



USAID | **INDONESIA**
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More Effective Decentralized Education Management and Governance

Annual Report

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More Effective Decentralized Education Management and Governance (DBE1)

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Abbreviations and Acronyms

Abbreviation Bahasa Indonesia / English

ADD	<i>Alokasi Dana Desa</i> / village development funds
AKPK	District Education Finance Analysis
APBD	<i>Anggaran Pendapatan dan Belanja Daerah</i> / district budget
AusAID	Australian Agency for International Development
BEC-TF	Basic Education Capacity Trust Fund
BEP	Basic Education Program
BMPSM	<i>Badan Musyawarah Pengawas Sekolah dan Madrasah</i> / National Coordination Meeting of National School and Madrasah Supervisors Consultative Body
BOS	<i>Bantuan Operasional Sekolah</i> / School Operation Assistance/
BOSP	School Unit Cost Analysis
BPMIGAS	Executive Agency for Upstream Oil and Gas Activity
BSNP	<i>Badan Standar Nasional Pendidikan</i> / National Education Standards Board [MONE's]
CLCC	Creating Learning Communities for Children
COTR	Contracting Officer's Technical Representative
CSO	civil society organization
DAK	<i>Dana Alokasi Khusus</i> / Special Allocation Fund
DBE	Decentralized Basic Education
DC	District Coordinator
DEC	Development Experience Clearinghouse
DEFA	District Education Finance Analysis
DEO	District Education Office
DF	District Facilitator
Dikti	Directorate General of Higher Education
DIY	<i>Daerah Istimewa Yogyakarta</i> (Indonesian province)
DPISS	District Planning Information Support System (now SIPPK)
DPRD	<i>Dewan Perwakilan Rakyat Daerah</i> / Regional Legislative Assembly
EMG	Education Management Grants
EMIS	Education Management Information System
ETIU	Education Office Technical Implementation Unit
GDA	Global Development Alliance
GGSP	Good Governance Sektor Pendidikan
GIS	Geographic information system
GOI	Government of Indonesia
ICT	Information and Communication Technology
IDR	Indonesian Rupiah
ISP	Internet service provider
IT	information technology
JICA	Japan International Cooperation Agency <i>Kabupaten</i> / district
KCD	<i>Kepala Cabang Dinas</i> / Head of Subdistrict Education Office/ <i>Kecamatan</i> / subdistrict
KITA	Knowledge Improved Transparency and Accountability
KKG	teacher cluster group (working group)
KKKS	principal cluster group (working group)
KKN	<i>Kuliah Kerja Nyata</i> / community service program
KK-RKS	RKS working groups
Kota	city (urban district)
KTSP	<i>Kurikulum Tingkat Satuan Pendidikan</i> / School-Based Curriculum
LAKIP	accountability reports
LAPIS	Learning Assistance Program for Islamic Schools

LOGICA	Local Governance and Infrastructure for Communities in Aceh
LPMP	<i>Lembaga Penjamin Mutu Pendidikan</i> / Education Quality Development and Assurance Agency
LSM	<i>Lembaga Swadaya Masyarakat</i> / nongovernmental organization
MBE	Managing Basic Education
MBS	<i>Manajemen Berbasis Sekolah</i> / Secretariat for School-Based Management
MGPBE	Mainstreaming Good Practices Basic Education
MA	<i>Madrasah aliyah</i> / Islamic senior secondary school
MI	<i>Madrasah ibtidaiyah</i> / Islamic primary school
MOHA	Ministry of Home Affairs
MONE	Ministry of National Education
MORA	Ministry of Religious Affairs
MOU	Memorandum of Understanding
MPD	Provincial Education Council
MTR	Mid-Term Review
MT	<i>Madrasah tsanawiyah</i> / Islamic junior secondary school
NAD	Nangroe Ache Darussalam / formal name for Aceh Province
NGO	nongovernmental organization
NUPTK	<i>SI Nomor Unik Pendidik dan Tenaga Kependidikan</i> / Education Staff Identification Number
PAKEM	<i>Pembelajaran Aktif Kreatif Efektif dan Menyenangkan</i> / active, creative, joyful, and effective learning (active learning)
PAS	<i>Paket Aplikasi Sekolah</i>
PATTIRO	<i>Pusat Telaah dan Informasi Regional</i> / Center for Regional Studies and Information
PDA	personal digital assistant
PDMS	Project Data Management System
PF	provincial facilitator
PGRI	Indonesian Teachers Association
PJOK	school committee treasurers
PKBM	Community learning center
PMP	Project Monitoring Plan
PMPTK	Directorate General for Quality Assurance
PP	<i>Peraturan Pemerintah</i> / Government Regulation
PPA	Public-Private Alliance
PPG	<i>Pendidikan Profesi Guru</i>
PPL	<i>Praktik Pengalaman Lapangan</i>
PSP	Statistics and Information Center
RAPBS	<i>Rencana Anggaran Pendapatan dan Belanja</i> / school revenue and expenditure plans
REDI	Regional Economic Development Institute
Renja	Annual Work Plans
Renstra	<i>Rencana strategis</i> / strategic plan
RKAS	<i>Rencana Kegiatan dan Anggaran Sekolah</i> / school annual budget planning
RKM	madrasah development planning
RKS	school development planning
RKT	<i>Rencana Kerja Tahunan</i> / annual work plans
Rp.	Rupiah/Indonesia's currency
RPK	capacity development plan
RPS	<i>Rencana Pengembangan Sekolah</i> / school development planning
SBM	School-Based Management (see also: MBS)
SD	<i>Sekolah dasar</i> / Primary school
SD-MI	<i>Sekolah dasar-madrasah</i> / Primary school-madrasah
SDN	<i>Sekolah daerah negeri</i> / State primary school
SDS	<i>sistema database sekolah</i> / [computer-based] school database system
SEDIA	Support for Education Development in Aceh
SIMPTK	<i>Sistem Informasi Manajemen Pendidik dan Tenaga Kependidikan</i> / computerized personnel management and tracking system
SIPPK	District Education Planning Information System
SISWA	System Improvements through Sector-Wide Approaches

SKPD	<i>Renstra Satuan Kerja Pemerintah Daerah / Local Government Office (Work Unit) Strategic Development Plan</i>
SMK	vocational schools
SMP	<i>Sekolah Menengah Pertama / Junior secondary school</i>
SMPLB	<i>Sekolah Menengah Pertama Luar Biasa / Extraordinary secondary school</i>
SMP-MT	<i>Sekolah Menengah Pertama-madrasah / Junior secondary school-madrasah</i>
SMPN	<i>Sekolah Menengah Pertama Negeri / State junior secondary school/</i>
SMS	short message service
SOP	standard operating procedures
SOW	Scope of Work
SP	service providers
SPADA	Support for Poor and Disadvantaged Areas
SSI	international standard schools
SSN	national standard schools
TF	Trust Fund
TK-SD	<i>Direktorat Pembinaan / Directorate of Elementary Schooling</i>
TOT	Training of trainers
UMS	University of Muhammadiyah, Solo
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children's Fund
UNM	National University of Makassar
UPI	Universitas Pendidikan Indonesia / National Education University in Bandung
UPTD	<i>Unit Pelaksana Teknis Daerah / Regional Technical Implementation Unit/</i>
US	United States
USAID	United States Agency for International Development
USD	U.S. dollars
YASTI	<i>Yayasan Tarbiyah Islamiyah</i>

Executive Summary

This report covers the fourth year of project implementation, from October 2008 through September 2009. The major focus for the Decentralized Basic Education Program 1 (DBE1) during this period and throughout this final phase of implementation is on:

- completing the implementation of core programs in 50 districts particularly at the district level,
- strengthening and deepening the impact of these programs by supporting implementation and sustainability measures, giving increasing responsibility to the districts to support the ongoing program,
- supporting the dissemination of core programs to increasing numbers of schools, sub-districts and districts, and
- leveraging the depth and quality of data collected for programs such as school development planning (RKS), district strategic planning (District Education Planning Information System [SIPPK] and strategic education plans [*renstra*]), and financial analyses (District Education Finance Analysis [AKPK], School Unit Cost Analysis [BOSP]) to support a widening agenda for information-based policy development, with a focus on improving quality of basic education at district, province, and national levels.

Project Management: Project management in the fourth year of project implementation was mainly concerned with ensuring the sustainability of outcomes. Routine internal coordination, planning and training meetings were held at provincial and national level to ensure that project management is responsive and timely at all levels. We held regular coordination meetings with district government partners to support the implementation of project programs and outcomes (including *renstra*), dissemination of school level programs and sustainability of outcomes. Coordination with our partners in the U.S. Agency for International Development (USAID), DBE2 and DBE3 was and still is ongoing at all levels and is considered vital to the integrity and success of the project.

In order to support sustainability at the school and district levels and encourage take up (dissemination/replication) of DBE1 developed approaches at the national and provincial levels we progressively increased the level of engagement at the provincial and national levels throughout the year and will continue to do so for the remaining period of project implementation. Throughout this year, DBE1 continued to consult with counterparts and stakeholders at district, provincial and national levels. Some key activities and events were as follows:

Collaboration with Ministry of National Education—School-Based Management (MONE-SBM) Secretariat: Early in the year, we recruited a new staff member in conjunction with the Directorate and placed the consultant in the Secretariat for SBM, under MONE’s Directorate for Kindergarten and

Elementary Schooling. This proved to be a very strategic move, resulting in further improved working relationships with MONE and a smooth alignment of plans and approaches which have significantly increased the impact of DBE1 through dissemination and, potentially, policy formation at national level. A series of workshops was held over the year between DBE1 and the SBM Secretariat to finalize drafts of the school-based management materials produced by DBE1. The materials will now be published in final form with introductory statements by Directors from MONE and Ministry of Religious Affairs (MORA). This is a very important means of supporting both sustainability and dissemination.

As an outcome of these ongoing consultations between DBE1 and MONE, particularly the SBM Secretariat, we were asked to give presentations on school-based management in a series of regional workshops being run by the Directorate. The KTSP² workshops provided a forum for DBE1 to introduce the elements of the program for school-based management to personnel drawn from some 19 provinces including around 200 districts in the country. A further three regional workshops are planned.

Collaboration with MONE's Statistics and Information Center (PSP): A number of meetings were held with PSP in relation to the planning and implementation of a pilot program to strengthen the Education Management Information System (EMIS) in Aceh. The outcomes of this pilot are expected to inform national policy.

BOS KITA: DBE1 presented a simple analysis of School Operation Assistance/Bantuan Operasional Sekolah (BOS) expenditure in a sample group of schools from Demak, Central Java, at a BOS Knowledge Improved Transparency and Accountability (KITA)³ workshop conducted by MONE in December 2008. Consultations continued throughout the year. A number of problems with BOS reporting were uncovered and relayed to MONE. MONE's BOS implementation team requested that we develop a supplemental manual to help schools improve their reporting.

Collaboration with BSNP: DBE1 met several times during the year with MONE's National Education Standards Board (BSNP) and Directorate General for Quality Assurance (PMPTK) to discuss the training and certification of Service Providers such as supervisors who have been trained by DBE1 to implement DBE1 programs. We also discussed development of school supervision program with MONE Directorate General for Quality Assurance (PMPTK).

In addition, we have assisted BSNP by organizing data gathering for determining costs for senior technical high schools. This will be followed up early in the new year with a series of small workshops in selected districts.

² KTSP stands for *Kurikulum Tingkat Satuan Pendidikan*, which means School-Based Curriculum but has come to signify a broad reform of schools and classrooms mandated under current national policy.

³ KITA = Knowledge Improved Transparency and Accountability

Donor Coordination: MONE, with World Bank funding, is implementing the Basic Education Capacity Trust Fund (BEC-TF), a \$50 million project to help approximately 50 districts improve their management capacity as a precursor to receiving possible block grants to improve basic education, once the capacity of districts to manage the grants is improved. DBE1 held numerous meetings with MONE and World Bank consultants during the year. We provided several inputs including sharing our technical manuals, many of which the BEC program has now adopted or adapted. We continue to have continuous consultation with the project in order to coordinate inputs in districts where both projects will operate.

In February, we met with the Australian Agency for International Development's (AusAID's) Basic Education Program (BEP) team to share our experience with data and information management. AusAID representatives were duly impressed with the number of DBE1 programs on data and information such as the Project Data Management System [PDMS], SIPPK, and the School Database System/sistem database sekolah (SDS). Follow up meetings are planned.

In September, DBE1 attended a multi-donor meeting hosted by the World Bank to give input in an Expert Panel Discussion on school-based management.

A number of consultations with AusAID and others working to improve management and governance in Aceh and MONE through DBE1, the World Bank funded Support for Poor and Disadvantaged Areas (SPADA) and BEC projects and the AusAID-funded Support for Education Development in Aceh (SEDIA) projects took place. As a result the expansion program due to commence early in Year 5 will coordinate closely with SEDIA and the World Bank as well as the Provincial Education Office.

Consultations with BMPSM: DBE1 was invited to give a presentation to the National Coordination Meeting of National School and Madrasah Supervisors Consultative Body (*Badan Musyawarah Pengawas Sekolah dan Madrasah* or BMPSM) held in December 2008 in Cirebon.

Coordination with MOHA: We also met with the Directorate General of Regional Development, Ministry of Home Affairs (MOHA). The officials were very pleased with the results of *renstra* from several districts as well as the methodology (manuals and software) that were developed by the project. They were particularly impressed with the fact that the DBE1 methodology begins with data analysis from a database (SIPPK). MOHA staff requested to visit *Renstra* training and will reportedly invite DBE1 to provide resource persons for the development of new MOHA technical guidelines for strategic planning.

Coordination with DBE2 and DBE3: In July-August, DBE1 collaborated with DBE2 and DBE3 in each province to conduct a provincial workshop to showcase good practices developed through the project. The aim was to

encourage dissemination by partner districts and, in some cases, new districts and to engage the provinces and hopefully interest them in supporting dissemination. National stakeholders from MONE and MORA also participated in these workshops.

Provincial Coordination: A number of consultative policy meetings were also held at province level over the year, including in South Sulawesi, East Java, West Java, Aceh, and Central Java. The outcomes of DBE1 interventions at school and district level are increasingly gaining attention at province level. For example, in South Sulawesi meetings were held to discuss outcomes of *renstra* planning in the nine target districts. The province will use the district level *renstra* as significant input into provincial strategic planning. In East Java we worked closely with the provincial Education Office, Religious Affairs Office, and Regional Development Planning Body (*Bappeda*) to develop strategies to support the provincial government's plans to improve the quality of education and the development of innovative education-sector policies. In Central Java, DBE1 worked with the Provincial Education Office and Religious Affairs Office to help develop the provincial policy on free or affordable education program and to plan dissemination programs.

