat.

As was stated in the Edition 1 Baseline Report², during Year 1 DBE 1 and 2 only targeted public elementary schools (SD) and Madrasah Ibtidaiyah (MI). Therefore, this report still covers all those schools in the original project provinces. Table 1 shows the number of schools per district that receive DBE1 support through September 2006.

1.4 Monitoring Process

Monitoring is conducted at the target school/madrasah level in all Cohort 1 districts in 6 provinces (North Sumatra, West Java and Banten, Central and East Java and South Sulawesi). DBE1 District Coordinators (DCs) in collaboration with district staff (usually they are from Education Office, District Department of Religious Affairs, and District Planning Board). The district staff are not only involved in data collection and but also in data entry. The aim of involving district staff is to empower them in effective monitoring, data collection, and data analysis.

Data is collected through interview and Focus Groups Discussion (FGD) with school principals, teachers, members of school committee and community members who live nearby schools. In addition to interviewing the stakeholders at the school level, both District Coordinators and District staff also gather data from other primary sources such as School Development Plan (RPS), school committee minutes/reports and various attendance records available in the schools.

² The first report of school level baseline data for Cohort 1 schools is dated September 2006.

Table 1: Districts and Phase 1 Project Schools (SD and MI)

Districts	Schools
1. Kab. Lebak	20
2. Kota. Cilegon	15
3. Kota Tangerang	17
BANTEN	52
1. Kab. Indramayu	21
2. Kab. Karawang	20
3. Kab. Sukabumi	20
WEST JAVA	60
1. Kab. Karanganyar	18
2. Kab. Boyolali	26
3. Kab. Jepara	18
4. Kab. Kudus	24
5. Kab. Klaten	19
CENTRAL JAVA	107
1. Kota Surabaya	13
2. Kota Mojokerto	16
3. Kab. Tuban	19
4. Kab. Sidoarjo	18
5. Kab. Bangkalan	16
EAST JAVA	82
1. Kota Palopo	23
2. Kab. Soppeng	15
3. Kab. Pangkep	14
4. Kab. Jeneponto	14
5. Kab. Enrekang	21
SOUTH SULAWESI	88
1. Kota Sibolga	20
2. Kab. Tapanuli Utara	20
3. Kota Binjai	20
4. Kota Tebing Tinggi	20
5. Kab. Deli Serdang	20
NORTH SUMATRA	100
1. Kota Banda Aceh	24
2. Kabupaten Aceh Besar	16
Nanggroe Aceh Darussalam	40
Jakarta Pusat	7
DKI Jakarta	7
Total DBE Phase 1 schools (SD/MI)	536

1.5 Project Performance Indicators

Project performance monitoring consists of collecting data to measure 29 outcome oriented Project Performance Indicators. An initial set of indicators was included in the first draft of the Project Monitoring and Evaluation Plan (PMEP). The first draft of the PMEP was approved by USAID in July 2005. Since then there have been a number of modifications to the indicators, but the changes have not been substantial in terms of measuring project performance in attaining Intermediate Results; nor have the modifications in the wording affected data that has already been gathered. Table 2 describes the performance indicators listed in the final version of the PMEP dated September 2007.

Table 2: DBE1 Key Performance Indicators

Strategic Objective	Indicator
Improved Quality of Education in Targeted Areas of Indonesia	<u>INDICATOR 1:</u> Percent of targeted districts that developed long-term District Education Development Plans that meet a threshold of key criteria
Program Objective	Indicator
More Effective Decentralized Education Management and Governance	<u>INDICATOR 2:</u> Percent of targeted schools that have developed long-term School Development Plans that meet a threshold of key criteria
	<u>INDICATOR 3:</u> Number of non-targeted schools that have produced School development Plans that meet a threshold of key criteria
	<u>INDICATOR 4:</u> Percent of targeted schools that disseminated Annual School Budget in at least two venues
	<u>INDICATOR 5:</u> Percent of targeted districts in which all four key institutions of governance were involved in producing the District Education Development Plan
	<u>INDICATOR 6:</u> Percent of targeted districts with improved resource and asset management
Intermediate Result	Indicator
Improved Capacity of Local Government to Effectively Manage Education	<u>INDICATOR 7:</u> Percent of targeted districts that have prepared and implemented CDP meeting criteria (realistic, based on performance analysis, external input, updated periodically)
	<u>INDICATOR 8:</u> Percent of targeted districts that use a DPISS as basis for planning
	<u>INDICATOR 9:</u> Percent of targeted schools with multi-source funding plan included in RPS
	<u>INDICATOR 10:</u>

Intermediate Result	Indicator
	Percent of targeted districts with appropriate budgets and budget processes in place
	INDICATOR 11: Percent of GDP allocated to basic education
	INDICATOR 12: Percent of targeted districts that use personnel management system for planning recruitment, deployment, and development of education personnel
	INDICATOR 13: Percent of targeted districts that introduced a performance based incentive system for teachers
	INDICATOR 14: Percent of targeted districts that require supervision of school-based management (SBM) and instruction in addition to routine administration
Strengthened Education Governance Related Institutions	INDICATOR 15: Percent of School Committees in targeted schools that participate in School Development Plan preparation, monitor school performance and promote transparent reporting on use of funds.
	INDICATOR 16: Percent of school committee in targeted schools that involve community stakeholders in education
	INDICATOR 17: Increase in understanding by school committee members in targeted schools of the importance of broad representation of community stakeholders in school committee, including gender
	INDICATOR 18: Percent of Dewan Pendidikan (District Education Board (DEB)) in targeted districts that monitor district education performance and promote transparent reporting on use of funds
	INDICATOR 19: Percent of DEB in targeted districts that involve community stakeholders in education
	INDICATOR 20: Increase understanding by members of DEB in targeted districts of the importance of broad representation of community stakeholders in DEB, including gender
	INDICATOR 21: Percent of targeted districts in which DPRD actively formulate education priorities, and monitor and evaluate education progress
	INDICATOR 22: Percent of local government officials in targeted districts that accept the fact that CSO and local press have a role in education
	INDICATOR 23: Percent of targeted districts in which CSOs and local press advocate for and monitor and evaluate education development
Increased Use of Information Resources to Enhance Education Management and Governance	INDICATOR 24: Increased capacity of education stakeholders in target districts to use ICT in carrying out education management and governance
	INDICATOR 25: Number of grants awarded to district governments in collaboration with private or NGO sectors to develop and implement ICT innovations that have a sustainable business plan and capable of wider application for improved

Intermediate Result	Indicator
	education and management <u>INDICATOR 26:</u> Number of grants awarded to district public institutions in collaboration with private sector to develop and implement education “hotspots” that have a sustainable business plan and capable of wider application
Best Practices Disseminated and Replicated	<u>INDICATOR 27:</u> Number of districts that provide budget for replicating DBE1 interventions/ programs annually
	<u>INDICATOR 28:</u> Number of PPA formed at the community, district, province, and national levels
	<u>INDICATOR 29:</u> Total value of funds leveraged from private sector through DBE1 to replicate DBE program

1.6 Baseline and Result Reporting Schedule

Baseline data for 17 of 29 Cohort 1 school and district level indicators for was collected in December 2005. The remaining baseline data for Cohort 1 and baseline data for all Cohort 2 school and district level indicators was collected in January through February 2007 and reported in Baseline Report Edition 2 (November 2007) and also included in the second edition of the Project Monitoring and Evaluation Plan (PMEP) dated September 2007. Baseline data for Aceh and Jakarta were not included in the first edition of the baseline report, but was included in the second editions of Baseline Report and the PMEP. DBE1 used the same indicators, criteria and measures for both cohorts.

All indicators are measured against the baseline. The schedule for reporting against the baseline is shown in Table 3. A total of 7 school level indicators are measured semi annually in June and December. All other indicators are measured annually.