District Coordination: Meanwhile important policy development has occurred in a number of districts, in consultation with DBE1 and as an outcome of school and district level interventions over the last four years. For example in Boyolali, Central Java, DBE1 assisted the District Education Office to prepare and present a new decree to support the synchronized planning of schools and the district to other stakeholders for their input and suggestions. In Nganjuk, East Java, DBE1 coordinated with MONE, the District Education Office and the World Bank-funded BEC-TF on the preparation of a capacity development plan (RPK) using the DBE1 model.

School Level Program: At school level, the focus for support has shifted from training for principals, strengthening school committees and school development planning (RKS preparation) to implementation. All core programs have now been implemented in schools (with the exception of SDS which will be introduced into schools in a number of districts early in the next year). The main strategy now is to facilitate the preparation of annual work-plans and budgets in schools and madrasah which translate the priorities identified in school development plans into annual operational plans. This assistance was provided on-site primarily by local government school supervisors (*pengawas*) trained by the project as District Facilitators.

District Level Program: The focus on district level activity intensified during the year, as activity at the level of school and community decreased with the completion of core tasks. During the quarter DBE1 continued work to improve the capacity of district governments and other stakeholders.

Governance activities included focus group discussions and training for education councils (*dewan pendidikan*) and newly installed parliamentarians (Regional Legislative Assembly/*Dewan Perwakilan Rakyat Daerah* [DPRD]) in a number of

districts in all target provinces. The most significant activity, however, has become the public consultative meetings in which district personnel are able to present the results of implementing the District Education Planning Information System (SIPPK), District Education Finance Analysis (AKPK) and School Unit Cost Analysis (BOSP and gain stakeholder input into the *renstra* planning process.

We also continued work on implementing financial analysis methodologies throughout the year: AKPK and BOSP. The results of AKPK proved to be very useful in preparing funds availability estimates which are needed for the preparation of the financing plans for strategic education plans (*renstra*). In a number of districts AKPK results have been used to reallocate funding. Meanwhile results of BOSP have been extremely useful for districts in calculating the actual costs of schooling to meet national standards, as compared with funding provided by the national government through per-capita school grants (BOS). BOSP continues to be a very relevant policy tool as the policy imperative for the government to provide ‘free schooling’ has typically not been matched by adequate funding at district level.

Targets for both AKPK and BOSP have been exceeded. While the target for both was 35, we have now completed some 42 AKPK and 46 BOSP, not including an additional 15 BOSP completed in non-DBE districts in East Java and four non-DBE districts in Central Java implemented under a dissemination program whereby the districts or province covers most of the cost for the activity.

During this year we completed assistance to produce 19 district strategic education plans (*renstra*) based on data analysis using the DBE1 SIPPK methodology and public consultations. This brings the total to 22. An additional 20 districts are in the process of completing *renstra*. We anticipate achieving the target of at least 35 in the next quarter. These strategic plans are providing a policy basis for the development of annual district work-plans and budgets for the education sector. In order to facilitate this, DBE1 personnel have been working in various ways with district stakeholders including facilitating district stakeholder meetings to discuss the outcomes of financial analyses, data analysis and strategic planning. As described above, the district level *renstra* are also beginning to provide input into planning and policy development at provincial level in some areas.

Aceh Expansion: In July 2009, DBE1’s task order was modified in order to extend district level services to all 18 districts in Aceh that have not received DBE support. The programs are limited to financial analysis, strategic planning and education governance. The contract modification in part was based on an assessment of the feasibility for expanding the DBE1 program in Aceh that was carried out in 2008⁴.

The expansion program in Aceh was officially launched in September, in Banda Aceh. The event was attended by Vice Governor of Aceh, Bapak Muhammad Nazar, together with representatives from Aceh Provincial Education Office, Office of Religious Affairs, Provincial Development and Planning Board, and Provincial Education Council (MPD).

⁴ “Report on Assessment of the Feasibility of Expanding the DBE1 Program in Aceh,” August 2008.

ICT Program: In the first year of the project, DBE1 designed a competition to award grants to consortia comprised of private sector and government institutions such as district education office, district library, and schools. Fourteen grants were awarded and in the process of implementation. Two categories of grants awarded were: (1) Information and Communication Technology (ICT) Innovation and Education Management Grants (EMG) to improve education management and (2) Education Hotspots grants that aimed to provide internet access to schools, education offices and community as a whole.

DBE1 has been disbursing grant funds over the last five quarters. Total value of the 14 grants awarded is \$286,478. As of September 2009, \$217,975 has been disbursed to the grantees in the form of equipment and cash to cover grant main activities including training expenses. Two of the fourteen grants are now completed, one in Enrekang, South Sulawesi and one in Tuban, East Java.

An EMIS Strengthening Pilot program has commenced in two selected districts in Aceh: Aceh Tengah and Pidie. After a lengthy preparation phase, implementation has now commenced and is ongoing.

DBE1 continues to manage the project Web site for DBE1, 2, and 3. The DBE Web site has now received 1,287,286 hits since it was launched in 2005. The most popular requests for documents during the year were resource materials uploaded by DBE1, especially ministerial decrees and government regulations. Also among the top ten downloads were DBE1 and DBE3 manuals.

Public-Private Alliances (PPAs): PPAs are a way for the strengths of the private and public sectors to complement each other. DBE1 was given a specific mandate to engage private sector firms to supplement the overall program impact and expand geographical reach. DBE1 set aside approximately \$677,775 amounting to 15% of the program activity budget to support PPAs. Overall, DBE1 has leveraged 3:1 from the private sector. This year saw the completion of the final public private alliance; located in West Papua.

Dissemination and Sustainability: DBE1's core strategy is to develop exemplars of good practice in management and governance, both at school and at district level, and to support the dissemination of these to other schools and districts.

During this final period of project implementation, the focus is shifting more and more to supporting increased dissemination and sustainability. In the first three years DBE1 worked with partners to develop, pilot, finalize and begin to institutionalize methodologies designed to implement Government of Indonesia (GOI) policy in ways that support good practice in the management and governance of basic education. While sustainability and dissemination have been core goals since the commencement of DBE1 activity in 2005, it is now in the final period that these goals take center stage.

Beyond achieving sustainability of project outcomes in target districts and supporting dissemination within and across districts, it is intended that this process will influence government policy, creating a much wider impact.

Sustainability is an essential element in good practice. Dissemination is at the heart of the project's strategic approach. Our main approach is to (1) develop good methodologies, good practice, and formalize these in practical manuals, (2) build the capacity of facilitators and service providers to use these, and (3) support policy development at district, provincial and national levels to institutionalize the good practice.

A wide range of dissemination activities is now taking place around the country as districts and other agencies take hold of the program and increase the scope of their efforts to implement school-based management using DBE1 approaches and materials and with their own funding. Over 7,000 schools have now participated in these dissemination programs. Increasingly, districts are placing confidence in their own personnel, especially school supervisors (*pengawas*) and others who have been trained as district facilitators by the project. Many of these initiatives are described in the report although they are now so many and varied that it is not possible to report on all.

In addition a number of districts have taken the step of promulgating decrees and local regulations to support the institutionalization and dissemination of good practices developed by the project.

DBE1 has developed the capacity of local district facilitators who are employed by the local education system to support the ongoing implementation and dissemination of programs developed under the project designed to support school-based management. Throughout this year we continued to support this group through monthly forums which will continue until the close of activity in districts mid-2010.

Meanwhile for dissemination of programs at the district level a higher level of expertise is required. DBE1 has responded to this need by beginning to develop the capacity of service providers, particularly consultants and potential consultants from universities. In the last quarter we worked closely with the well-established National Education University/Universitas Pendidikan Indonesia (UPI) located in Bandung, in collaboration between DBE1, UPI, the provincial Education Office and a number of districts to disseminate DBE1 programs. While the focus was initially on school-based management programs, we also provided training in the district level interventions. Preliminary consultations have now also been held with the National University of Makassar, the University of Muhammadiyah in Solo, Central Java and also with the national-level nongovernmental organization (NGO), PATTIRO (*Pusat Telaah dan Informasi Regional*), with whom DBE1 has already conducted training. (Malang, June.)

Ringkasan Eksekutif

Laporan ini meliputi tahun ke empat dari pelaksanaan DBE1 dan mencakup periode Oktober 2008 hingga September 2009. Fokus utama dari program DBE1 dalam jangka waktu 18 bulan terakhir ini adalah:

- menyelesaikan pelaksanaan program utama di 50 kabupaten/kota, terutama program tingkat kabupaten/kota,
- memperkuat dan memperdalam pengaruh dari berbagai program ini dengan mendukung upaya pelaksanaan dan kesinambungan program, memperbesar tanggung jawab kepada kabupaten/kota dalam mendukung program yang sedang berjalan,
- mendukung upaya diseminasi dari program-program utama di lebih banyak sekolah, kecamatan, dan kabupaten/kota, dan
- menggunakan kedalaman dan mutu analisis dari data yang telah dikumpulkan untuk program seperti Rencana Kerja Sekolah (RKS), rencana strategis kabupaten/kota (SIPPK dan renstra), dan analisa keuangan pendidikan (AKPK dan BOSP). Upaya ini dilakukan guna mendukung perluasan agenda untuk mengembangkan kebijakan pendidikan berdasarkan informasi dan terfokus kepada perbaikan mutu pendidikan dasar di tingkat kabupaten/kota, provinsi, dan nasional.

Manajemen Proyek: Manajemen proyek dalam tahun ke empat pelaksanaan DBE1 terfokus kepada upaya untuk menjamin kesinambungan dari hasil-hasil yang telah ada. Koordinasi internal, pertemuan untuk membahas perencanaan dan pelatihan dilakukan di tingkat nasional maupun provinsi untuk menjamin bahwa manajemen DBE1 dilakukan secara responsif dan tepat waktu. Selain itu, DBE1 juga melaksanakan pertemuan koordinasi dengan kabupaten/kota mitra untuk mendukung pelaksanaan program dan hasil-hasilnya (termasuk renstra,) diseminasi kegiatan DBE1 di tingkat sekolah, dan kesinambungan dari hasil-hasil yang telah dicapai selama ini.

Dalam rangka mendukung kesinambungan program pada tingkat sekolah maupun kabupaten/kota dan mendorong lebih banyak diseminasi pendekatan dan program-program DBE1 di tingkat nasional maupun provinsi, DBE1 terus menerus meningkatkan kerja sama di tingkat nasional maupun provinsi. Hal ini telah dilakukan dalam periode Oktober 2008 hingga September 2009 dan akan tetap dilanjutkan selama sisa kurun waktu proyek. Dalam tahun ini, DBE1 melakukan konsultasi dengan pemangku kepentingan dan mitra di tingkat kabupaten/kota, provinsi, dan nasional. Beberapa kegiatan penting tersebut adalah:

Kerjasama dengan Sekretariat Manajemen Berbasis Sekolah (MBS) Departemen Pendidikan Nasional: Pada awal tahun ini, DBE1 telah merekrut staf baru dan menempatkan konsultan tersebut di Sekretariat Manajemen Berbasis Sekolah yang menjadi bagian dari Direktorat TK/SD. Hal ini merupakan tindakan yang strategis dimana kerja sama dengan Depdiknas

menjadi lebih baik dan adanya upaya penyesuaian dalam rencana dan pendekatan-pendekatan yang ada. Melalui diseminasi, dan kemungkinan adanya pengembangan kebijakan di tingkat nasional, kerja keras dari DBE1 menjadi lebih berdampak lagi. DBE1 telah beberapa kali mengadakan lokakarya dengan wakil MBS untuk bersama-sama menyelesaikan draf pedoman kegiatan DBE1 di tingkat sekolah. Berbagai pedoman ini akan diterbitkan dan dilengkapi dengan kata pengantar dari Direktur Depdiknas maupun Depag. Adanya kata pengantar tersebut merupakan hal yang penting dalam mendukung kesinambungan dan diseminasi program DBE1.

Sebagai salah satu hasil dari kerja sama dan konsultasi dengan Depdiknas, dalam hal ini Sekretariat MBS tersebut, DBE1 diminta untuk memberi pemaparan mengenai manajemen berbasis sekolah dalam beberapa lokakarya yang dilaksanakan oleh Direktorat. Lokakarya KTSP⁵ tersebut memberikan kesempatan kepada DBE1 untuk memperkenalkan bagian-bagian dari manajemen berbasis sekolah kepada berbagai wakil dari 19 provinsi dan sekitar 200 kabupaten/kota dari Indonesia. DBE1 berencana untuk mengikuti tiga lokakarya lagi di masa yang akan datang.

Kerjasama dengan Pusat Statistik Pendidikan Departemen Pendidikan Nasional: Dalam kurun waktu setahun ini, DBE1 juga mengadakan beberapa kali pertemuan dengan PSP dalam rangka persiapan dan pelaksanaan program percontohan untuk memperkuat EMIS (*Education Management Information System*) di Aceh. Hasil dari program percontohan ini diharapkan akan menjadi sumber masukan bagi kebijakan Depdiknas di tingkat nasional.

BOS KITA: Pada saat lokakarya BOS KITA⁶ yang dilaksanakan oleh Depdiknas pada tahun Desember 2008, DBE1 memaparkan analisis singkat mengenai belanja BOS yang dilakukan oleh beberapa sekolah contoh di Demak, Jawa Tengah. Sehubungan dengan ini, beberapa masalah yang terkait dengan pelaporan BOS yang ditemui di lapangan telah dilaporkan kepada Depdiknas. Selanjutnya, tim pelaksana BOS dari Depdiknas meminta DBE1 untuk mengembangkan manual tambahan untuk membantu sekolah dalam melaporkan penggunaan BOS.

Kerjasama dengan BSNP: DBE1 mengadakan beberapa pertemuan dengan wakil dari Badan Standar Nasional Pendidikan (BSNP) untuk membahas pelatihan dan sertifikasi *Service Providers*. Adapun yang bisa menjadi *Service Providers* adalah pengawas yang telah dilatih oleh DBE1 untuk melaksanakan berbagai program DBE1. Disamping itu, DBE1 juga membahas program supervisi sekolah dengan Direktur Jenderal dari Peningkatan Mutu Pendidik dan Tenaga Kependidikan (PMPTK) dari Depdiknas.

Selain itu, DBE1 juga membantu BSNP dalam mengumpulkan data untuk menentukan biaya yang diperlukan oleh SMK. Hal ini akan di tindak lanjuti dengan beberapa lokakarya di beberapa kabupaten.

⁵ KTSP adalah singkatan dari *Kurikulum Tingkat Satuan Pendidikan*. Namun demikian, KTSP juga menjadi bagian dari upaya reformasi pendidikan yang telah dimandatkan dalam peraturan nasional.

⁶ KITA = Knowledge Improved Transparency and Accountability

Kordinasi Dengan Lembaga Donor: Departemen Pendidikan Nasional, dengan dana sebesar US\$ 50 juta dari Bank Dunia tengah melaksanakan proyek BEC-TF di 50 kabupaten/kota. Proyek ini bertujuan untuk mengembangkan kapasitas kabupaten/kota dalam manajemen hibah. Jika kabupaten/kota dapat melaksanakan manajemen hibah dengan baik, maka kabupaten/kota dapat menerima *block grants* yang digunakan untuk meningkatkan mutu pendidikan dasar. Dalam hal ini, DBE1 mengadakan beberapa pertemuan dengan konsultan dari Depdiknas maupun Bank Dunia. DBE1 memberikan beberapa input, termasuk salah satunya menyerahkan pedoman-pedoman teknis yang kemudian di adopsi atau di sesuaikan oleh BEC-TF sendiri. DBE1 juga terus melakukan konsultasi dengan BEC-TF guna mengkoordinasikan masukan di kabupaten/kota dimana DBE1 dan BEC-TF beroperasi.

Pada bulan Februari, DBE1 bertemu dengan tim BEP dari AusAID untuk berbagi pengalaman dalam manajemen data dan informasi. Wakil dari AusAID cukup terkesan dengan jumlah program DBE1 yang terkait dengan data dan informasi, seperti PDMS, SIPPK, dan SDS. DBE1 dan AusAID berencana untuk melaksanakan pertemuan-pertemuan lanjutan.

Pada bulan September, DBE1 ambil bagian dalam pertemuan beberapa lembaga donor yang dilaksanakan oleh Bank Dunia. DBE1 memberikan masukan dalam Diskusi Panel Ahli yang membahas manajemen berbasis sekolah.

Di samping itu, beberapa pertemuan dengan lembaga donor lainnya (DBE1, SPADA dan BEC dari Bank Dunia, dan SEDIA dari AusAID) untuk meningkatkan manajemen dan tata layanan di Aceh juga dilakukan. Sebagai hasil dari koordinasi ini, perluasan program DBE1 di Aceh yang akan dilaksanakan pada Tahun ke Lima proyek akan dikoordinasikan dengan SEDIA, Bank Dunia, dan Dinas Pendidikan Provinsi.

Konsultasi dengan BMPSM: DBE1 diundang untuk memberikan pemaparan pada pertemuan koordinasi nasional Badan Musyawarah Pengawas Sekolah dan Madrasah (BMPSM) yang dilaksanakan di Cirebon pada bulan Desember 2008.

Kordinasi dengan Departemen Dalam Negeri: DBE1 bertemu dengan Direktur Jenderal Pembangunan Daerah, Departemen Dalam Negeri. Para pemangku kepentingan sangat terkesan dengan hasil renstra di beberapa kabupaten/kota dan juga metodologi (panduan dan piranti lunak) yang dikembangkan oleh DBE1, terutama dengan metodologi DBE1 yang berdasarkan analisis data dalam database SIPPK. Pemangku kepentingan tersebut meminta untuk diundang dalam pelatihan renstra dan berencana akan mengundang DBE1 untuk memberikan masukan dalam pengembangan panduan teknis Departemen Dalam Negeri dalam perencanaan strategis.

Kordinasi dengan DBE2 dan DBE3: Dalam bulan Juli dan Agustus, DBE1 bekerja sama dengan DBE2 dan DBE3 di tiap-tiap provinsi dalam melaksanakan lokakarya tingkat provinsi untuk memperlihatkan hasil-hasil

“*good practice*” yang telah dikembangkan dan dilaksanakan melalui proyek DBE123. Tujuan dari lokakarya adalah untuk mendukung diseminasi oleh kabupaten/kota mitra, di beberapa kabupaten/kota baru dan meningkatkan kerja sama dengan pemangku kepentingan provinsi. Pemangku kepentingan tingkat nasional dari Departemen Pendidikan Nasional dan Departemen Agama juga hadir dalam lokakarya tersebut.

Kordinasi Tingkat Provinsi: Beberapa pertemuan untuk konsultasi kebijakan juga diadakan di tingkat provinsi di Sulawesi Selatan, Jawa Timur, Jawa Barat, Aceh dan Jawa Tengah. Hasil dari pendampingan DBE1 di tingkat sekolah dan kabupaten/kota mulai mendapatkan perhatian khusus dari pemangku kepentingan di tingkat provinsi. Di Sulawesi Selatan, pertemuan dengan pemangku kepentingan dilakukan untuk membahas hasil pendampingan dan pengembangan renstra di sembilan kabupaten/kota mitra. Pihak provinsi akan menggunakan hasil-hasil renstra dari sembilan kabupaten/kota tersebut sebagai masukan di dalam pengembangan rencana strategisnya. Di Jawa Timur, DBE1 bekerja sama dengan Badan Perencanaan Pembangunan Daerah (Bappeda) Provinsi untuk mengembangkan berbagai strategi dalam mendukung kebijakan inovatif sektor pendidikan. Di Jawa Tengah, DBE1 bekerja sama dengan Dinas Pendidikan Provinsi dan Kantor Departemen Agama untuk mengembangkan kebijakan tingkat provinsi dalam pendidikan gratis atau pendidikan murah serta rencana untuk mendiseminasikan program-program DBE1.

Kordinasi Tingkat Kabupaten/Kota: Pada tingkat kabupaten/kota, telah terjadi pengembangan kebijakan sektor pendidikan yang juga merupakan hasil dari pendampingan DBE1 di tingkat sekolah/kabupaten dan konsultasi dengan pemangku kepentingan dalam empat tahun terakhir ini. Di Boyolali, Jawa Tengah, misalnya, DBE1 mendukung Dinas Pendidikan untuk menyiapkan dan memaparkan peraturan baru pendukung sinkronisasi perencanaan di tingkat sekolah dan kabupaten/kota. Di Nganjuk, Jawa Timur, DBE1 bersama dengan Departemen Pendidikan Nasional, Dinas Pendidikan Nganjuk, dan BEC-TF yang dibiayai oleh Bank Dunia bertemu untuk membicarakan langkah-langkah yang dilakukan dalam rangka kerja sama mengembangkan Rencana Pengembangan Kapasitas (RPK) untuk pemangku kepentingan kabupaten Nganjuk dengan menggunakan model yang telah dikembangkan oleh DBE1.

District Coordination: Meanwhile important policy development has occurred in a number of districts, in consultation with DBE1 and as an outcome of school and district level interventions over the last four years. For example in Boyolali, Central Java, DBE1 assisted the District Education Office to prepare and present a new decree to support the synchronized planning of schools and the district to other stakeholders for their input and suggestions. In Nganjuk, East Java, DBE1 coordinated with MONE, the District Education Office and the World Bank-funded BEC-TF on the preparation of a capacity development plan (RPK) using the DBE1 model.

Program Tingkat Sekolah: Pada tingkat sekolah, fokus kegiatan DBE1 telah berubah dari pelatihan peningkatan kapasitas kepala sekolah, komite sekolah, dan pengembangan RKS menjadi pelaksanaan dari program-program tersebut. Program-program utama ditingkat sekolah telah selesai dilaksanakan (kecuali untuk program SDS yang akan diperkenalkan kepada sekolah di beberapa kabupaten/kota pada awal tahun depan.) Strategi utama adalah memberikan fasilitasi dan mendorong sekolah dalam menentukan dan memilih program-program sekolah dari rencana kerja yang telah ada sebagai prioritas dan menjadikan informasi tersebut sebagai dasar pengembangan rencana kerja tahunannya. Pendampingan ini sebagian besar oleh dilakukan oleh *District Facilitators* yang merupakan pengawas yang telah dilatih oleh dan mengikuti berbagai kegiatan DBE1 sebelumnya.

Program tingkat kabupaten/kota: Sementara itu, fokus pada tingkat kabupaten/kota juga meningkat, seiring dengan selesainya berbagai kegiatan utama di tingkat sekolah. Dalam triwulan ini, DBE1 melanjutkan upaya untuk meningkatkan kapasitas pemerintah kabupaten/kota dan pemangku kepentingan lainnya.

Untuk kegiatan *governance*, *Focus Group Discussion* dan pelatihan untuk anggota Dewan Pendidikan dan DPRD yang baru dilantik telah dilaksanakan oleh DBE1 di beberapa kabupaten/kota di semua provinsi mitra. Kegiatan penting yang dilakukan adalah konsultasi publik dimana wakil dari kabupaten/kota dapat memaparkan hasil dari SIPPK, AKPK, dan BOSP, serta mendapatkan masukan dari pemangku kepentingan lain dalam mengembangkan rencana strategis.

DBE1 juga terus melakukan analisis keuangan, termasuk Analisis Keuangan Pendidikan Kabupaten/Kota dan Biaya Operasional Satuan Pendidikan. Hasil dari AKPK telah terbukti sangat berguna bagi kabupaten/kota dalam memperkirakan dan menyiapkan anggaran yang diperlukan dalam perencanaan keuangan yang diperlukan dalam rencana strategis Dinas Pendidikan. Di beberapa kabupaten/kota, hasil dari AKPK telah digunakan sebagai dasar dalam merealokasikan penganggaran kabupaten/kota. Hasil dari BOSP juga sangat berguna bagi kabupaten/kota dalam menghitung biaya pembelajaran yang memenuhi standar nasional, dibandingkan dengan pembiayaan yang diberikan oleh pemerintah nasional melalui dana BOS. BOSP tetap digunakan sebagai alat yang sangat relevan dalam mendukung pengembangan kebijakan untuk pemerintah kabupaten/kota sehubungan dengan program pendidikan gratis. Hal ini disebabkan karena pada umumnya penganggaran yang telah dilakukan di tingkat kabupaten/kota tidak dapat mendukung program pendidikan gratis secara cukup.

Jumlah kabupaten/kota yang telah menyelesaikan AKPK dan BOSP telah melampaui target yang ditentukan sebelumnya. Saat ini, walaupun target adalah 35, ada 42 kabupaten/kota yang telah menyelesaikan AKPK dan 46 telah menyelesaikan BOSP, tidak termasuk 15 kabupaten/kota non mitra di Jawa Timur dan empat di Jawa Tengah. Adapun kabupaten/kota ini melakukan program BOSP dengan anggaran yang sebagian besar ditanggung oleh kabupaten/kota masing-masing.

Dalam periode ini, rencana strategis dinas pendidikan (renstra) di 19 kabupaten/kota yang dikembangkan dengan dukungan dan metodologi DBE1 yang berdasarkan

analisis data dalam SIPPK dan proses konsultasi publik telah selesai dilaksanakan. Dengan demikian, telah ada 22 kabupaten/kota yang telah menyelesaikan renstra. DBE1 berencana untuk dapat mencapai target penyelesaian renstra di 35 kabupaten/kota. Rencana strategis sektor pendidikan ini memberikan dasar kebijakan dalam mengembangkan rencana dan anggaran tahunan kabupaten/kota untuk sektor pendidikan. Untuk memfasilitasi hal ini, DBE1 juga berupaya dan bekerja sama dengan pemangku kepentingan tingkat kabupaten/kota dalam membahas hasil dari analisis keuangan, data, dan renstra itu sendiri. Seperti yang telah disebutkan diatas, renstra tingkat kabupaten/kota mulai dijadikan input dalam proses pengembangan kebijakan di beberapa provinsi.

Perluasan program DBE1 di Aceh: Pada bulan Juli 2009, *task order* DBE1 telah direvisi untuk menambah jumlah kabupaten/kota di Aceh menjadi 18. Program yang akan dilaksanakan di 18 kabupaten/kota tersebut adalah analisis keuangan, renstra, dan *governance*. Sebagian dasar dari perubahan ini adalah hasil dari penilaian yang telah dilakukan pada tahun 2008 untuk melihat kemungkinan dikembangkannya program DBE1 di Aceh.⁷

Program perluasan DBE1 diluncurkan pada bulan September di Banda Aceh. Lokakarya ini dihadiri oleh Wakil Gubernur Aceh, Bapak Muhammad Nazar, berbagai wakil dari Dinas Pendidikan Aceh, Departemen Agama, Badan Perencanaan Pembangunan Daerah (Bappeda) dan Majelis Pendidikan Daerah (MPD.)

Program ICT: Pada tahun pertama program DBE1 dilaksanakan, DBE1 merancang kompetisi untuk memberikan hibah kepada konsorsium yang terdiri dari sektor swasta dan institusi pemerintahan, seperti misalnya dinas pendidikan, perpustakaan daerah, dan sekolah. Sebanyak empat belas hibah telah diberikan dan sedang dalam proses pelaksanaan. Kategori hibah adalah: (1) *ICT Innovation and Education Management Grants* untuk memperbaiki manajemen dan (2) *Education Hotspots* yang bertujuan untuk mempermudah adanya akses internet kepada sekolah, dinas pendidikan, dan masyarakat pada umumnya.

Dalam lima triwulan terakhir, DBE1 telah menyerahkan 14 hibah yang berjumlah \$286,478. Hingga bulan September 2009, sejumlah \$217,975 telah diberikan kepada penerima hibah dalam bentuk barang dan tunai untuk mendukung kegiatan utama penerima hibah, termasuk biaya pelatihan. Implementasi dua hibah yang berlokasi di Enrekang, Sulawesi Selatan dan di Tuban, Jawa Timur, telah selesai.

Program percontohan untuk penguatan EMIS telah dimulai di dua kabupaten/kota di Aceh, yaitu Aceh Tengah dan Pidie. Setelah menjalani masa persiapan yang cukup panjang, program ini telah dimulai dilaksanakan.

Seperti juga periode-periode sebelumnya, DBE1 mengelola situs DBE. Sejak diluncurkan pada tahun 2005, situs telah dikunjungi sebanyak 1,287,286 kali. Materi yang paling banyak diminati adalah materi yang di unggah oleh DBE1, terutama Peraturan Menteri dan Peraturan Pemerintah. Materi DBE1 dan DBE3 termasuk materi yang paling banyak diunduh.

⁷ "Report on Assessment of the Feasibility of Expanding the DBE1 Program in Aceh," August 2008.