Table 3: Schedule for Cohort 1 and 2 School Data Collection and Reporting through End Year 3 (September 2008)

Type of report	Period of data collection	Reporting	Data Type
Cohort 1 Baseline Report Edition 1	December 2005 – January 2006	March 2006	17 of 29 indicators: Cohort 1
Monitoring Progress Report # 1	July 2006 – August 2006	September 2006	7 of 29 indicators against baseline: Cohort 1
Cohort 1 Baseline Report Edition 2	December 2005 – February 2007	September 2007	Updated Baseline data for 29 of 29 indicators: Cohorts 1 & 2
PMEP Edition 2	December 2005 – January 2007	September 2007	Updated Baseline data for 29 of 29 indicators: Cohorts 1 & 2
Monitoring Progress Report # 2	December 2006 – January 2007	September 2007	7 of 29 of 29 indicators against Baseline and Measure 1: Cohort 1 & updated GOI expenditure for basic education
Monitoring Progress Report # 3	July 2007 – October 2007	November 2007	--7 of 29 indicators against Baseline and Measures 1&2: Cohort 1
Monitoring Progress Report # 4	December 2007 – January 2008	March 2008	-- 7 of 29 indicators against Baseline and Measures 1,2,3: Cohort 1 and Measure 1: Cohort 2
Monitoring Progress Report # 5	July 2008 – August 2008	September 2008	--Final report of 29 of 29 indicators: Cohort 1 --29 of 29 indicators against Baseline and Measure 2: Cohort 2
Baseline Report: Cohort 3	April – June 2008	September 2008	29 of 29 indicators

2 MEASURE 2 RESULTS: COMPARISON AGAINST BASELINE AND MEASURE 1

This section presents progress of achievement of project objectives by comparing the results of Measure 3 against Measure 1 and 2 and the Baseline for all Cohort 1 schools and districts in 6 provinces (Banten, West Java, Central Java, East Java, South Sulawesi, and North Sumatra). DKI Jakarta and NAD are not included in this report since these two provinces are relatively late in joining DBE program. Table 4 lists indicators included in this report.

Table 4: List of Indicators Measured

<i>Program Objective</i>	<i>Indicator</i>
More Effective Decentralized Education Management and Governance	<u>INDICATOR 2:</u> Percent of targeted schools that have developed long-term School Development Plans that meet a threshold of key criteria
	<u>INDICATOR 4:</u> Percent of targeted schools that disseminated Annual School Budget in at least two venues
<i>Intermediate Result</i>	<i>Indicator</i>
Improved capacity of Local Government to effectively manage education	<u>INDICATOR 9:</u> Percent of targeted schools with multi-source funding plan included in RPS
	<u>INDICATOR 11:</u> Percent of GDP allocated to basic education
Strengthened Education Governance Related Institutions	<u>INDICATOR 15:</u> Percent of School Committees in targeted schools that participate in School Development Plan preparation, monitor school performance and promote transparent reporting on use of funds.
	<u>INDICATOR 16:</u> Percent of school committee in targeted schools that involve community stakeholders in education
	<u>INDICATOR 17:</u> Percent of increase in understanding by school committee members in targeted schools of the importance of broad representation of community stakeholders in school committee, including gender
Best Practices Disseminated and Replicated	<u>INDICATOR 28</u> Number of PPA formed at the community, district, province, and national level

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

Target: 485 schools (SD and MI)³

Result. Table 4 illustrates that the number of target schools that have RPS has increased significantly since DBE assisted them to develop RPS. The baseline data shows that only a few target schools had developed School Development Plan (*Rencana Pengembangan Sekolah (RPS)*), even though some of them have experience in developing School Budgeting Plans (*Rencana Anggaran Pendapatan dan belanja Sekolah /RAPBS*).

It was found that during the baseline that 20% of the schools did not have RPS and only 3% had plans that meet more than 16 of 32 criteria established by DBE1. Even though these schools did not have RPS, most of them had developed RAPBS but they could not present them to DBE1 staff when the baseline data was collected.

DBE1 has trained some of the school stakeholders such as school committee, school principals, and teaches to design RPS. This program has been implemented for more than 9 months. The result of the DBE1 training was excellent. In designing RPS, the majority of these schools could fulfill most of the RPS criteria. In total, there are 32 criteria that should be met when the schools develop RPS. Measure 1 reported that, nearly 90% of target schools had fulfilled at least 25 of the criteria, and only few of them (4%) fulfilled less than 9 criteria.

Measure 3 was conducted in July-August 2007, in that time, some of school still updating or revising their RPS. The result of RPSs assessment is presented in Table 5. This table shows that in general the performance remained the same for some provinces (Banten and Central Java); slightly decreased as in the provinces of South Sulawesi; slightly increased as in the provinces of East Java and North Sumatra. In East Java Province, 100% of all schools have developed RPS that meet 25-32 criteria.

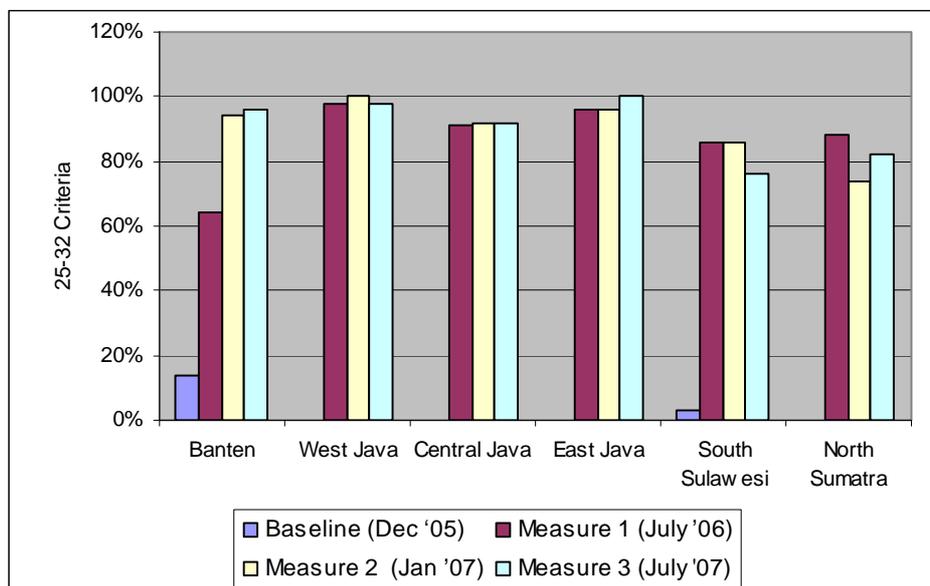
In general the findings indicate that the RPS program is meeting expectations and achieving intended Intermediate Results for improving planning at the school level.

³ In this report, DBE1 only analyzes 485 schools to compare Measure 2 against baseline and Measure 1 data. This does not include Aceh or Jakarta. See footnote, Page 2.

Table 5: Percentage of Schools That Have Developed RPSs That Meet Criteria

Province	Number of Schools	Category / Criteria	Baseline (Dec '05)	Measure 1 (July '06)	Measure 2 (Jan '07)	Measure 3 (July '07)
Banten	50	No RPS	12%	0	0	0
		1 – 8 criteria	30%	30%	0	0
		9–16 criteria	42%	4%	2%	0
		17 – 24 criteria	2%	2%	4%	4%
		25 – 32 criteria	14%	64%	94%	96%
West Java	61	No RPS	0	0	0	0
		1 – 8 criteria	8%	0	0	0
		9 16 criteria	92%	0	0	0
		17 – 24 criteria	0	2%	0	2%
		25 – 32 criteria	0	98%	100%	98%
Central Java	105	No RPS	40%	0	0	0
		1 – 8 criteria	55%	3%	3%	3%
		9–16 criteria	6%	1%	1%	1
		17 – 24 criteria	0	5%	4%	4
		25 – 32 criteria	0	91%	92%	92%
East Java	82	No RPS	30%	0	0	0
		1 – 8 criteria	56%	0	0	0
		9–16 criteria	14%	0	2%	0
		17 – 24 criteria	0	4%	1%	0
		25 – 32 criteria	0	96%	96%	100%
South Sulawesi	87	No RPS	2%	0	0	0
		1 – 8 criteria	80%	0	1%	3%
		9 16 criteria	9%	0	0	2%
		17 – 24 criteria	7%	14%	13%	19%
		25 – 32 criteria	3%	86%	86%	76%
North Sumatra	100	No RPS	21%	0	0	0
		1 – 8 criteria	45%	0	7%	0
		9–16 criteria	33%	1%	3%	0
		17 – 24 criteria	1%	11%	16%	92%
		25 – 32 criteria	0	88%	74%	88%
TOTAL	485	No RPS	20%	0	0	0
		1 – 8 criteria	49%	4%	2%	1%
		9–16 criteria	28%	1%	1%	1%
		17 – 24 criteria	1%	7%	7%	7%
		25 – 32 criteria	2%	89%	89%	91%