Kemitraan: Program kemitraan merupakan salah satu cara untuk menguatkan hubungan antara sektor publik dan swasta. DBE1 mendapatkan mandat khusus untuk bekerja sama dengan sektor swasta untuk meningkatkan pengaruh positif dari program DBE1 dan memperluas daerah jangkauan. DBE1 telah mengalokasikan sekitar \$677,775 yang merupakan 15% dari anggaran kegiatan untuk mendukung program kemitraan ini. DBE1 mendapatkan dukungan dengan perbandingan 3:1 dari sektor swasta. Pada periode ini, program kemitraan terakhir yang berlangsung di Papua Barat telah selesai.

Diseminasi dan Kestinambungan Program: Strategi utama dari DBE1 adalah untuk mengembangkan berbagai contoh dari “*good practice*” dalam manajemen dan tata layanan pendidikan, di tingkat sekolah dan kabupaten/kota, dan dalam mendukung penyebarluasan program-program DBE1 kepada sekolah dan kabupaten/kota lainnya.

Dalam tahun terakhir pelaksanaan program, DBE1 kini terfokus dalam mendukung upaya diseminasi dan menjaga kestinambungan program. Dalam empat tahun pertama, DBE1 berkerja sama dengan pemangku kepentingan dalam mengembangkan, membuat contoh-contoh yang baik, menyelesaikan, dan memulai melakukan pelembagaan pendekatan yang ada yang dirancang untuk melaksanakan kebijakan Pemerintah Indonesia dengan cara yang mendukung “*good practice*” dalam manajemen dan tata layanan pendidikan dasar. Walaupun hal ini merupakan salah satu tujuan utama dari DBE1 sejak tahun 2005, dalam tahun terakhir ini, hal ini menjadi fokus utama dari kegiatan DBE1.

Selain mencapai kestinambungan kegiatan di kabupaten/kota mitra dan mendukung diseminasi dalam dan di kabupaten/kota lainnya, DBE1 berupaya agar proses yang selama ini dijalani dapat mempengaruhi kebijakan pemerintah yang pada akhirnya dapat menghasilkan hasil dengan jangkauan lebih luas.

Kestinambungan kegiatan merupakan bagian yang penting dalam “*good practice*”. Diseminasi juga merupakan titik pusat dari pendekatan strategis DBE1. Dalam hal ini, pendekatan DBE1 adalah (1) mengembangkan pendekatan yang baik, “*good practice*”, dan merumuskan hal ini dalam panduan, (2) meningkatkan kapasitas dari fasilitator dan *service provider* dalam menggunakan ini, dan (3) mendukung pengembangan kebijakan di tingkat kabupaten, provinsi, dan nasional dalam melembagakan “*good practice*.”

Berbagai kegiatan diseminasi telah berlangsung di banyak tempat, terutama dengan adanya kabupaten/kota dan lembaga lain yang mulai menggunakan pendekatan dan materi DBE1 guna mendukung upaya mereka dalam melaksanakan Manajemen Berbasis Sekolah. Kabupaten/kota dan lembaga tersebut melakukan hal ini dengan menggunakan dana masing-masing. Lebih dari 7,000 sekolah telah berpartisipasi dalam diseminasi program DBE1. Selain itu, kabupaten/kota secara bertahap lebih banyak menggunakan pengawas dan pihak lainnya yang telah dilatih oleh DBE1 sebagai fasilitator. Karena banyaknya kegiatan serupa yang terlaksana dalam kurun waktu pelaporan, tidak seluruh kegiatan dicantumkan dalam pelaporan ini.

Selain itu, telah ada beberapa kabupaten/kota yang mengembangkan dan menyebarluaskan keputusan dan peraturan lokal untuk mendukung pelebagaan dan diseminasi “*good practice*” yang telah dikembangkan oleh DBE1.

DBE1 juga berupaya meningkatkan kapasitas fasilitator dan pengawas yang telah dilatih guna mendukung pelaksanaan dan diseminasi dari program-program yang telah dikembangkan untuk mendukung manajemen berbasis sekolah. DBE1 terus melakukan dukungan terhadap fasilitator dan pengawas melalui forum bulanan yang akan tetap beraktifitas hingga program DBE1 selesai pada pertengahan 2010 nanti.

Namun demikian, diperlukan tingkat keahlian yang lebih tinggi untuk mendukung diseminasi program DBE1 di tingkat kabupaten/kota. Untuk memenuhi keperluan ini, DBE1 telah mulai berupaya untuk mengembangkan kapasitas *service provider*, terutama melalui konsultan dan calon konsultan dari perguruan tinggi. Pada periode April hingga Juni lalu, DBE1 telah bekerja sama dengan Universitas Pendidikan Indonesia di Bandung, Dinas Pendidikan Provinsi dan kabupaten/kota untuk mendiseminasikan program DBE1. Pada awalnya, kegiatan terfokus kepada MBS. Namun DBE1 juga memberikan pelatihan untuk program di tingkat kabupaten/kota. Konsultasi awal juga telah dilakukan dengan Universitas Negeri Makassar di Sulawesi Selatan, Universitas Negeri Semarang di Jawa Tengah, dan dengan LSM nasional, PATTIRO (Pusat Telaah dan Informasi Regional) dimana DBE1 telah melakukan pelatihan di Malang pada akhir Juni.

Introduction

A new reporting format will be used beginning with Annual Report Year 4 (October 2008– September 2009). The new format is a result of changes in DBE1’s Statement of Work based on the findings and recommendations of the Midterm Review (January–February 2008). The new reporting format follows more closely the major activities detailed in the Year 4–5 Work Plan, which covers the period October 2008–April 2010.

Each section of the main body of the report corresponds to one of the 13 tasks listed in the Work Plan. It is intended that this structure will improve the reporting by bringing annual and quarterly reporting formats into line with the planning.

The following sections of the report briefly describe the goals and objectives for each major DBE1 component or program for the remainder of the project. A narrative for each section describes the achievements made and obstacles encountered (if any) during the quarter, followed by analysis and impact. Where appropriate, each section provides data on achieving targets. The main sections of the report are followed by annexes comprised of relevant data and status of deliverables.

1. Project Management and Coordination

Project management in the fourth year of project implementation was mainly concerned with ensuring the sustainability of outcomes. Routine internal coordination, planning and training meetings were held at provincial and national level to ensure that project management is responsive and timely at all levels. We held regular coordination meetings with district government partners to support the implementation of project programs and outcomes (including *renstra*), dissemination of school level programs and sustainability of outcomes. Coordination with our partners in USAID, DBE2 and DBE3 was and still is ongoing at all levels and is considered vital to the integrity and success of the project.

In order to support sustainability at the school and district levels and encourage take-up (dissemination/replication) of DBE1-developed approaches at the national and provincial levels, we progressively increased the level of engagement at the provincial and national levels throughout the year and will continue to do so for the remaining period of project implementation. This was achieved in several ways, including: (1) conducting provincial level workshops to enable district and school level personnel to share the process and outcomes of implementing DBE1 programs with provincial and national stakeholders as well as with colleagues from other districts and (2) providing an allocation of travel days to be flexibly employed to enable frequent monitoring visits by national and provincial counterparts to directly observe the process and outcomes of DBE1 programs at district and school level.

- Project Management and Coordination Goals
- Ensure internal and external communication and coordination is timely and responsive
- Revise PMP, including indicators and targets
- Continue routine M&E against performance indicators
- Conduct special studies and produce policy papers
- Conduct workshops and seminars with provincial, national, and international stakeholders to review products and studies with a view to support or adopt DBE1 programs
- Continue to manage and improve Project Data Management System (PDMS)

In Quarter 4, DBE1 began preparation of a revised work plan to incorporate new goals and activities associated with a six-month extension of the project in Aceh province and anticipated extension of the project in the other DBE provinces until the end of September 2010. The main point of the revised work plan will be that we do not plan to do simply “more of the same.” The objective is to make use of the extension to further increase sustainability and support dissemination. Key underlying themes are as follows:

- Institutionalize the changes through policy development
- Deepened the change through further developing the capacity of the system, and
- Disseminate good practice through developing the capacity of service providers.

The revised work plan will be submitted as soon as contract modification is official.

1.1. Project Coordination and Collaboration with Government and Stakeholders (Task 1)

The following is a summary of some of the major meetings with counterparts that took place during Year 4. Technical aspects of these meetings and others are also described in subsequent sections of the report.

Meetings with MONE Center for Education Statistics (PSP) and USAID on EMIS/ICT

Several meetings were held between MONE's Statistics and Information Center (PSP) and DBE1 in relation to the implementation of the pilot program to strengthen EMIS (Education Management Information System) in Aceh. One of the objectives of the program is to test using information technology (IT) to improve the flow of EMIS data with a focus on transmission of elementary school data to MONE EMIS system (PadatiWEB). During the year a team of PSP and DBE1 staff was formed to plan in detail project implementation. The team made assessment field trips to Aceh including meetings with provincial and district stakeholders. Consultants have been hired and training has begun.

Meeting with MONE on BOS KITA

DBE1 presented a simple analysis of BOS expenditure in a sample group of schools from Demak, Central Java, at a BOS KITA⁸ workshop conducted by MONE in 18 December, 2008. The workshop was conducted in preparation for the implementation of BOS KITA training funded by World Bank in January 2009.

No formal meetings were held between DBE1 and the MONE BOS KITA team, but informal communications continued during Quarter 2. The MONE team was not able to consider the BOS reporting mechanism in DBE1 SDS because they were more focused on the roll out of a new approach to BOS management. In February 2009 DBE1 received the BOS 2009 Manual. This will be incorporated in the BOS component of SDS++ for Aceh. We expect that MONE will show renewed interest in the SDS once they have distributed the BOS funds and turn their attention to monitoring and report and by that time SDS will be updated and further improved as a result of the EMIS strengthening pilot in Aceh.

Subsequently in Quarter 3, DBE1 again met with MONE in regards to a supervision program that DBE1 is in process of designing. During this process a number of problems with BOS reporting were uncovered and relayed to MONE. MONE BOS

⁸ KITA = Knowledge Improved Transparency and Accountability.

implementation team requested DBE1 to develop and supplemental manual to help schools improve their reporting. The draft manual will be presented and discussed with MONE in first quarter of Year 5.

Meeting with MONE National Board of Education Standards (BSNP) and Directorate General for Quality Assurance (PMPTK) on Managing School Supervision and Certifying Service Providers

DBE1 met several times during the year with staff of the Directorate General PMPTK to discuss the program for training and certifying Service Providers such as supervisors who have been trained by DBE1 to implement DBE1 programs. MONE staff responded positively and explained that such a certification by MONE with technical inputs from DBE1 is feasible. They recommended that we consult with Directorate General of Higher Education (DikTi) to discuss the program for certifying university faculty to be service providers to implement DBE1 district level programs such as district development planning and financial analysis. DBE1 will have follow up consultations once the program to training UPI faculty is underway.

DBE1 also discussed development of school supervision program with MONE Directorate General for Quality Assurance (PMPTK). As a follow up to these discussions, DBE1 had a number of meetings with MONE's BSNP to receive further inputs for developing DBE1 program on managing school supervision. BSNP recommended that DBE1 focus its efforts on financial aspects of supervision because this is the area of greatest need, especially since the introduction of the BOS program whereby MONE provides substantial sums directly to schools for school operations. DBE1 will continue to consult with MONE officials as the program is finalized in the first quarter of Year 5. We also followed up with the directorate that manages the provincial quality assurance boards, the Lembaga Penjamin Mutu Pendidikan/ Education Quality Assurance Institution (LPMP) to learn more about their role in school supervision.

DBE1 also had several meetings with MONE's BSNP to discuss DBE1 methodology for assisting district governments to calculate operational costs for schools based on MONE standards. Meetings were productive with agreements to continue close coordination and collaboration. In Quarter 4 DBE1 assisted BSNP by organizing data gathering for determining costs for senior technical high schools. This will continue in the first quarter of Year 5.

Meetings with MONE Secretariat for School-Based Management (Sekretariat MBS)

DBE1 placed a full-time staff member in the Secretariat for SBM (MBS) within the Directorate. The appointment was made jointly with the Directorate of Elementary Schooling (*Direktorat Pembinaan* [TK-SD]). This move has strategically increased our ability to coordinate and collaborate with MONE.

Since his placement, DBE1 staff has worked with the national team on a number of relevant programs, described in the section on school and community level programs below. To support the collaboration, DBE1 has held a number of meetings with the Directorate and the Secretariat for SBM.

As a result of this collaboration MONE has decided to adopt DBE1 programs as a sanctioned SBM package that will be valid nation-wide. MONE began to introduce the package to all provinces in the third and fourth quarters. In the first quarter of year 5, we expect to finalize formatting and production of at least 1,500 copies that will be distributed to every province.

Meetings with MONE and West Java Provincial Education Office to Plan and Coordinate Training for Indonesia Education University (UPI) as Service Providers

DBE1 hosted a number of meetings with MONE, West Java Education Office and Universitas Pendidikan Indonesia (UPI) to plan a program whereby DBE1 will provide training for UPI faculty to implement school based management materials, which include DBE1 interventions, and to train selected faculty to gain capacity to act as consultants/service providers to district and provincial government to assist and guide in educational planning, financial analysis and policy development. The meetings were followed up by three rounds of training for 28 UPI faculty during the quarter. The faculty will assist in training about 100 principals from schools where about 800 UPI students will carry out about two months of practical exercises. DBE1 will facilitate monitoring of this program by MONE and West Java provincial government.

Meeting with MONE and the World Bank to Discuss Inputs for the BEC-TF Project

MONE with World Bank funding is implementing the BEC-TF \$50 million project to help about 50 districts improve their management capacity as a precursor to receiving possible block grants to improve basic education once the capacity of districts to manage the grants is improved. DBE1 held numerous meetings with MONE and World Bank consultants during the year. DBE1 provided several inputs including various implementation manuals, many of which the BEC program had adopted or adapted. We continue to have continuous consultation with the project in order to coordinate inputs in districts where both projects will operate.

Meeting with MONE and World Bank on School-Based Management Study

On 2 September, 2009 DBE1 attended a meeting hosted by the World Bank to give input in an Expert Panel Discussion on school-based management. DBE1 gave a presentation on the project's experience in facilitating implementation of school-based management. Other than DBE1, the meeting was attended by representatives of MONE, the World Bank, AusAid's Learning Assistance Program for Islamic Schools (LAPIS), and United Nations Children's Fund (UNICEF)/United Nations Educational, Scientific, and Cultural Organization's (UNESCO's) Creating Learning Communities for Children, along with a team of consultants. DBE1 also presented a policy note on management of school finances to the meeting.