Figure1: Percentage of Schools That Have developed RPSs That Meet Criteria



RPS/RAPBS Criteria:

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

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

Target: 485 schools (SD and MI)

Result. Targeted schools are supposed to not only disseminate school budget at the school compound but also outside school such as village office, letter sent to students parent, and even disseminated through village organization during religious events such as *pengajian* (Quranic reading). Data in the Baseline reveals that majority of targeted schools had not transparently reported school income and spending. However, after DBE1 intervention, the percentage of schools that did not disseminate the school budget decreased from 55% to 18%, and six months later decreased to only 15%. At the same time the percentage of schools that disseminated the budget in 2-3 venues increased from 16% to 40% in Measure 1 and to 56% when Measure 2 was executed.

The result of data collection in Measure 3 shows that in some provinces, the percentages of school that disseminate school income and spending increased but in some provinces decreased. The Provinces of Banten, West Java, and South Sulawesi are provinces where there are decreased in the number of school that disseminate school report in more than two venues, whereas North Sumatra, East and Central Java are provinces with some increased of schools that disseminated school financial report in more than 2 location (see Figure 2).

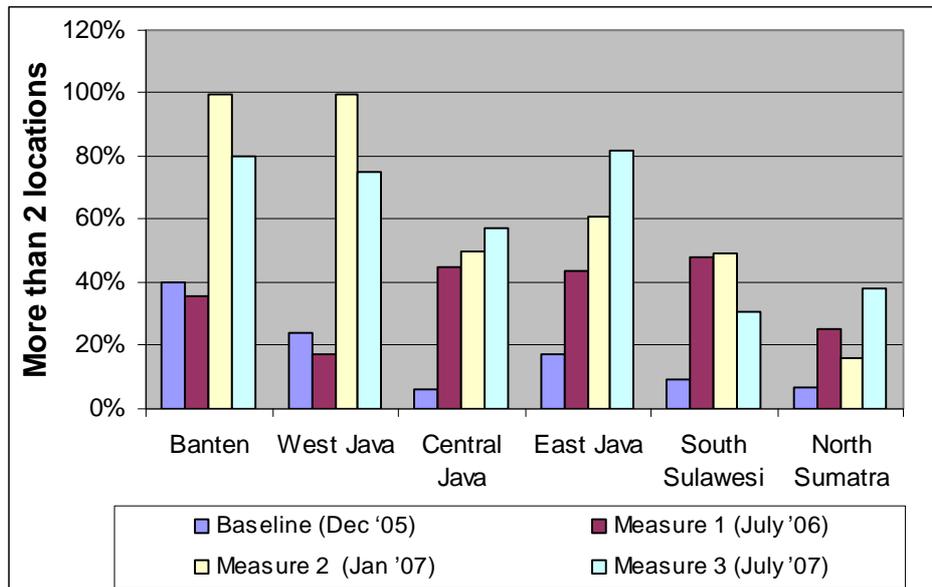
The findings indicate that in general the DBE program is promoting better transparency at the school level, especially when DBE1 intensively facilitating or mentoring the schools. We expect the reason for decrease in transparency in some schools in Banten, West Java, and South Sulawesi were due to the fact that decreasing intensity of DBE1 in facilitating the schools as attention has shifted to Cohort 2. We hope that the next measure of financial report of the schools in these provinces will be show more transparency than before, especially after DBE1 examining and solving the causes of the decreased of school transparency.

Criteria: Venues to disseminate school financial report are: 1. Inside school compound, e.g. school notice board, 2. Outside school compound 3. Letter to the students' parent

Table 6: Venue of Disseminating Schools Financial Reports

Provinces	Number of school	Category / Criteria	Baseline (Dec '05)	Measure 1 (July '06)	Measure 2 (Jan '07)	Measure 3 (July '07)
Banten	52	Zero location	22%	42%	0	6%
		One location	38%	22%	0	14%
		Two location	28%	34%	88%	80%
		Three location	12%	2%	13%	0
West Java	60	Zero location	39%	3%	0	0
		One location	36%	49%	0	25%
		Two location	3%	39%	84%	68%
		Three location	21%	8%	16%	7%
Central Java	107	Zero location	69%	9%	14%	7%
		One location	25%	47%	36%	36%
		Two location	2%	41%	44%	47%
		Three location	4%	4%	6%	10%
East Java	82	Zero location	55%	11%	9%	2%
		One location	18%	45%	30%	16%
		Two location	19%	35%	50%	45%
		Three location	8%	9%	11%	37%
South Sulawesi	88	Zero location	52%	8%	9%	12%
		One location	39%	44%	42%	57%
		Two location	6%	39%	41%	30%
		Three location	3%	9%	8%	1%
North Sumatra	100	Zero location	67%	41%	45%	32%
		One location	26%	34%	40%	30%
		Two location	7%	24%	15%	28%
		Three location	0	1%	1%	10%
TOTAL	489	Zero location	55%	18%	15%	11%
		One location	29%	41%	29%	31%
		Two location	9%	35%	48%	46%
		Three location	7%	5%	8%	12%

Figure 2: Venue of Disseminating Schools Financial Reports



Indicator 9: Percent of schools with multi source funding plan included in RPS

Target: 485 schools (SD and MI)

Result. A good funding plan may contain as many as 13 possible sources of funding, as has been determined by DBE1. The data in the Baseline for all target schools shows that less than 8% of schools had plans with more than 6 sources of funding and none with 10 or more sources. Data in Measures 1 and 2 reveals that schools with 3 or less sources decreased from 60% to 33 % or decreased by 27% in measure 1 but increased to 36% in Measure 2. The majority of the target schools however, still have plans with only 4-6 sources (13% in the baseline, 46% during the Measure 1 and 45% in Measure 2).

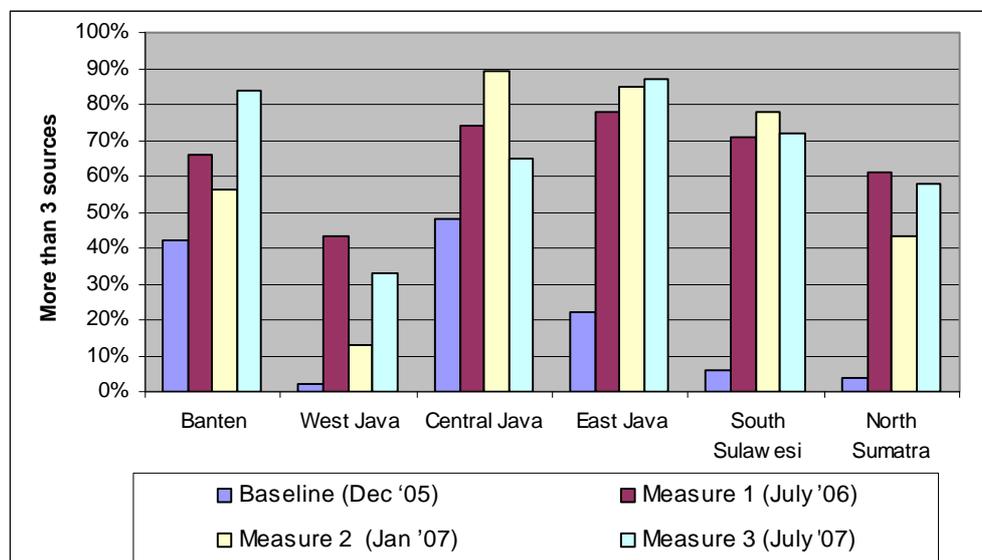
Comparing the result of Measure 2 and 3 reveals that only in two provinces, Central Java and South Sulawesi did the percentage of school with multi source funding plan decrease significantly.