Meetings with Ministry of Home Affairs (MOHA) on Strategic Planning

DBE1 had two meetings with staff from the Directorate General of Regional Development, MOHA. The purpose of the meetings was to describe DBE1 experience

in providing technical assistance to districts in producing district strategic plans (*Renstra*) that are in line with MOHA regulations. MOHA officials were very pleased to review results of *renstra* from several districts as well as the methodology (manuals and software) that DBE1 has developed. They were particularly impressed with the fact that the DBE1 methodology begins with data analysis from a database (SIKKP). MOHA staff requested to visit *renstra* training in order to better understand the methodology. In addition, DBE1 will be invited to act as resource persons for development of new MOHA technical guidelines for strategic planning beginning in Year 5.

Meeting with AusAID BEP on Data and Information Management

In February, representatives of the AusAID BEP team met with DBE1 to understand DBE1 experience with data and information management. AusAID team explained that they were tasked to explore various data and information programs carry out by various donors so that donors do not simply duplicate what others have already done. AusAID representative were duly impressed with the number of DBE1 programs on data and information such as PDMS, District Planning Information Support System (DPISS), and SDS. As a result, they were hoping that in the future they would be able to meet again to discuss the matter in more detail as necessary. In addition, they were provided with SDS user guide and software for their reference.

Meeting with AusAID and World Bank on Aceh Programs

DBE1's task Order was modified in June 2009 to expand its programs in up to an additional 18 districts in Aceh, thereby giving USAID some coverage in all districts in that province. AusAID also has a project to improve management and governance in Aceh and MONE through the World Bank funded SPADA and BEC projects will also carry out similar activities. Beginning in the second quarter DBE1 and USAID began what remains as continuous coordination with AusAID and MONE/World Bank regarding each donor's inputs. The results have been very satisfying, especially with AusAID. Each project has focused its inputs in such a way as to not overlap or conflict but to reinforce each other. For example, it was decided that DBE1 will continue to focus on capacity development at the district level while the AusAID SEDIA project will focus on provincial level capacity development. DBE1 and MONE/World Bank continue to discuss coordination of certain activities relating to district financial analysis. Each project was studying the other's methodology at the end of the year.

National Coordination Meeting of National School and Madrasah Supervisors Consultative Body

DBE1 was invited to give a presentation to the National Coordination Meeting of National School and Madrasah Supervisors Consultative Body (Badan Musyawarah Pengawas Sekolah dan Madrasah or BMPSM) held on 10 – 11 December 2008 in Cirebon.

The presentation covered DBE1 approaches to school-based management: RKS/M, annual work plans/*Rencana Kerja Tahunan* (RKT), and SDS, Strengthening

School/Madrasah Committees, School/Madrasah Leadership, and Introduction to PAKEM.⁹ The meeting was attended by school supervisor (*pengawas*) representatives from all levels of schooling from all provinces in Indonesia-- over 300 participants. The meeting provided an opportunity to introduce DBE1 programs to a wide audience from MORA.

Provincial Meetings in East Java related to Policy Reform

Beginning in the third quarter a number of meetings were held with the East Java provincial planning office (Bappeda), Education Office, Office of Religious Affairs, and others. The provincial government asked for assistance in conducted DBE1 School Operational Cost Analysis (BOSP) in 15 additional districts in order to provide additional data for formulating provincial policies related to school funding. This was carried out in the third quarter with funding provided by provincial and district governments. The provincial government also requested DBE1 assistance in reformulating policies related to illiteracy eradication and support to Islamic religious schools. Initial support was provided in the fourth quarter and will continue in Year 5.

DBE123 Provincial Showcase Workshops

In late July, early August, DBE1 collaborated with DBE2 and DBE3 in each province to carry out a provincial workshop to showcase good practices developed through the project. The aim was to encourage dissemination by partner districts and, in some cases, new districts as well as provincial governments. National stakeholders from MONE and MORA also participated in these workshops.

Meeting with the Central Java Provincial Education Office to Develop Policies related to Free Education

In July, DBE1 invited by the Head of the Central Java Education Office to participate as one of the speakers in a meeting to review the possibility of implementing an affordable or free education policy in Central Java. DBE1 presented data resulting from various education financial analyses that DBE1 has been carrying out in the province which was considered very useful in informing the policy agenda. This activity will be concluded in Year 5 with an expected new policy to be promulgated.

Boyolali Education Office Decree to Support Synchronized School and District level Planning

On July 27, DBE1 assisted the District Education Office of Boyolali to present its new decree to support the synchronized planning of schools and the district to other stakeholders for their input and suggestions. A total of 37 people participated in this event, representing the District Parliament, District Development Planning Board (*Bappeda*), the Education Council, Office of Religious Affairs, Indonesia Teachers Association, Non Governmental Organizations, the Association of School Principals, as well as Technical Implementation Unit and other units/sub-divisions of the Education Office. This decree was the District's first step to synchronize the planning of schools, which is based on Regulation of Minister of National Education 19, 2007,

⁹ Active, creative, joyful, and effective learning/*Pembelajaran Aktif Kreatif Efektif dan Menyenangkan*.

and district level planning, which is based on the Regulation of the Ministry of Home Affairs 59, 2008. Based on the inputs, the decree will be revised and is planned to be implemented during 2010–2011 budget year.

1.2. Monitoring, Evaluation, and Reporting (Task 2 and 3)

DBE1 has gained a great deal of experience and has compiled a great amount of data over the first 4 years of the project. In the remainder of the project while continuing to monitor project implementation, we will also focus on deeper data analysis and carrying out special studies to better assess the impact of DBE1 interventions and disseminate the findings widely. Over the past four years, DBE1 has completed seven routine monitoring reports (Baseline Edition 1 and 2 plus Monitoring Progress Reports 1–5). Monitoring Report # 6 will be submitted by November 2009.

In the third quarter, DBE1 drafted a revised Project Monitoring Plan (PMP), including revision of Project Performance Indicators. The draft revised PMP is based on DBE1's proposed revised Scope of Work and new set of deliverables.¹⁰ The deliverables became official with the signing of the modification by USAID in June 2009. The updated PMP was submitted to USAID in June 2009. Future monitoring reports will be based on the revised indicators in the updated PMP as described above.

DBE1 carried out routine monitoring as well as special monitoring on school reconstruction under the ConocoPhillips public private alliance program and monitoring ICT grants implementation. Monitoring report of ConocoPhillips public-private alliance program was submitted to USAID in January 2009. Monitoring of ICT grants proceeded on schedule. Initial report will be finalized and submitted to USAID by December 2009.

Special Studies Related to Deliverables

During the remainder period of project implementation, in addition to monitoring Project Performance Indicators, DBE1 will carry out a number of special studies to better determine the impact of DBE1 programs. These will include: (i) studies on impact of school level interventions (school development planning [RKS]), school annual planning (RKT) and school annual budgeting/*Rencana Kegiatan dan Anggaran Sekolah* (RKAS), leadership and school committee training); (ii) a study on the extent and quality of dissemination/replication of DBE1 interventions; and (iii) special studies on DBE1 district level planning and financial analyses to provide inputs for education policy at all levels of government.

The study to assess the impact of DBE1 programs at the school and community level began several months ago. After reviewing the initial data, the DBE1 impact assessment team decided that more qualitative data was needed to enrich the study. In Quarter 3 in conjunction with Regional Economic Development Institute (REDI) in Surabaya, eight volunteers were trained to gather qualitative data about school and community activities. Each volunteer then spent about one week each in a village or city in South Sulawesi and East Java. The volunteers recorded all activities that took

¹⁰ USAID notice of change in SOW dated July 9, 2008.

place within or around the school: e.g., visits of parents or school committee members to the school, school meeting in the evening. In Quarter 4, data was analyzed and the drafting of a report was begun. Initial data analysis indicates the impact has been substantial in strengthening management and governance at the school level. The impact report will be completed and published by end of 2009.

An initial study on replication was submitted to USAID in October 2008. This first study aimed to inform DBE1 planning and practice for the remainder of the project implementation period in order to maximize the effort to replicate the school development planning (RPS) program and to enable DBE1 to better advise and guide counterpart governments and non-government institutions on replication. The study was conducted during the period March-May 2008 at program and school levels. A mix of quantitative and qualitative methodologies was employed. A nationwide survey of replication collected data at the program level – including numbers of schools, levels of funding and funding sources. This was followed up with quantitative and qualitative mini case studies conducted in a sample of 92 schools in 17 districts in six provinces.

Among others, the study found that the following factors are associated with success:

- Ensuring that the program is conducted in its entirety.
- Ensuring that community members are involved in the process of developing RPS. The data show that no contributions were forthcoming from the community in contrast to the great community support achieved in the DBE target schools where community were more actively involved.
- Limiting the target number of schools to ensure that the capacity/funds are there for the complete program.
- Studi-banding / school visits are very effective if followed up with training.
- The role of District Coordinator (DC), District Facilitators (DF), the Education Office (Dinas), Subdistrict Office (KCD) and school principals are all important.

Since that study was conducted, it has informed DBE1 practice.

A follow up study commenced in Quarter 4. The second study will focus on the quality of school/community level interventions and assess how the RPS programs have been implemented by schools. A final report will be prepared by January 2010.

Table 1.1. Monitoring, Evaluation and Reporting

Activity	Target Volume	Target Date	Status at End of Year 4 (cumulative)	Achievement this Year	Target next Year
Revise PMP including Performance Indicators & targets in accordance with new Scope of Work (SOW)	1 document	Nov 09	Completed	Completed	Revised if required by USAID
Routine monitoring reports	9 reports	Jan 10	5 reports	1	1
Special study on	1 report	May 09	In process	Commenced	Study

Activity	Target Volume	Target Date	Status at End of Year 4 (cumulative)	Achievement this Year	Target next Year
implementation & impact of DBE1 school development planning					completed
Special study on implementation & quality of dissemination programs	2 reports	Jan 10	1 report completed	Interim report commenced	Interim report
Special study on implementation & impact of district level programs	1 report	May 09	SOW drafted		SOW was submitted for USAID approval during the quarter
Implementation & impact of DBE1 ICT grants program	Annual	Dec 09	Routine	Initial report drafted	Initial report completed

1.3. Project Data Management System (PDMS) (Task 4)

DBE1 is required to develop and management the Project Data Management System (PDMS). PDMS is supposed to contain data for all three DBE components (DBE123). Development of features of the system for organizing and simple analysis of data has been taking place since the beginning of the project. PDMS contains up-to-date information on project beneficiaries as well as special features to facilitate DBE1 project management.

In order to enhance user access to information, data and information was reorganized substantially during the year. Data was routinely uploaded; and data related to dissemination/replication was verified. DBE1 also discussed collection of uploading of dissemination data with DBE2 and 3. In the future PDMS will track separately dissemination data for each component.

DBE1 project management module to track and supervise project implementation by district and province is now well developed. Progress was also made in improving the user interface, layout and structure of correlations and queries modules. Refinements were made in collecting dissemination data; and a new menu for selected DBE project implementation data (Cluster Resource Centers, teachers trained, etc.) was developed. A final draft of an easy to use users guide was nearly completed. It will be finalized, printed and distributed to stakeholders next year.

Members of DBE1 Jakarta and provincial ICT team routinely checked PDMS data to ensure participants of DBE1 training activities were counted accurately. On the 28th of every month, DBE1 Jakarta sends training participants records to each province. This data is then cleaned by DBE1 provincial team and sent back to the national office within a week or two. This is conducted because participants often record their name in many ways. For example, the name of Tita Meuthia Rachmaniah could be recorded in different ways, such as Tita, T. M. Rachmaniah, or Tita M. Rachmaniah, resulting in three different records for the same person. This activity is done also to assure that

each individual trainee, even if he/she is trained in more than one area or topic of training, will be counted only once. The difference will be in the depth of training.

Table 1.2. Progress in Managing PDMS

Activity	Target Volume	Target Date	Status at End of Year 4 (cumulative)	Achievement this Year	Target next Year
Improve PDMS queries and correlations features	-	Sept 09	In process	In process	Finalize queries & correlations features
Finalize and distribute PDMS User Guide	-	Sept 09	In process	In process	Guide finalized
Data input, update, and cleaning	Monthly	Sept 09	Routine	Routine	Routine
Finalize & distribute PDMS User Guide	Annually	Sept 09	Routine	Routine	Routine
Update replication data	Quarterly	Sept 09	Routine	Routine	Routine
Update selected project implementation data	Quarterly	Sept 09	Routine	Routine	Routine

Geographic Information System (GIS)

PDMS development activity in Year 4 focused on GIS module enhancement by adding the location of junior secondary schools (**Figure 1.1**) and replication schools (**Figure 1.2**) on the maps. The GIS also provides basic data for each junior secondary school (**Figure 1.3**) and the address of the school, as well as type of programs being replicated (**Figure 1.4**).