Table 7: Percentage of Schools with Multisource Funding Plan in RPS/RAPBS

Provinces	Number of Schools	Category / Criteria	Baseline (Dec '05)	Measure 1 (July '06)	Measure 2 (Jan '07)	Measure 3 (July '07)
Banten	52	1-3 sources	46%	34%	44%	16%
		4-6 sources	20%	48%	21%	64%
		7-9 sources	22%	18%	35%	16%
		10-13 sources	0	0	0	4%
West Java	60	1-3 sources	98%	57%	87%	67%
		4-6 sources	2%	30%	13%	28%
		7-9 sources	0	8%	0	3%
		10-13 sources	0	5%	0	2%
Central Java	107	1-3 sources	13%	26%	11%	35%
		4-6 sources	26%	53%	68%	31%
		7-9 sources	22%	17%	12%	25%
		10-13 sources	0	4%	9%	9%
East Java	82	1-3 sources	48%	22%	16%	13%
		4-6 sources	21%	50%	48%	38%
		7-9 sources	1%	22%	27%	40%
		10-13 sources	0	6%	10%	9%
South Sulawesi	88	1-3 sources	92%	29%	22%	28%
		4-6 sources	6%	62%	70%	64%
		7-9 sources	0	7%	6%	6%
		10-13 sources	0	2%	2%	2%
North Sumatra	100	1-3 sources	75%	39%	56%	42%
		4-6 sources	4%	30%	27%	44%
		7-9 sources	0	28%	8%	14%
		10-13 sources	0	3%	8%	0
Total	489	1-3 sources	60%	33%	36%	33%
		4-6 sources	13%	46%	45%	44%
		7-9 sources	7%	17%	14%	18%
		10-13 sources	0	4%	6%	4%

Figure 3 illustrates that in Measure 2, the percentage of schools in Central Java, East Java, and South Sulawesi that have allocated more than 3 sources of budget have increased significantly but Banten, West Java and North Sumatra show decreases. We assume that the decrease of source of funding in RAPBS in the latter provinces might be caused by either (1) inaccurate data collected by DBE1 enumerators; or (2) Some schools reported their RAPBS by using format that has been developed by District Education Office, which only requires three sources of funding plan. Comparing data between Measure 2 and 3, it is found that the percentage of school with multi sources funding plan that decreased during the Measure 2 now has increased significantly.

Figure 3: Percentage of Schools with Multisource Funding Plan in RPS/RAPBS



Multi-source funding are 1. Dana Dekon (De-concentration Fund) , 2. DAK (Special Allocation Fund)), 3. BOS (School Operational Cost), 4.Program one and 5. Program two of Provincial budget (APBD province), 6. Salary, 7. DOS (School Operational Fund), 8. Beasiswa (scholarship), 9. School Committee, 10. Other community fund), 11. Alumnae fund; 12. Last year budget and 13. In kind

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

Target: School Committee members in 485 schools

This Indicator has three sub indicators. Each is reported separately below.

Result 1—Participate in preparing RPS: In the baseline report, it was found that 45% of school committee members in all target schools were considered to be not actively involved in preparing school development plans and budget (RAPBS). This decreased to only 8% after DBE1 interventions. Very active participation increased from 12% to 74% in measure 1 and to 85% in Measure 2. DBE defines active if the members of school committee involved in 3-4 activities.

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

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

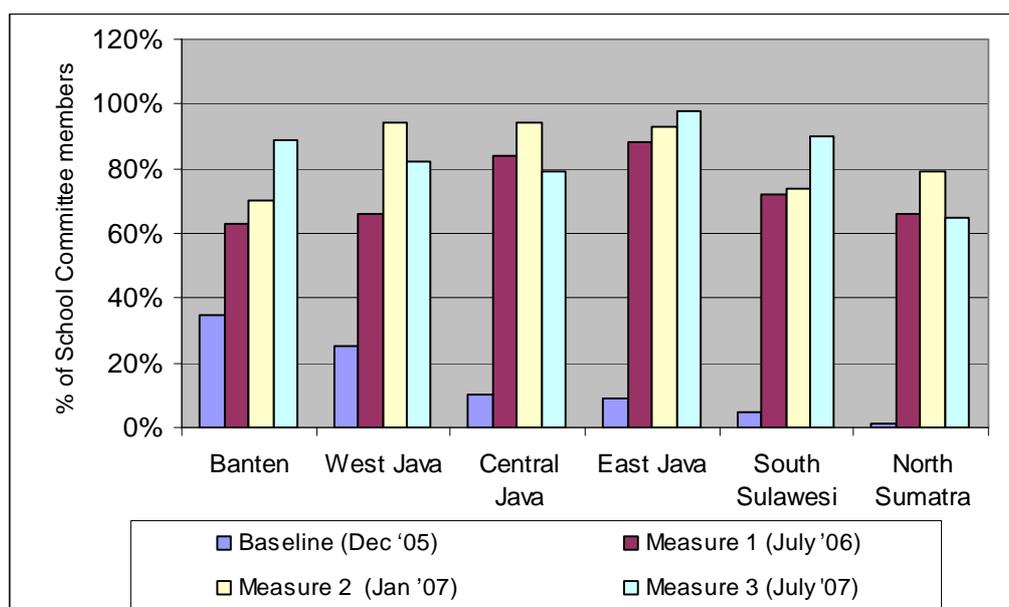
As a result of DBE 1 intervention in the schools, there is a great change of attitude among members of school committee toward their schools. The school committee members who were usually inactive turn out to be very active in helping school designing and implementing the program. The following table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

Comparing baseline with measure 1, 2, and 3, it was found that there is a tendency of school committee to be more active in preparing RPS. Banten, East Java, and South Sulawesi are provinces where their school committees consistently to be more active than in the past. West Java, Central Java, and North Sumatra are provinces where the school committee participation tends to decrease in comparison with Measure 2, but still shows continued substantial increased over the baseline.

Table 8: Percentage of School Committee (SC) Members Active in RPS/RAPBS Preparation

Province	Category / Criteria	Baseline (Dec '05)	Measure 1 (July '06)	Measure 2 (Jan '07)	Measure 3 (July '07)
Banten	Not Active	36%	12%	11%	1%
	Active	29%	25%	19%	11%
	Very active	35%	63%	70%	89%
West Java	Not Active	25%	7%	3%	3%
	Active	49%	27%	2%	15%
	Very active	25%	66%	94%	82%
Central Java	Not Active	48%	7%	1%	7%
	Active	43%	9%	5%	14%
	Very active	10%	84%	94%	79%
East Java	Not Active	34%	0	3%	0
	Active	57%	11%	4%	2%
	Very active	9%	88%	93%	98%
South Sulawesi	Not Active	53%	7%	19%	2%
	Active	41%	21%	7%	8%
	Very active	5%	72%	74%	90%
North Sumatra	Not Active	63%	13%	12%	6%
	Active	36%	20%	9%	28%
	Very active	1%	66%	79%	65%
TOTAL	Not Active	45%	8%	8%	4%
	Active	42%	18%	7%	14%
	Very active	12%	74%	85%	83%

Figure 4: Percentage of School Committee Members Active in RPS Preparation



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

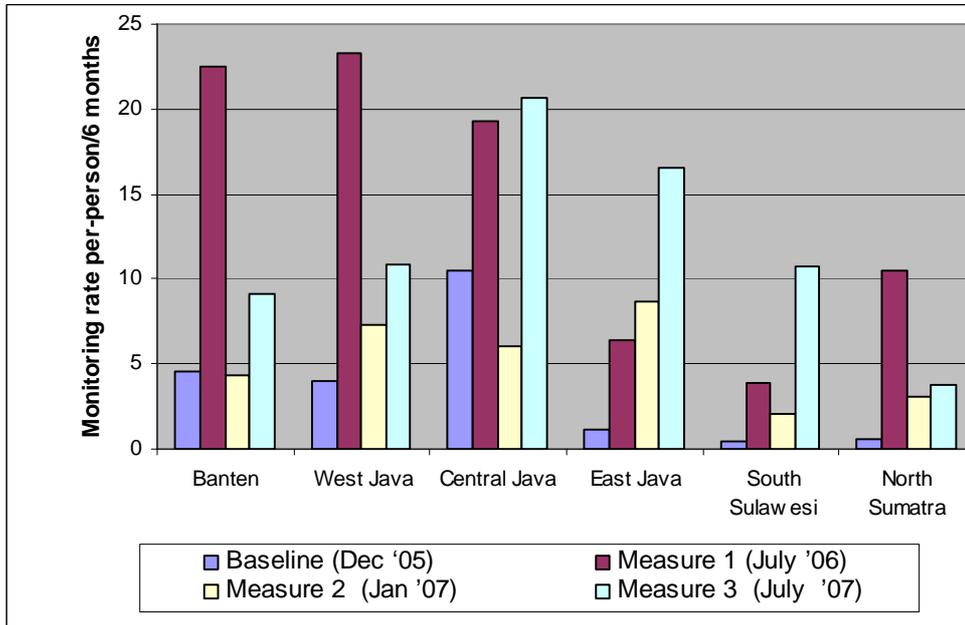
Result 2—Monitor School Performance. In addition to involvement in RPS preparation, school committees are expected to take part in monitoring school performance such as teaching and learning process, school obligation, community participation, and increase or decrease number of students. Comparing the data in the Baseline and that in the Measure 1, it is found that in general, the members of school committee became very active in monitoring school performance. In the Measure 2 however, there was a significant decrease in monitoring school performance. Only East Java shows an increase in school committee monitoring. We expect reasons for the decrease in monitoring was due to the fact that DBE1 school interventions decreased after June 2006.

Comparing data among baseline, Measure 1, 2 and 3, it is found that only in Measure 1 was the school committees intensively monitor school performance. This is coincidence with the assistantship given by DBE1 in developing RPS. In the next measure however, the level of school committee involvement in monitoring school performance tended to decrease, however Measure 3 shows that the rate starts to increase again.

Table 9: Monitoring Rate by School Committee during the 6-Month Period

No	Province	Baseline (Dec '05)	Measure 1 (July '06)	Measure 2 (Jan '07)	Measure 3 (July '07)
1	Banten	4.52	22.48	4.3	9.1
2	West Java	4.03	23.30	7.3	10.84
3	Central Java	10.54	19.30	6.1	20.7
4	East Java	1.09	6.39	8.7	16.61
5	South Sulawesi	0.46	3.89	2.0	10.67
6	North Sumatra	0.62	10.49	3.1	3.8
7	Total	3.54	13.45	5.0	11.69

Figure 5: Monitoring Rate by School Committee during the 6-Month Period



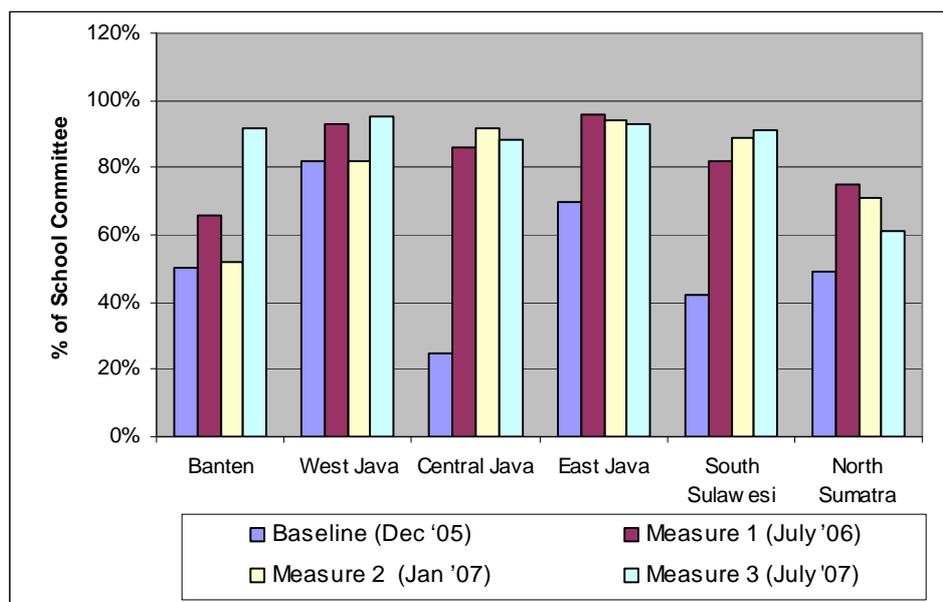
Result 3—Promoting Transparency. Another duty of school committee is to promote transparent use of school funds. Data in the Baseline indicate that 58% of school committee members in all target schools interviewed stated they have been engaged in at least one activity to promote transparent reporting of school funds. After the DBE intervention, this figure increased by 45% (from 58% to 84%). The highest increase is found in East Java, where nearly 100% of the school committee members interviewed said that they involve in promoting school transparency. In general this performance remained nearly the same in Measure 2.

The result of Measure 3 shows that the provinces of Banten, West Java, and South Sulawesi consistently increase in the percentage of school committee members in promoting transparency. On the contrary, Central Java, East Java and North Sumatra are provinces with the percentages slightly decreased. DBE1 will investigate the causes of the increase or decrease of school committee involvement in promoting transparency: is it caused by less intensity of DBE intervention or by other factors.

Table 10: Percentage of School Committee Members Involved in Promoting Transparency

No	Province	Baseline (Dec '05)	Measure 1 (July '06)	Measure 2 (Jan '07)	Measure 3 (July '07)
1	Banten	50%	66%	52%	92%
2	West Java	82%	93%	82%	95%
3	Central Java	25%	86%	92%	88%
4	East Java	70%	96%	94%	93%
5	South Sulawesi	42%	82%	89%	91%
6	North Sumatra	49%	75%	71%	61%
7	Total	50%	84%	82%	84%

Figure 6: Percentage of School Committee Members Involved in Promoting Transparency



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

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

Target: School Committee in 485 schools

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

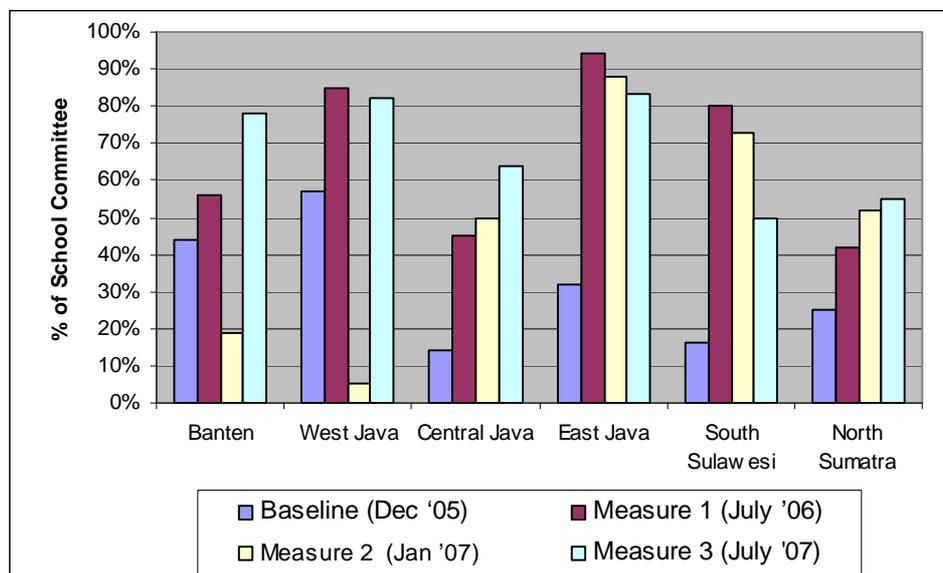
Result 1—Interviews with school committee members. Data from Measure 1 reveals that there was a significant increase in the percentage of school committee members who have involved other education stakeholders in school activities such as preparing RPS/RAPBS, discussing school needs, establishing classroom-parents volunteer groups (*Paguyuban Kelas*), and participating in the discussion of the block grants. On the average, data in the Baseline stated that only 28% of school committee involved other education stakeholders in these activities. On the contrary, data in Measure 1 revealed that nearly 2/3 or 65% of the school committee involved other education stakeholders after DBE1 interventions. Data in the measure 2 indicate that for the most part school committees continue to involve other education stakeholders in school affairs. Data reported by Banten/West Java appears to be out layer probably caused by inaccurate reporting. DBE1 will investigate this further.