Figure 1.1. Junior Secondary Schools Located on Village Map

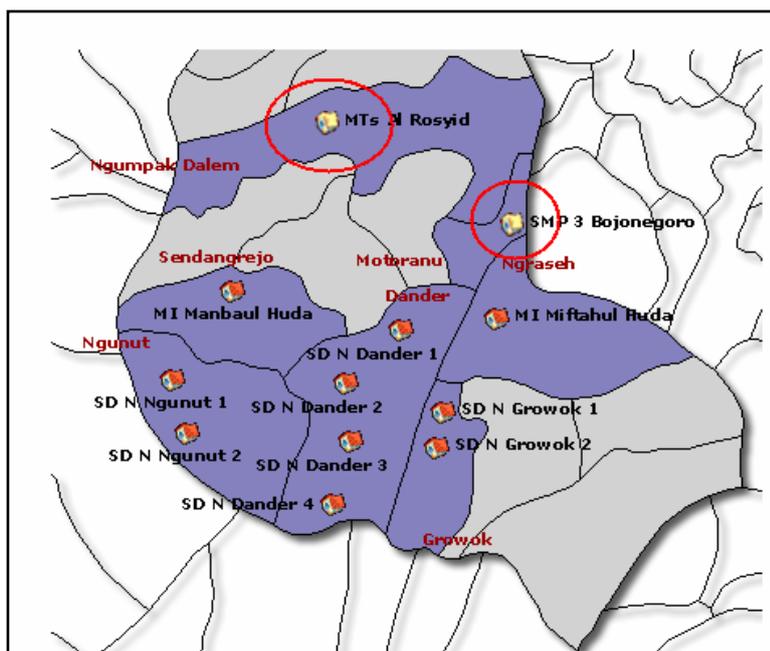


Figure 1.2. Location of Replication Schools

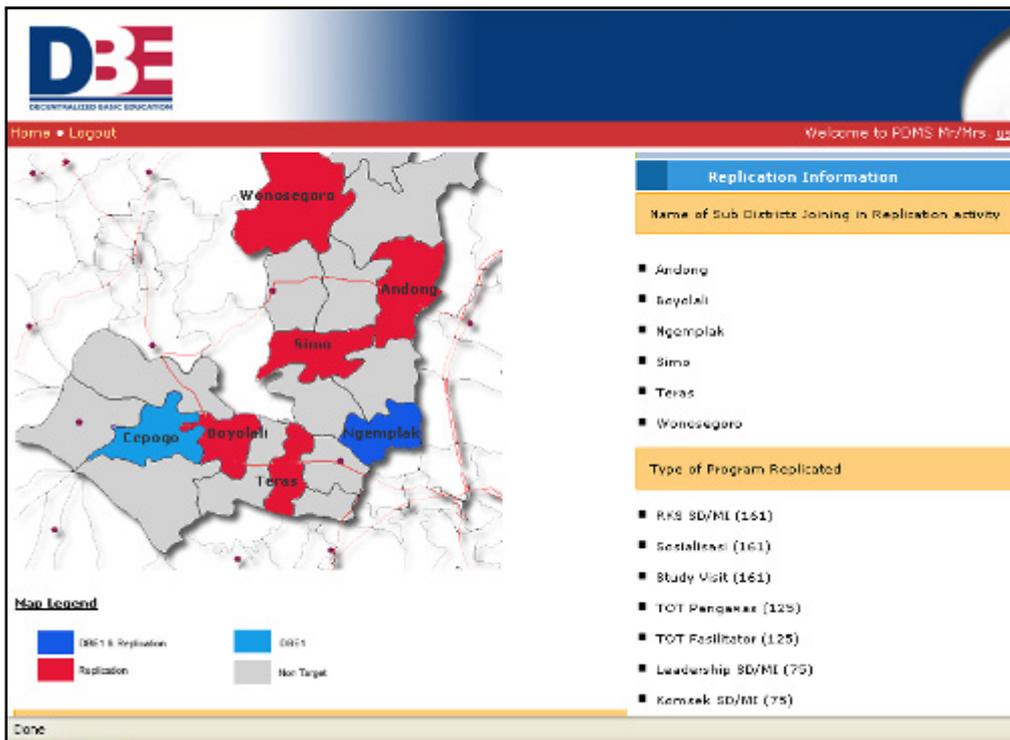


Figure 1.3. Junior Secondary School Short Description Window

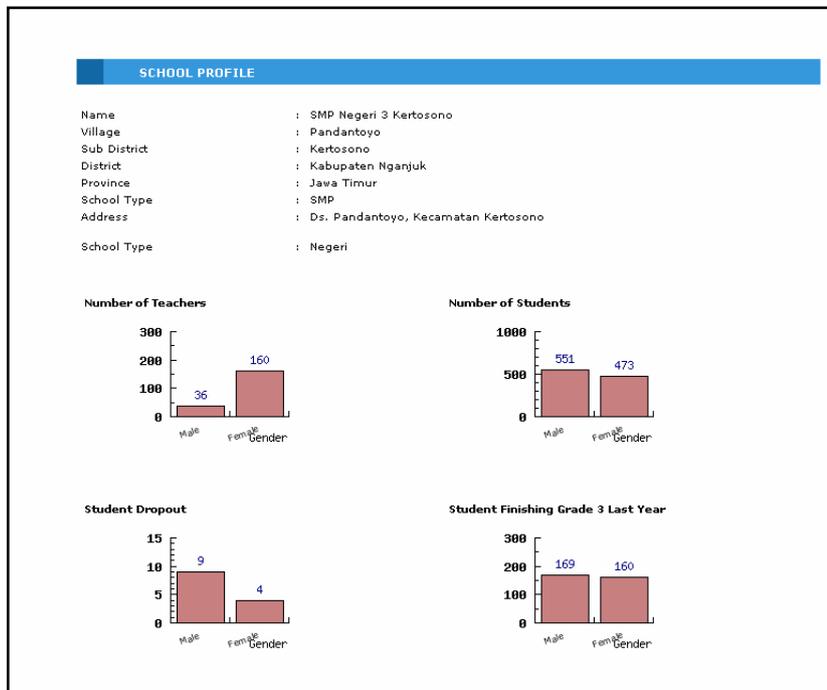


Figure 1.4. Replication Schools Information

List of Schools Replicated DBE Programs
Total Number of Schools : 23

No	School Name	Address	Program Replicated
1	MI Jambayan	Suruhari, Karangasem, Wonoregore	RKS SD/MI, Sosialisasi, Study Visit, TOT Pengawas, TOT Fasilitator
2	MI Karangasem	Karangasem, Kabupaten, Wonoregore	RKS SD/MI, Sosialisasi, Study Visit, TOT Pengawas, TOT Fasilitator, Leadership SD/MI, Komsek SD/MI, RKT, MBS
3	MI Karangploso	Karangploso, Kabupaten, Wonoregore	RKS SD/MI, Sosialisasi, Study Visit, TOT Pengawas, TOT Fasilitator, Leadership SD/MI, Komsek SD/MI, RKT, MBS
4	MI Ngasinan	Ngasinan, Kabupaten, Wonoregore	RKS SD/MI, Sosialisasi, Study Visit, TOT Pengawas, TOT Fasilitator, Leadership SD/MI, Komsek SD/MI, RKT, MBS
5	MI Repaking	Repaking, Kabupaten, Wonoregore	RKS SD/MI, Sosialisasi, Study Visit, TOT Pengawas, TOT Fasilitator, Leadership SD/MI, Komsek SD/MI, RKT, MBS

Main Legend

- Blue: RKT & Replication
- Red: Replication
- Light Blue: DBE1
- Grey: Non Target

Replication Information

- Number of Sub Districts Joining in Replication activity
- Number of Program Replicated
- SD/MI (161)
- Leadership (161)
- Study Visit (161)
- TOT Pengawas (125)
- TOT Fasilitator (125)
- Leadership SD/MI (75)
- Komsek SD/MI (75)

RKS, RKT, and SDS Document Manager

DBE1 has been assisting schools to develop many important documents such as RKS and RKT, as well as SDS. These documents are valuable for research purposes. In order to preserve these documents, we finalized the document manager module. DBE1 provincial teams began to upload all these school documents to PDMS (Figure 1.5).

Figure 1.5. SDS Document Manager

Lokasi Kegiatan

Nama Propinsi: Sumatera Utara

Nama Kabupaten: Daiiri

Nama Kecamatan: Sidikalang

Submit

Daftar Data dan File yang Telah Tersimpan dalam Sistem PDMS

Nama Sekolah	Data Tahun Ajaran yang Telah di Import	Nama File	Tanggal Upload
MIN Sidikalang	1. 2006/2007	2377_2006_2007_2008_2009.zip	2008-10-09
	2. 2007/2008		
	3. 2008/2009		
MIS Pesantren	1. 2006/2007	2378_2006_2007_2008_2009.zip	2008-10-09
	2. 2007/2008		

Dissemination/Replication Data Collection

Refinements were made on the method for recording data on school and district level dissemination activities. This included development of new data collection instruments to collect data at the district. The data relates to planned replication programs, number of schools and district budgets to support replication. A new simplified layout of data representation on replication activities also implemented (Figure 1.6).

Figure 1.6. New Layout of Replication Data

Province	District Number	FY 06			FY 07			FY 08			FY 09			
		District Budget (APBD)	Other Funding*	Number of Schools/Headraah	District Number	District Budget (APBD)	Other Funding*	Number of Schools/Headraah	District Number	District Budget (APBD)	Other Funding*	Number of Schools/Headraah	District Number	District Budget (APBD)
Banggore Aceh	0	0	0	0	0	0	0	0	1	5,700,000	0	19	0	0
Darulaklam	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kemaklana Utara	0	0	0	0	4	487,000,000	3,000,000	90	4	318,706,000	0,200,000	52	1	0
Banten	0	0	0	0	3	0	17,500,000	45	2	188,000,000	0	0	0	0
Java Barat	0	0	0	0	2	100,000,000	22,500,000	154	4	485,470,000	0	0	0	0
Java Tengah	0	0	0	0	6	0	0	1,141	6	1,713,000,000	0	369	4	80,000,000
Java Timur	0	0	0	59	4	436,000,000	24,000,000	77	6	633,000,000	105,000,000	193	2	75,000,000
Sulawesi Selatan	1	129,000,000	0	12	2	164,000,000	0	56	9	815,000,000	75,650,000	200	0	0

Selected DBE Project Implementation Data Menu

To expand the scope of the information recorded in the PDMS, a new menu called Selected DBE Project Implementation Data was added to PDMS. It contains important project implementation data such as number of teachers trained, PPA activities, grants awarded, number of Cluster Resources Centers established, scholarships (Figure 1.7).

Figure 1.7. New Selected DBE Project Implementation Data

- Number of teacher trained
- Number of PPA activities
- Grants awarded
- Number of Cluster resource center
- Number of Schools & Learning Center, Eascantradisi/Rehabilitation
- Number of Scholarships Awarded

Figure 1.8. Example of New Selected Project Implementation Data: Number of Teachers Trained Data

Number of teacher trained

Number of teachers/educators trained (disaggregate by male/female/total) with USG support

DBE1				
No	Province	Gender		
		Male	Female	Total
1	Nanggroe Aceh Darussalam	169	337	506
2	Sumatera Utara	267	463	730
3	Banten	119	101	220
4	Java Barat	356	264	620
5	Java Tengah	575	608	1.183
6	DI Yogyakarta	138	164	302
7	Java Timur	1.015	1.324	2.339
8	Sulawesi Selatan	379	604	983
Grand Total		3.018	3.865	6.883

DBE2				
No	Province	Gender		
		Male	Female	Total
1	Banten	2,474	594	3,068
2	Java Barat	10,267	4,288	14,555
3	Sulawesi Selatan	3,390	4,252	7,642
Grand Total		16.131	9.134	25.265

2. School and Community Programs

DBE1 works at both school / community and at district levels to improve the management and governance of basic education. At the school and community level the program includes school development planning (*Rencana Kerja Sekolah or RKS*) supported by a computer-based school data-base (SDS), and strengthening of the role of school committees and principals as school leaders.

School and Community Program Goals

- Complete implementation of school-based management programs in 1,272 DBE elementary and junior secondary schools
- Strengthen 1,000+ *pengawas* to implement DBE1 school programs
- Finalize and sanction school-level implementation manuals and training materials

During this year, the core activity at school and community level was completed.

2.1. Elementary School Level (Task 5)

Table 2.1. Progress in School and Community Program – Elementary Level (SD/MI)¹¹

Activity	Target Volume	Target Date	Status
Facilitate Implementation and Updating RKS	1,076	Dec 09	Ongoing
Complete second round of Annual Plans and Budgets (RKT/RKAS)	1,076	July 09	Completed
Complete four rounds school committee training	1,076	Dec 08	Completed
Implement training for new module village development funds/ <i>Alokasi Dana Desa</i> (ADD) (Musrenbangdes/kel)	1,076	Jan 09	Completed
Train and install School Database System (SDS)	1,076	July 09	694 completed
Support <i>Pengawas</i> /DF Forums	20 x 50 districts	Dec 09	Ongoing

¹¹ SD =primary school/*sekolah dasar*; MI = Islamic primary school/*madrasah ibtidaiyah*.

School Development Planning



Participants learn to transfer information from RPS to RKS in Tapanuli Selatan, North Sumatra

All target schools and madrasah have now completed their plans. By March 2009, all target schools and madrasah at both elementary and junior-secondary level had completed development of plans—with the exception of those in Aceh, which started somewhat later than the others. The plans were completed in Aceh in the following quarter. During this year, the focus for support shifted from RKS preparation to implementation. The main strategy was to assist schools to prepare annual work plans (RKT) and budgets which translate the

priorities identified in school development plans into operational annual plans. RPS/RKS are four-year school development plans, while RKT are annual work-plans which align to the school year (July–June) rather than the GOI financial year (January–December). During this year, all elementary schools and madrasah in all target districts (Cohort 1 and 2) were given assistance to prepare annual work plans. This assistance was provided on-site primarily by local government school supervisors (*pengawas*) trained by the project as District Facilitators.

As this is the first time that schools have adopted these strategic planning principles it is important to provide ongoing mentoring and assistance to ensure that the development plans actually guide programs and make a difference to quality rather than just gather dust sitting on a shelf. The aim is ultimately to institutionalize a culture of continuous improvement in schools and districts. In order to support this approach we have continued throughout this year to train DFs, who are primarily school supervisors, employed by the local education office. In each district, five or six DFs who have been with the project since the beginning are now joined by ten or more additional facilitators and receive ongoing training through monthly forums. This group of individuals provides ongoing mentoring to schools and madrasah to support the implementation of plans and other aspects of school-based management. A total of 527 district facilitators have now been trained, including “dissemination DF.” These facilitators will be jointly assessed and accredited by MONE to provide the basis of a team for disseminating school-based management training to new provinces, schools and districts in the future.



RKT development process in Aceh Besar, Aceh.

Because the RPS/RKS are four-year school development plans, schools and madrasah in Cohort 1 should complete implementation of their plans early next year and should be preparing new plans for the start of the new school year, mid-2010. To facilitate this process, we plan to assist all Cohort 1 elementary schools and madrasah to prepare a school database (SDS) early in the next year.¹² This will then provide the school profile required to prepare a new school development plan. Although initially these schools produced RPS that are in line with the current regulations at the time, they will now be able to prepare RKS in line with the latest manual and newer regulations. While in 2005–2006 DBE1 specialists and district coordinators provided the training, now DFs, most of whom are school supervisors under the local education office, will provide the training.

To determine the impact of the school plans, along with other interventions at school level, a major impact study was conducted this year. The study employed a mix of qualitative and quantitative methodologies, including (1) a case study in eight school clusters located in East Java and South Sulawesi, (2) a survey of principals in all schools, (3) analysis of existing project data, and (4) a number of small studies.



Parents read RKM of MIN 4 in Tanjungbalai, North Sumatra.

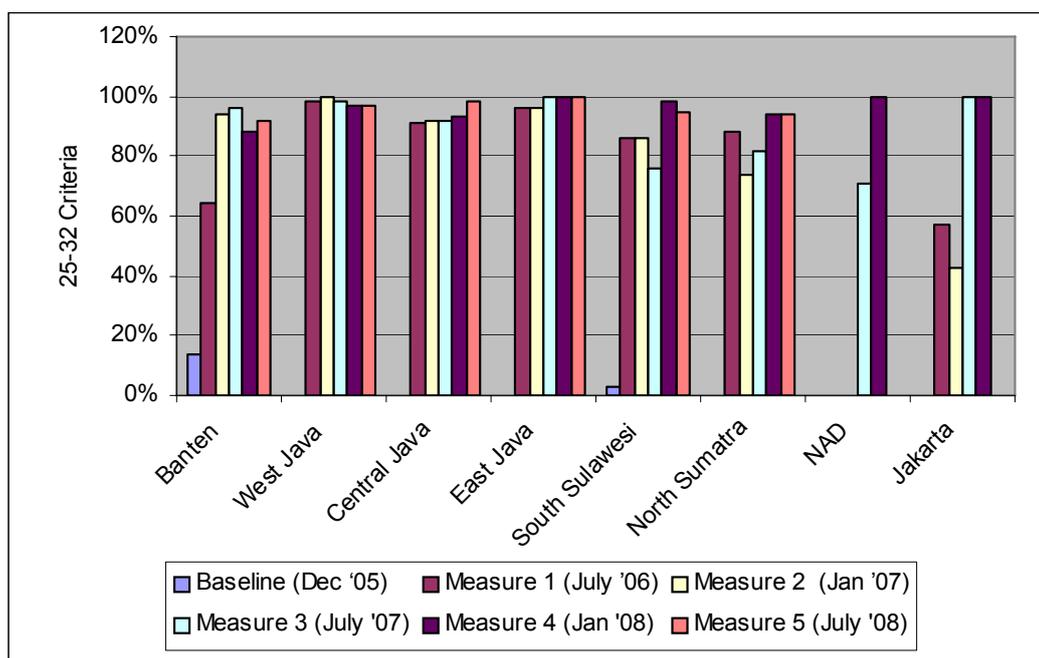
To increase objectivity, eight independent research assistants were engaged to conduct the case studies and a local NGO, the Regional Economic Development Institute (REDI) worked in partnership to design and conduct the study. An independent international consultant was also hired to assist with the research and analysis. The study involved an intensive two-week participant observation that focused especially on one school in each cluster. Results of these studies, which were very encouraging, have been analyzed and

compiled in a report that will be released early in the next year.

The key question is whether the plans are being implemented, and if so, are they making a difference? Baseline data collected prior to DBE1 interventions in 2005 showed that, while many schools and madrasah had prepared school development plans and budgets, in a majority of cases, these plans were not well implemented. Most schools either had no plans, or they had documents that were prepared without stakeholder participation to satisfy the requirements of the education office and did not reflect the realities or aspirations of the school. Our requirement that schools prepare plans that meet a minimum of 25 quality criteria is a way of measuring real impact rather than just a formalistic exercise.

¹² With the exception of schools and madrasah in East Java and South Sulawesi, which have already prepared the SDS.

Figure 2.2. Percentage of Schools with School Development Plans (RPS/RKS) that Meet Threshold Criteria



The baseline data, shown in blue above, demonstrates that prior to DBE1 assistance, only 2% of schools or madrasah in Cohort 1 possessed school development plans or school revenue and expenditure plans/*Rencana Anggaran Pendapatan dan Belanja* (RPS or RAPBS) that met more than 25 criteria. The results illustrated above show that 96% target schools have now prepared good quality RPS. This data confirms the impact of DBE1 on school development planning. Analysis of these results and possible reasons for the variation between provinces and districts are discussed in the soon to be released Impact Study report.

Additional surveys and monitoring were conducted this year to assess the quality and effectiveness of RPS and RKS documents in the field. We found that the plans prepared with DBE1 support are not just documents, but represent a set of programs which are being implemented to improve the quality of schools and madrasah. Based on the RPS document review, in the 2006/2007 year a total of 7,603 programs are listed in the school development plans and 74% of these have been implemented. In the year 2007/2008, 79% of the planned programs were implemented. These numbers confirm that the majority of programs planned in the RPS have actually been implemented by the schools.

Lack of funds is cited as the most common reason for schools not implementing the planned programs. Most schools now rely heavily on BOS to finance the school programs. Consequently, some programs have been delayed, cancelled or even dropped. Other reasons cited were lack of expertise, lack of community support, and changing priorities meaning that planned programs are deemed less important than new priorities. As a result, we conducted a small follow-up study into the district planning process and the links between planning from school principals to subdistrict office (head of subdistrict education office/*Kepala Cabang Dinas* [KCD] or regional

technical implementation unit/*Unit Pelaksana Teknis Daerah* [UPTD]), and the district education office (*Dinas*).

This study, conducted in January in Boyolali District, Central Java, found no evidence of any structure or system for schools to obtain financial support from the district for the implementation of school development plans or work-plans. At that time there appeared to be no system to enable schools to bring their needs analysis and plans to the attention of decision-makers in the district level. It was also found that the allocation from district budget (APBD) to school development is very small, once funding for teacher salaries and other areas is deducted from the overall district allocation to education. The total allocation to support school operations in Boyolali District was reportedly Rp 1.2 billion. Further, it was found that allocations from APBD to school development were determined by the district and are not based on school needs as identified by the school development planning process.

As a result of this study, and in response to a request from local government in Boyolali, DBE1 provided follow-up assistance to the Planning Division (*Bidang Perencanaan*) to help create a new, more responsive mechanism for district education planning. The new approach will allow schools to voice their needs, based on school development plans (RKS and RKT). In this context, the Head of the Education Office in this district has issued a statement of technical direction (*Petunjuk Teknis Perencanaan Pembangunan Bidang Pendidikan, Kabupaten Boyolali, May 2009*). The new policy was officially launched in July at a meeting attended by the Bupati and senior government personnel along with a wide range of stakeholders. This is an excellent example of DBE1 materials and good practice becoming institutionalized in government policy and practice. (See also Section 3.1.)

At the same time, Boyolali District is one of a number of districts which have used the results of the school unit-cost analysis (BOSP) to help calculate the need for district funds (APBD) to be used to top-up national per-capita BOS grants to school and to enable the district to provide ‘free education’ and at the same time meet national education standards.

These developments have been closely monitored so that lessons learned can be conveyed to higher levels of government as well as other districts where they may inform policy.

School Committee Strengthening



*Committee training in Pinrang,
South Sulawesi.*

The training of school committees in target schools and madrasah using the module framework developed by DBE1 was completed this year. A total of 14 modules have now been prepared and published. After completing the basic introductory training modules, schools select from a menu to complete training on topics that align to their specific needs. Most training modules can be delivered in a half-day enabling

schools and communities to cover a range of topics. The fourth module has now been delivered in all districts and clusters. The main purpose of the training is to strengthen the role of school committees and improve relationships between the school and its local community.

Also, in the early part of this year, special training was provided to school committees and village officials to enable them to lobby for funding from village budgets for school development programs identified in RPS/RKS. The consultative process, called *musrenbangdes/kel*, is part of the broad bottom-up consultative planning process conducted annually in all districts throughout the country. The development planning process is managed by MOHA, based on Law No. 25/2004 for the National Development Planning System.¹³ Development funds are allocated to villages and districts as part of the development planning program.



Training of School Committee members on Musrenbangdes in Sampang, East Java.

This program provides an excellent opportunity for schools to lobby for village development funds (*Anggaran Alokasi Desa/Kelurahan* or *ADD*) to finance their school development plans. DBE1-trained District Facilitators conducted the training in December 2008–January 2009 and followed up with mentoring visits (*pendampingan*) to support village advocacy—in most cases the head of the school committee represented the school at the *musrenbangdes/kel* meetings.



Discussion of school committee members during training on musrenbangdes in Sibolga, North Sumatra.

This is the first instance of a basic education project making the link and supporting school committees to lobby for funds under the national village development program for school improvement. As such it is a very significant activity. Given the negative impact of many new district policies of free schooling, which have resulted in a drying up of community financial support for schools, it was felt that this advocacy approach could be very significant.

¹³ Undang Undang No. 25/2004 tentang Sistem Perencanaan Pembangunan Nasional.

A follow-up study was conducted subsequent to the *musrenbangdes* process to determine the effectiveness of training. A report on this study will be included in the major report on impact of DBE1 programs, due to be submitted early in the coming year. Key findings are as follows:

- The program designed to train school committee on *musrenbang* has increased awareness among school committees and village officials of the need to conduct *musrenbang*. Of the 399 villages that were trained on *musrenbang*, 288 or 72% of them conducted *musrenbang*.
- Before DBE1 introduced training on *musrenbang*, a majority of the villages had never invited school committee to attend the *musrenbang* in this capacity. After the training, of the 106 schools that took part in the *musrenbang*, 73% of them were invited to attend on behalf of school committee.
- A number of reasons were identified as to why some 27% of the targeted villages chose not to invite the school committee to participate in *musrenbang*: (1) there was no formal advice (*juklak* or *juknis*) available on *musrenbang*; (2) the school committee leader/s are regarded as community leaders and are already invited in this capacity; (3) the villages did not know that they should invite the school committee; (4) the school committee is under District Office of Education jurisdiction; and (5) the school committee was regarded as knowing little about education problems.
- From the total 368 school development programs proposed in *musrenbang*, 82% may be categorized as infrastructure programs, and of these programs, 65% are derived from the RPS or RKS. This corresponds with the DBE1 objective that after the training the schools should seek resources from a range or sources. It also nicely supplements the BOS programs that cannot be used to fund infrastructure.
- In a sample of 106 villages, a total of Rp.1,143,200,000 (US\$120,000) was leveraged from ADD to support school development programs in these villages. Of this, 92% was allocated to infrastructure programs, including improving access. The balance was allocated to scholarships, teachers' fees, early childhood education, and others.

Follow-up workshops for *musrenbang* will be provided early in the next year, taking account of lessons learned in the first round, to prepare school committees to participate in the *musrenbang* process at village level. In this context, school committee treasurers (PJOK) will be given assistance to ensure that funds provided for school development programs from village budgets are well managed.

Leadership Training

Delivery of two one-day training sessions designed to strengthen the leadership capacity of school principals was completed in all districts early this year. The focus was on developing understandings and skills for participative management to support the involvement of community, school committees, and teachers in the preparation and implementation of school development plans, work plans, and budgets.

The role of school leadership in determining the quality of education delivered is significant. We know that school principals can either champion or block change, including the development of more open, accountable, and quality-improvement oriented systems of school-based management. The training aimed to support the implementation of school-based management in this context.

The training impact was assessed in a special small study conducted in one district, Karanganyar, this year. A study report will form a part of the report on the large impact study currently being finalized. The study found that the program provided school principals with new insights on leadership. A range of responses were received about the impact of the leadership training, including increased understandings, changes in management practice, changes in the type of leadership, and others.



Principals of SD/MI taking part in Leadership Training in Karanganyar, West Java.

Comments from school principals about the training were very positive. On the whole, they said that the training was interesting and helpful. The main suggestion was that training should include teachers and school committee members. Including the school supervisors in the training was appreciated. The result of interviewing school supervisors (*pengawas*), teachers, and school committee members was that they generally strongly supported the provision of this training. The *pengawas* were very positive about the impact, while teachers and school committee members were unable to comment with any certainty. This is understandable as the *pengawas* participated in the training, and teachers and school committee members did not.

School Database System (SDS)

This year saw a major focus on SDS. DBE's school database system (SDS) was implemented in all Cohort 2 elementary schools and madrasah during the first part of the year. A number of Cohort 1 districts also expressed great interest in the program. In response, the program was implemented in Cohort 1 districts in East Java and South Sulawesi provinces. Following a review and update of the software, DBE1 will support implementation of SDS in remaining schools early next year to assist with updating school profiles for new RKS to be prepared in 2010.

The SDS is a unique initiative of DBE1 designed to enable schools to enter basic data into a user-friendly, Microsoft Excel-based platform and produce reports in formats previously designed to meet a variety of MONE requirements including:

- a school profile for school development plan (RPS or RKS),
- School Operation Funds (BOS) reports,
- school accreditation applications, and

- reports for community members and parents on annual school performance (School Report Card).

SDS is intended to improve the implementation of school based management, increase transparency and accountability and provide the school and community with data to enable them to voice concerns, needs and aspirations to both the school and to district level decision makers (better governance).

The program is implemented in a series of workshops that train trainers and schools to process data and produce reports. Two persons from each district were identified as trainers for the schools and trained in Training-of-Trainers courses (TOT). These trainers are typically district education supervisors, district education office staff, and teachers who are computer literate.



SDS training in Purworejo, Central Java.

Following the initial round of implementation, DBE1 team members and SDS facilitators met together with MONE representatives to jointly evaluate the quality and completeness of SDS data and the SDS instrument. The aim of the meeting was to obtain information from the provinces on experiences and lessons learned. In this meeting we also discussed the differences between BOS 2007 and 2008 with the MONE team.

Based on this consultation and the response of districts and others, there is strong demand and support for SDS and other DBE1 school-based management methodologies. Participants in the MONE KTSP regional workshops described below (in Section 2.3), for example, appeared to appreciate the need for better data-based planning and were very enthusiastic about follow-up for the DBE1 program, especially RKS and SDS.

A number of participants at the North Sumatra workshop immediately tried to apply SDS on their laptops, some even meeting with a DBE1 representative following the workshop to seek advice to enable them to immediately apply the program.

2.2. Junior Secondary School Level (Task 5)

School Development Planning

All schools and madrasah completed their plans this year with the exception of two schools (one in Mojokerto, East Java, and one in Tapanuli Utara in North Sumatra), which will not complete the plans as they are designated by the government as “national standard schools” (SSN) and are reportedly required to prepare school plans using a different format determined by MONE.



Plan development process for SMP/MTs in Tapanuli Selatan, North Sumatra.

Consultations were held with MONE, Directorate for Junior-Secondary Schooling, to clarify this issue in the broader context. Some confusion arose in the field as the Directorate has issued a directive requiring certain categories of schools to prepare plans following a format that differs from the DBE1 model. This includes schools designated as “international standard” (SSI), “national standard” (SSN) and those applying for status as national standard (*calon SSN*).

The Directorate’s model for school development planning, set out in a document titled *Panduan Penyusunan RPS untuk Sekolah Calon SSN atau Potensial Tahun 2008*, differs from the DBE1 model in significant ways. While the DBE1 model follows the categories for school profiles set out in MONE regulation *Permendiknas No.19 Tahun 2007*, the Directorate’s model uses a different set of categories.

DBE1 was previously advised by the then-Director that the DBE1 model provides a legitimate alternative for all schools. However, our experience has been that schools which fall into the above categories usually prefer to use the Directorate’s version in order to be sure of meeting requirements for accreditation. This is an ongoing issue for the project.