Table 11 shows that the highest percentage of involving other education stakeholders was found during Measure 1 (especially in the provinces of West and East Java and South Sulawesi). This corresponds with the fact that during this period, DBE1 was intensively facilitating the schools. However, comparing data between Measure 2 and 3, it is found that the percentage of school committee that involved other education stakeholders has increased significantly in all provinces except East Java and South Sulawesi.

Table 11: Percentage of School Committees (SC) That Involved Other Education Stakeholders in School Management and Governance

No	Province	Baseline (Dec '05)	Measure 1 (July '06)	Measure 2 (Jan '07)	Measure 3 (July '07)
1	Banten	44%	56%	19%	78%
2	West Java	57%	85%	5%	82%
3	Central Java	14%	45%	50%	64%
4	East Java	32%	94%	88%	83%
5	South Sulawesi	16%	80%	73%	50%
6	North Sumatra	25%	42%	52%	55%
7	Total	28%	65%	52%	67%

Figure 7: Percentage of School Committees That Involved Other Education Stakeholders



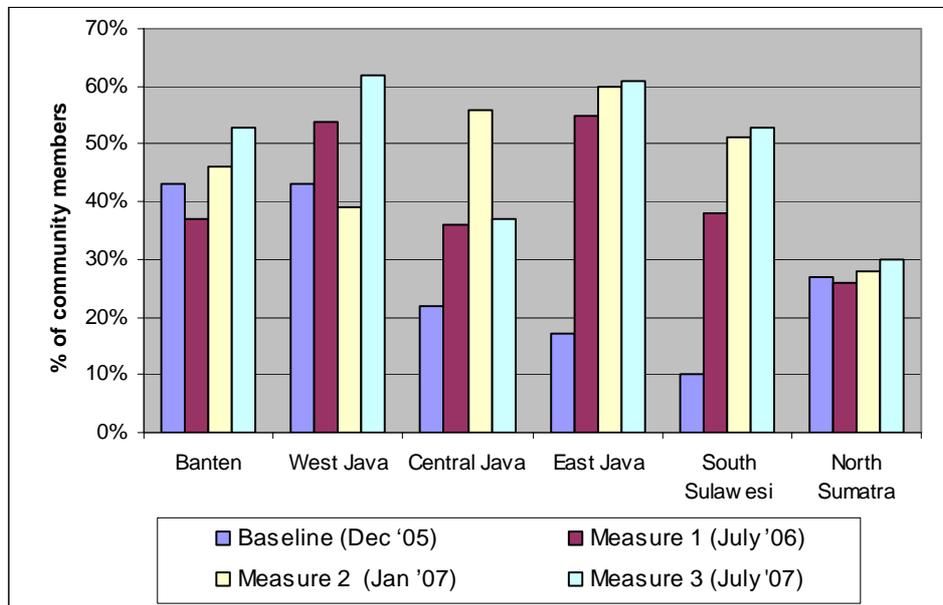
Result 2—Random interviews with community. To check the validity of school committee responses, non-school committee members who live near the school were interviewed on a random basis to determine whether they or people they know were asked to become involved in school activities by school committee members. In the Baseline, it was found that 23% of the respondents said the school committee at the respective schools involved other education stakeholders in school activities. Measure 1 data shows that this increased by 43% (from 23% to 40%) and by 100% over the baseline (from 23% to 48%) in Measure 2, respectively.

Measure 3 also indicates that according to the community members, the school committee in their respective area really involved other education stakeholders. This data also indicates that DBE program is having some positive impact on increasing community participation in project communities.

Table 12: Percentage of Community Members Who Believe That the School Committee Involved Education Stakeholders in the Management and Governance

No	Province	Baseline (Dec '05)	Measure 1 (July '06)	Measure 2 (Jan '07)	Measure 3 (July '07)
1	Banten	43%	37%	46%	53%
2	West Java	43%	54%	39%	62%
3	Central Java	22%	36%	56%	37%
4	East Java	17%	55%	60%	61%
5	South Sulawesi	10%	38%	51%	53%
6	North Sumatra	27%	26%	28%	30%
7	Total	23%	40%	48%	47%

Figure 8: Percentage of People Who Believe That the School Committee Involved Education Stakeholders



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

Target: School Committee members in 485 schools

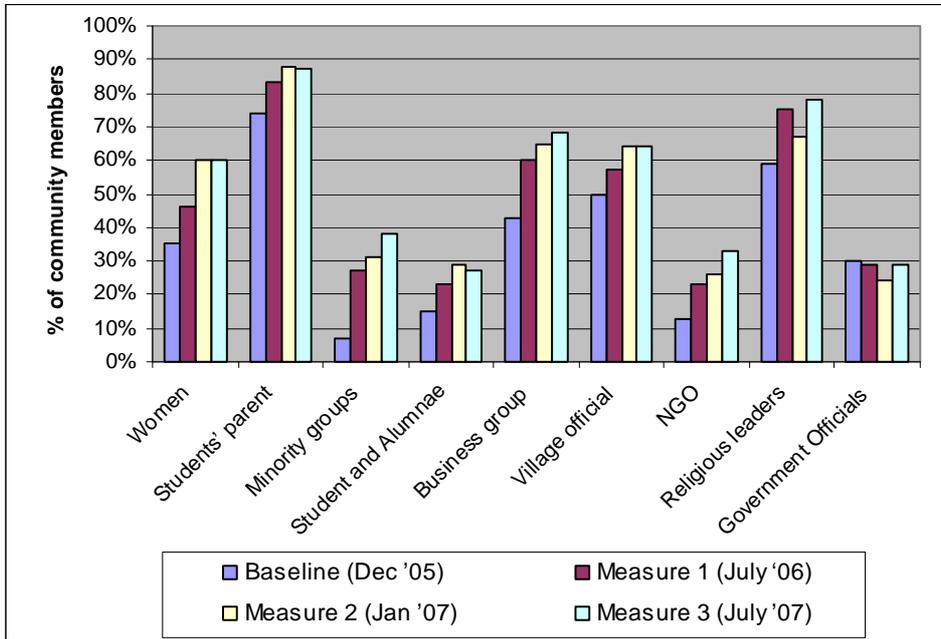
Result. To examine the understanding of school committee members on the importance of broad representation of the community in the school committee structure, DBE1 asked the open ended question: “In your opinion, who should be members of the school committee?” When this question was asked during the Baseline, the majority of them stated that student parents, village officials, and religious leaders should be included in the school committee structure. The similar question was asked during Measures 1 and 2. Table 13 shows that there that there was an increase of over 300% in opinion of school committee members who believe that minorities should be represented on the school committee. Comparing baseline data with Measure 2 and 3 shows that there was an increase of over 70% in school committee members who believe that women should be members of the committee. Interestingly, there is a decrease in the number of those who think that government officials should be members of the committee.

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

Table 13: Changes in the School Committee Members ‘Opinions Regarding Groups that should be Represented on the School Committee’

Category / Criteria	Baseline (Dec '05)	Measure 1 (July '06)	Measure 2 (Jan '07)	Measure 3 (July '07)
Women	35%	46%	(60%)	60%
Students' parent	74%	83%	(88%)	87%
Minority groups	7%	27%	(31%)	38%
Student and Alumnae	15%	23%	(29%)	27%
Business group	43%	60%	(65%)	68%
Village official	50%	57%	(64%)	64%
NGO	13%	23%	(26%)	33%
Religious leaders	59%	75%	(67%)	78%
More and Mora staff	30%	29%	(24%)	29%

Figure 9: Group Should be Represented on the School Committee



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

Target: 485 schools (SD and MI)

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

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

When the second measure was conducted in January 2007, it appears that some schools could not maintain their relationship with the private sector either informally or formally. Table 14 shows that in Measure 1, 18% had formed formal PPA but this figure decreased by 14% in the Measure 2. The percentage of target schools that formed informal partnership with the private sector also decreased from 26% to only 17%.

The third measure was conducted in July 2008. It is surprising that most of the schools in the province of Banten, West Java, and South Sulawesi and North Sumatra that have formed formal PPA had increased significantly. Furthermore, in terms of establishing informal alliances with individual or private sectors, the percentage of schools that have established this alliance also had increased significantly, except in the province of South Sulawesi, where the percentage remains the same.

Table 14: Percentage of PPA Formed Formally at the Schools

Province	Baseline (Dec '05)	Measure 1 (July '06)	Measure 2 (Jan '07)	Measure 3 (July '07)
Banten	2%	18%	2%	20%
West Java	15%	13%	3%	27%
Central Java	10%	19%	13%	11%
East Java	17%	39%	40%	39%
South Sulawesi	2%	0	0	10%
North Sumatra	5%	16%	19%	26%
Total	9%	18%	14%	22%

Figure 10: Percentage of PPA Formed Formally at the Schools

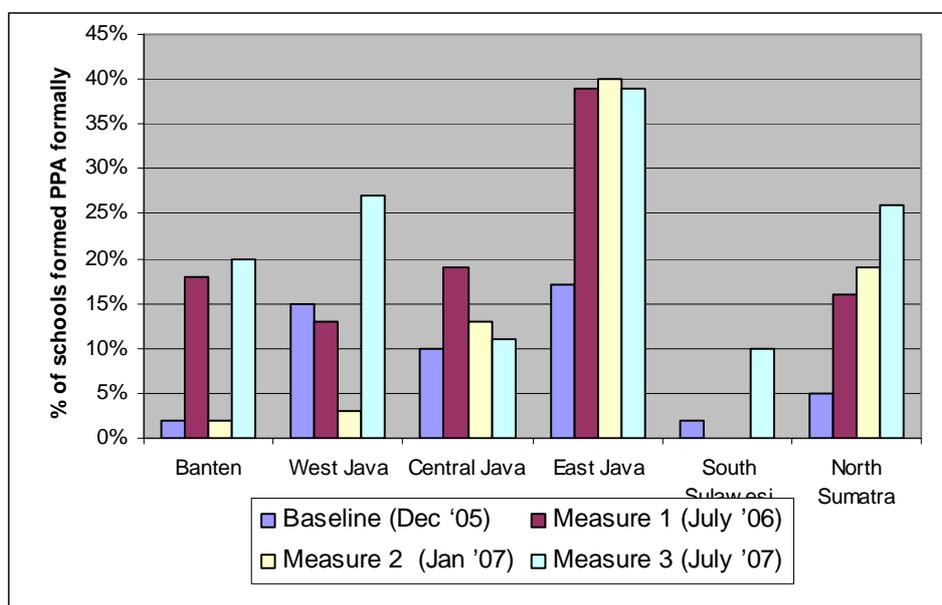
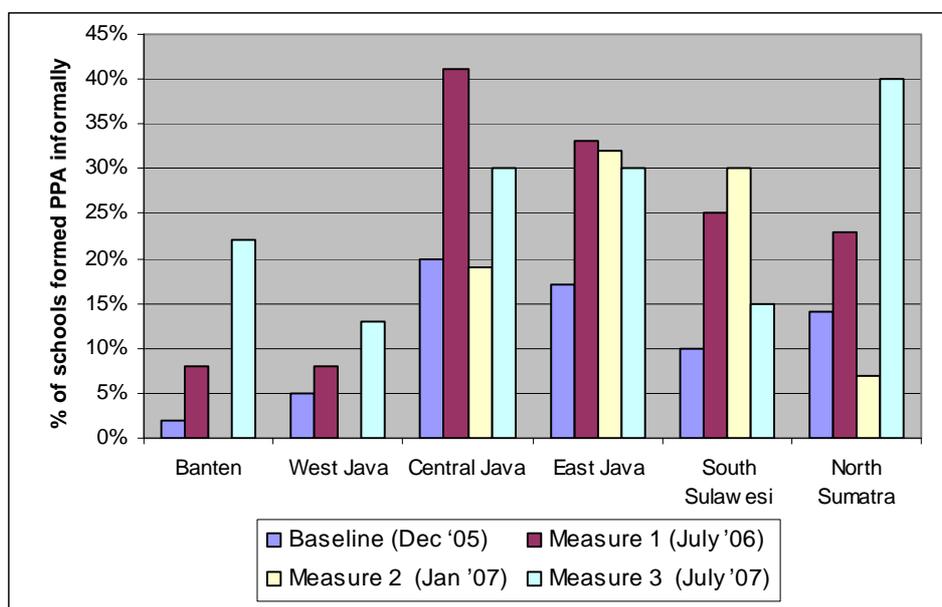


Table 15: Percentage of PPA Formed Informally at the Schools

Province	Baseline (Dec '05)	Measure 1 (July '06)	Measure 2 (Jan '07)	Measure 3 (July '07)
Banten	2%	8%	0	70%
West Java	5%	8%	0	58%
Central Java	20%	41%	19%	60%
East Java	17%	33%	32%	58%
South Sulawesi	10%	25%	30%	30%
North Sumatra	14%	23%	7%	74%
Total	13%	26%	17%	59%

Figure 11: Percentage of PPA Formed Informally at the Schools



3. CONCLUSIONS AND RECOMMENDATIONS

Measure 3 results in general are similar to the result of the second monitoring (Measure2). DBE1 interventions at the school/community level are on track and have many positive impacts in achieving Intermediate Result. Comparing baseline data with the result of Measure 1, 2, and 3 indicates that some improvements have taken place in school management and governance. School Planning, school committee performance, financial transparency, and the awareness of school committee members to broaden their membership to include women and minorities groups have improved significantly.

The result of Measure 3 also indicates and in some certain cases, the degree of DBE1 assistance to the schools has major impact to the schools. Comparing baseline data with the results of Measure 1 to 3 indicates that the more intensely the DBE1 facilitates the school, the better the performance of the school. Contrasting data between baseline and measure 1 clearly support this argument. The results of the measure indicates that in general, the performances of the school and school committee have improved drastically when DBE intensively assisted the school. However, similar results can not be achieved when DBE1 facilitation is not as high.

Findings also indicate that there are some inconsistencies in data collection. This may be due to the fact some enumerators are relatively new in joining DBE1. DBE1 District Coordinator is the person in charge of data collection, however, since most of them are heavily occupied with other DBE1 programs, data collection is often carried out by some district staff (mostly from Diknas or Depag), or District Facilitators (DF). It is recommended that Provincial Specialist or District Coordinator should provide capacity building in data collection before they go to the field.

Specific Program Improvement Recommendations

1. Data from East Java consistently indicated the increase in achieving Intermediate Result. DBE1 will review the reason(s) for these improvements. DBE1 will examine the schedule and material for school committee training and make sure that further training focus on the role of school committee especially in monitoring school performance.
2. DBE1 will investigate why there are fluctuations in achieving Intermediate Results among measures. Questions such as possible causes of varying results of school performances will be answered.

APPENDIX: SUMMARY OF DATA

Indicator	Province	Category / Criteria	Baseline (Dec '05)	Measure 1 (July '06)	Measure 2 (Jan '07)	Measure 3 (July '07)
Indicator 2: Percent of targeted schools that have developed long term School Development Plans that meet a threshold of key criteria	Banten	0 (no RPS)	12%	0	0	0
		1-8	30%	30%	0	0
		9-16	42%	4%	2%	0
		17-24	2%	2%	4%	4%
		25-32	14%	64%	94%	94%
	West Java	0 (no RPS)	0	0	0	0
		1-8	8%	0	0	0
		9-16	92%	0	0	0
		17-24	0	2%	0	2%
		25-32	0	98%	100%	98%
	Central Java	0 (no RPS)	40%	0	0	0
		1-8	55%	3%	3%	3
		9-16	6%	1%	1%	1
		17-24	0	5%	4%	4
		25-32	0	91%	92%	92%
	East Java	0 (no RPS)	30%	0	0	0
		1-8	56%	0	0	0
		9-16	14%	0	2%	0
		17-24	0	4%	1%	0
		25-32	0	96%	96%	100%
	South Sulawesi	0 (no RPS)	2%	0	0	0
		1-8	80%	0	1%	3%
		9-16	9%	0	0	2%
		17-24	7%	14%	13%	19%
		25-32	3%	86%	86%	76%
	North Sumatra	0 (no RPS)	21%	0	0	0
		1-8	45%	0	7%	0
		9-16	33%	1%	3%	0
17-24		1%	11%	16%	92%	
25-32		0	88%	74%	8%	
TOTAL	0 (no RPS)	20%	0	0	0	
	1-8	49%	4%	2%	1%	
	9-16	28%	1%	1%	1%	
	17-24	1%	7%	7%	7%	
	25-32	2%	89%	89%	91%	
Indicator 4. Percent of targeted schools that disseminated Annual School Budget in at least two venues	Banten	Zero location	22%	42%	0	6%
		One location	38%	22%	0	14%
		Two location	28%	34%	88%	80%
		Three location	12%	2%	13%	0
	West Java	Zero location	39%	3%	0	0
		One location	36%	49%	0	25%
		Two location	3%	39%	84%	68%
		Three location	21%	8%	16%	7%
	Central Java	Zero location	69%	9%	14%	7%
		One location	25%	47%	36%	36%
		Two location	2%	41%	44%	47%
		Three location	4%	4%	6%	10%
	East Java	Zero location	55%	11%	9%	2%

Indicator	Province	Category / Criteria	Baseline (Dec '05)	Measure 1 (July '06)	Measure 2 (Jan '07)	Measure 3 (July '07)
		One location	18%	45%	30%	16%
		Two location	19%	35%	50%	45%
		Three location	8%	9%	11%	37%
	South Sulawesi	Zero location	52%	8%	9%	12%
		One location	39%	44%	42%	57%
		Two location	6%	39%	41%	30%
	North Sumatra	Three location	3%	9%	8%	1%
		Zero location	67%	41%	45%	32%
		One location	26%	34%	40%	30%
		Two location	7%	24%	15%	28%
		Three location	0	1%	1%	10%
	TOTAL	Zero location	55%	18%	15%	11%
		One location	29%	41%	29%	31%
		Two location	9%	35%	48%	46%
		Three location	7%	5%	8%	12%
Indicator 9: Percent of targeted schools with multi-source funding plan included in RPS	Banten	1-3 sources	46%	34%	44%	16%
		4-6 sources	20%	48%	21%	64%
		7-9 sources	22%	18%	35%	16%
		10-13 source	0	0	0	4%
	West Java	1-3 sources	98%	57%	87%	67%
		4-6 sources	2%	30%	13%	28%
		7-9 sources	0	8%	0	3%
		10-13 source	0	5%	0	2%
	Central Java	1-3 sources	13%	26%	11%	35%
		4-6 sources	26%	53%	68%	31%
		7-9 sources	22%	17%	12%	25%
		10-13 source	0	4%	9%	9%
	East Java	1-3 sources	48%	22%	16%	13%
		4-6 sources	21%	50%	48%	38%
		7-9 sources	1%	22%	27%	40%
		10-13 source	0	6%	10%	9%
	South Sulawesi	1-3 sources	92%	29%	22%	28%
		4-6 sources	6%	62%	70%	64%
		7-9 sources	0	7%	6%	6%
		10-13 source	0	2%	2%	2%
	North Sumatra	1-3 sources	75%	39%	56%	42%
		4-6 sources	4%	30%	27%	44%
		7-9 sources	0	28%	8%	14%
		10-13 source	0	3%	8%	0
TOTAL	1-3 sources	60%	33%	0	33%	
	4-6 sources	13%	46%	36%	44%	
	7-9 sources	7%	17%	45%	18%	
	10-13 source	0	4%	14%	4%	
Indicator 15: Percent of school committees in targeted schools that (a) participate in School Development Plan preparation,	Banten	NOT active	36%	12%	11%	1%
		Active	29%	25%	19%	11%
		Very Active	35%	63%	70%	89%
	West Java	NOT active	25%	7%	3%	3%
		Active	49%	27%	2%	15%
		Very Active	25%	66%	94%	82%
	Central Java	NOT active	48%	7%	1%	7%
		Active	43%	9%	5%	14%

Indicator	Province	Category / Criteria	Baseline (Dec '05)	Measure 1 (July '06)	Measure 2 (Jan '07)	Measure 3 (July '07)	
	East Java	Very Active	10%	84%	94%	79%	
		NOT active	34%	0	3%	0	
		Active	57%	11%	4%	2%	
		Very Active	9%	88%	93%	98%	
	South Sulawesi	NOT active	53%	7%	19%	2%	
		Active	41%	21%	7%	8%	
		Very Active	5%	72%	74%	90%	
	North Sumatra	TOTAL	NOT active	63%	13%	12%	6%
			Active	36%	21%	9%	28%
Very Active			1%	66%	79%	65%	
TOTAL		NOT active	42%	8%	8%	4%	
		Active	42%	18%	7%	14%	
		Very Active	12%	75%	85%	83%	
(b) monitor school performance	Banten	Monitoring rate per person/6 months	4.52	22.48	4.3	9.1	
	West Java		4.03	23.30	7.3	10.84	
	Central Java		10.54	19.30	6.1	20.7	
	East Java		1.09	6.39	8.7	16.61	
	South Sulawesi		0.46	3.89	2.0	10.67	
	North Sumatra		1.62	10.49	3.1	3.8	
	TOTAL		3.54	13.45	5.0	11.69	
and (c) and promote transparent reporting use of funds	Banten	Involved in promoting transparence	50%	66%	52%	92%	
	West Java		82%	93%	82%	95%	
	Central Java		25%	86%	92%	88%	
	East Java		70%	96%	94%	93%	
	South Sulawesi		42%	82%	89%	91%	
	North Sumatra		49%	75%	71%	61%	
	TOTAL		50%	84%	82%	84%	
Indicator 16: Percent of school committee in targeted schools that involve community stakeholders in education	Banten	No criteria / category	44%	56%	19%	78%	
	West java		57%	85%	5%	82%	
	Central Java		14%	45%	50%	64%	
	East Java		32%	94%	88%	83%	
	South Sulawesi		16%	80%	73%	50%	
	North Sumatra		25%	42%	52%	55%	
	TOTAL		28%	65%	52%	67%	
Indicator 17: Increase in understanding by school committee members in the targeted schools of the importance of broad representation of community stakeholders in school committee, including gender	National level	Women	35%	46%	60%	60%	
		Students' parent	74%	83%	88%	87%	
		Minority groups	7%	27%	31%	38%	
		Student /Alumnae	15%	23%	29%	27%	
		Business group	43%	60%	65%	68%	
		Village official	50%	57%	64%	64%	
		NGO	13%	23%	26%	33%	
		Religious leaders	59%	75%	67%	78%	
		More and Mora staff	30%	29%	24%	29%	

Indicator	Province	Category / Criteria	Baseline (Dec '05)	Measure 1 (July '06)	Measure 2 (Jan '07)	Measure 3 (July '07)
Indicator 28: Percent of (a) targeted schools that form PPA	Banten	Formed formally	2%	18%	2%	20%
		Formed informally	2%	8%	0	70%
	West Java	Formed formally	15%	13%	3%	27%
		Formed Informally	5%	8%	0	58%
	Central Java	Formed formally	10%	19%	13%	11%
		Formed informally	20%	41%	19%	60%
	East Java	Formed formally	17%	39%	40%	39%
		Formed informally	17%	33%	32%	58%
	South Sulawesi	Formed formally	2%	0	0	10%
		Formed informally	10%	25%	30%	30%
	North Sumatra	Formed formally	5%	16%	19%	26%
		Formed informally	14%	23%	7%	74%
	TOTAL	Formed formally	9%	18%	14%	22%
		Formed informally	13%	26%	17%	59%