On the basis of feedback from schools and district facilitators, we have made some adjustments to the RKS manual for junior-secondary schools. Most changes relate to technical terms, which are sometimes slightly different for junior-secondary than elementary schools.

Meanwhile, efforts to increase coordination between DBE1 and DBE3 in the context of school development planning led to a joint planning workshop with Provincial Coordinators in September. It was agreed that school improvement activities have proved to be most effective when conducted in an integrated manner, meaning that activities to improve school management and governance should be linked to activities to improve the quality of teaching and learning in the classroom.

While DBE1 is responsible for improving the quality of management and governance and works with the staff of schools and their committees to develop school work plans and budgets and to train school committees, DBE3 is focusing on improving the quality of teaching and learning across all the main subjects by training teachers, school principals and supervisors. DBE3 is also training school principals and supervisors in instructional leadership. A number of strategies were agreed in order to ensure that dissemination efforts are well coordinated, mutually supporting and have the greatest impact.

School Database System (SDS)

Following the success of the SDS program in elementary schools and madrasah, early this year we developed a package for junior-secondary level. It was intended to pilot the program in target junior-secondary schools in East Java and South Sulawesi. However, despite initial enthusiasm, it emerged the MONE Directorate for Junior Secondary Schooling decided to develop its own system so the pilot was cancelled.

Late in the year, a meeting was held with the MONE Directorate for Junior Secondary schooling to clarify the issue. The Directorate has developed its own school data management application package, known as *Paket Aplikasi Sekolah (PAS)*.

Although some madrasah tsanawiyah (junior-secondary Islamic schools) in East Java have already implemented the DBE1 SDS and demand is reasonably strong for dissemination, it was decided not to proceed with implementing SDS in core DBE1 schools due to limited project resources and the fact that the Directorate has already developed and is implementing PAS.

School Committee Strengthening

During this year all school committees in target junior secondary schools and madrasah were provided with basic training. This consisted of a one-off introductory training event to clarify the role and function of school committees.

During this year all school committees in target junior secondary schools and madrasah were provided with basic training. This consisted of a one-off introductory training event to clarify the role and function of school committees. In general the response of participants was very positive. As an outcome of this activity, they now have a shared understanding of the regulations on school governance, the need for participation of the school committee in school planning and governance, and their rights and responsibilities in this context.

Leadership Training

Leadership training has now been completed in all target junior secondary schools and madrasah. This consisted of two leadership training events, delivered to groups of school heads and supervisors (*pengawas*). In some districts, principals from junior-secondary schools and madrasah joined their colleagues from the elementary schools and madrasah for this training. In others the training was provided separately.

Leadership training has now been completed in all target junior secondary schools and madrasah. This consisted of two leadership training events, delivered to groups of school heads and supervisors (*pengawas*).

In some districts, principals from junior-secondary schools and madrasah joined their colleagues from the elementary schools and madrasah for this training. In others the training was provided separately.

Generally the response was very positive. Participants appreciated the use of adult learning approaches. As a result of the training, it is reported that the principals have begun to use a leadership approach that is more open, responsive and interactive, both within their schools and with other school heads.



An SMP principal writing down advantages of implementing transparency in schools' daily activities.

2.3. School-Based Management Secretariat (MONE) (Task 5)

DBE1's school level program began with assisting schools in school development planning. This intervention was chosen first because we anticipated that school plans could inform district-level development planning as part of a bottom up planning process. We soon found that a number of other interventions were necessary to support development planning, including training school committees and leadership training for principals. We also determined that schools need assistance in translating long term development plans into annual plans and budgets; training materials and manuals for this intervention have also been developed and implemented in DBE target schools. Ongoing consultations with MONE resulted in putting these DBE1 interventions into a comprehensive integrated SBM program. During this year, DBE1 intensified its collaboration with the SBM Secretariat within MONE's Directorate for Kindergarten and Elementary Schooling and will maintain this relationship through the end of the project.

Early in the year, we recruited a new staff member in conjunction with the Directorate and placed the consultant in the Secretariat. This proved to be a very strategic move, resulting in greatly improved working relationships with MONE, particularly the Directorate for Kindergarten and Elementary Schooling, and a smooth alignment of plans and approaches that have significantly increased the impact of DBE1 through dissemination and, potentially, policy formation at the national level.

In this context, DBE1 adapted MONE's own PAKEM (active learning) training modules, developed in collaboration with the UNICEF-funded CLCC and USAID-funded Managing Basic Education (MBE) projects. The PAKEM materials are now incorporated into the manual and are recommended as an alternative for districts wishing to disseminate a comprehensive and integrated school-based management program. DBE1 consulted with DBE2 and DBE3 in the development of this approach.

A series of seven workshops was held over the year between DBE1 and the SBM Secretariat to align programs and strategic approaches between DBE1 and the Ministry, and especially to finalize drafts of the school-based management materials produced by DBE1. A number of these meetings were attended by representatives of MORA. This lengthy consultative process ensures that DBE1 manuals align with GOI policy (laws and regulations) and that the format meets GOI standards. The materials will now be published in final form with introductory statements by the Directors from both the MONE Directorate and MORA. This is a very important means of supporting both sustainability and dissemination.

As an outcome of the ongoing consultations between DBE1 and MONE, particularly the SBM Secretariat, DBE1 was asked to provide presentations on school-based management in a series of regional workshops being run by the Directorate. The KTSP¹⁴ workshops provided a forum for DBE1 to introduce the program elements for school-based management to personnel drawn from 19 provinces, including around 200 districts in the country. Details of sessions are shown in **Table 2.2**, below.

¹⁴ KTSP stands for *Kurikulum Tingkat Satuan Pendidikan*, which means School-Based Curriculum, but has come to signify a broad reform of schools and classrooms mandated under current national policy.

Table 2.2. MONE Regional KTSP Workshops

Date	Participating Districts	Number of Participants (Principal, teacher, and Education Office Representatives.)
July 10–14	Provinsi Riau, Kepulauan Rian, Sumatera Barat, Jambi	105
July 13–17	Provinsi Sulawesi Selatan, Papua Barat, Maluku Utara, Maluku.	115
July 21–25	Jawa Timur, Gorontalo, Sulawesi Utara.	115
September 29–30	Aceh, Sumatera Utara, Sumatera Selatan	140
September 29–30	Sulawesi Selatan, Papua Barat, Maluku Utara, Maluku.	105

Similar regional workshops are planned for the remaining districts in the near future. DBE1 was allocated three hours in these workshops to provide a brief introduction to the approach to introduce school-based management to elementary schools and madrasah developed in consultation with MONE and MORA. While the organizers from MONE hoped that in this context, participants would receive basic training in school-based management and how to prepare RKS/RKAS it was only possible in three hours to provide a brief introduction.

The response of participants was very positive. In particular a strong demand exists among school principals and *pengawas* to receive the DBE1 training package for school-based management.

In every region, many participants (school principals and teachers) commented that they would very much like to receive support from DBE1 and asked why their province, district, school was not included in the program. Evaluation of the workshops found that RKS and SDS were among the materials most appreciated by the participants, although they recognize that they would require further support for implementation and to prepare a school development plan in their own schools. Many expressed the wish that they could indeed receive follow up training to enable them to implement the program.

A final workshop with the SBM Secretariat within MONE's Directorate for Kindergarten and Elementary Schooling is planned for early in the coming quarter. The workshop will aim to complete finalization of all manuals and to ensure that all of the relevant manuals will align with standards and format for the Directorate. Introductory statements (*kata pengantar*) for each manual will be signed by the Director for each manual. It has been agreed that all DBE1 school-based management materials can be used as training materials by the Directorate.

3. District Level Management and Governance/ Advocacy

This program component intends to improve the capacity of district governments and other stakeholders in planning and financing education development, and increasing accountability and transparency by facilitating opportunities for parents, community members and other stakeholders to voice their concerns and aspiration for better quality education in the district. The major activities implemented throughout the year were primarily in the areas of governance, education finance and education development planning. These activities are described next. Also during July to September quarter, DBE1's contract was modified to extend assistance in education management and governance to an additional 18 districts in Aceh; this is reported in Section 4.

District Level Program Goals

- Assist 35 districts to produce five-year strategic education development plans and financial analyses
- Assist 35 districts to make annual plans and budgets in line with strategic plan
- Assist up to 10 districts to produce education policies
- Assist 5 districts to implement computer-based personnel, supervision, and assets management systems
- Finalize and sanction manuals and training materials for the above

3.1. Education Governance (Task 6)

Education Sector Good Governance and Stakeholder Forums

The governance program underwent further improvement during the year as we gained experience in implementing various programs at the district and provincial levels. Continuing from Year 3, we began Year 4 with conducting multi-stakeholder forums where we brought together representatives from district governance related institutions (district legislature (DPRD), district education council (Dewan Pendidikan), media and press) often with attendance by the district executive, especially district education office. Topics related to education policy were discussed in these forums. In most cases, this was the first time all these actors met together to discuss education issues. A few districts indicated they would set aside funds for continuing such forums in the future.

Before completing facilitation of the forums in all DBE districts, we gradually modified the approach during Year 4 as district strategic plans (Renstra) and education financial analyses (BOSP and AKPK) became available in several DBE districts. DBE1 methodology for these programs calls for public consultation (*uji public*) with governance related stakeholders to provide feedback and inputs on the

draft products. We found this type of consultation to be very effective; therefore, the original multi-stakeholder forum activities were modified to focus on the aforementioned consultations.

During the year DBE1 began receiving increasing requests for assistance in strengthening the regulatory framework for education provision, some of which aimed at institutionalizing DBE1 initiated reforms. The interventions that we prepared to respond to these requests were based on principles of good governance including facilitating active participation of education governance related stakeholders in these events.

These new interventions for governance will continue in Year 5. We also intend to continue specific training workshops on education policy development, planning and financing education for district education councils (*Dewan Pendidikan*) and conduct special training for newly inaugurated district legislatures (DPRD) on these topics in most DBE districts in Year 5.

Table 3.1. Summary of Progress in District Governance

Activity	Target Volume	Target Date	Status at End of Year (cumulative)
Complete training/facilitation on roles and functions for district education boards (<i>Dewan Pendidikan</i>)	49	March 09	31 completed
Facilitate education policy formulations at district and 1 province (Aceh)	15	Dec 09	12 Provincial policy development underway in 3 districts
Facilitate workshops for provinces and districts to review plans and budgets and advocate for district support	6	June 09	2

Capacity Building for Education Governance Stakeholders

After taking part in many DBE1 activities at both school and district levels, Education Councils from many different districts started to show increased level of involvement in districts' policy decision making process. In North Sumatra, for example, District Education Council members of Deli Serdang took part in public consultation session to review and discuss District's Education Office *renstra*. Education Council members used this opportunity to discuss issues such as the need for Deli Serdang District to (1) have teachers' certification process, (2) consider the possibility to have district's own university to provide better access to higher learning for high school graduates, and (3) to establish regulations on education (*peraturan daerah pendidikan*.) Also, a "Good Governance Education Sector" forum significantly increased the capacity of Education Council and other stakeholders in Kudus, Central Java to better understand the underlying data and financial analysis upon which districts plans and policies were drafted. In East Java, DBE1 also facilitated meetings with provincial stakeholders to gather inputs for policy formulation for that province.

Finally, at least partially as results of DBE1 efforts in promoting good governance in the education in Soppeng district, South Sulawesi, the Head of the District issued an instruction that members of the Council as well as NGOs and other stakeholders should be represented in a team to produce a new regulation on education. DBE1 also facilitated Education Council inputs in formulating the district education *renstra* in a number of districts including Enrekang, Luwu, Sidrap and Palopo.

Dewan Pendidikan Training

During the year, DBE1 continued to build capacity of education councils in many provinces. In Nganjuk, East Java, for example, DBE1 trained District Education Council members to conduct monitoring and evaluation activities for schools in the area. This training was given because, when Education Council members attempted to conduct their own monitoring and evaluation activities in 2008, they were not supported by sufficient instruments and procedures. As a result of this training, Education Council members agreed to use their monitoring and evaluation results as input for the District Education Office.

DBE1 also assisted members of Education Councils to improve their involvement in districts' education sector policy decision making process. In South Sulawesi, for example, special workshops for Council members from four districts (Jeneponto, Pangkep, Pinrang and Makassar) were held to help them develop their capacity in the areas of education planning and monitoring as the basis for the formulation of policy recommendations. The event showed that Education Council members are gradually "growing" into their job by for instance actively participating in planning work (Pinrang, Pangkep and Jeneponto) and by being proactive in providing policy recommendations (Pinrang). As one of the next steps of the workshop, Makassar Education Council decided that they would like to develop a plan of similar quality, not a plan that had been developed by the Municipality previously. In the past Makassar Education Office officials had indicated that they were not interested in getting DBE1 support for *renstra* preparation, but after Education Council interventions they changed their mind and asked DBE1 to help them with plan preparation. Second, to improve coordination between school and district planning, special one-day planning sessions for the four districts were organized in June, bringing together school and district planners. The sessions were chaired by a member of the Education Council, which was a first in DBE1 assisted districts and clearly shows the gradual change in Education Council's role and standing.

Education council training has proved to have a significant impact on strengthening their roles in education governance. The program will be continued in Year 5, with the target to provide at least one training in most DBE districts.



The Head of the Pinrang Education Council (center) providing input during the district's renstra development process.



The Head of the East Java Provincial Education Office (center) officially opening the BOSP training event.

Policy Development

East Java Provincial *Bappeda* and Education Office have asked DBE1 to provide inputs in formulating new education policies in the province. While DBE1 provides the technical inputs, the provincial government has allocated substantial amounts to fund meetings, workshops and other types of research. The process started last April with a presentation of district plans and budgets in a workshop organized by DBE1 (see below).

The initial April meeting was followed by a series of subsequent meetings that begun during last quarter and continued in the present quarter. The policies to be developed are focused on the governor's campaign pledge to increase support to Islamic boarding schools (*pesantren/aliyah*) and to improve literacy rates in the province. DBE1 methodologies for data analysis as a basis for policy formulation are expected to support the policy initiatives being undertaken in East Java.

At district level in East Java, DBE1 assisted Bangkalan and Sampang to produce District Regulation on Education (*Ranperda*.) In Bangkalan, the regulation stated that every school should have development as well as annual plan. In Sampang, some DBE1 suggestions such as establishing a school assessment system were incorporated into the draft. DBE1 made a substantial contribution to education policy formulation in several places. Below some examples are provided from Boyolali, Central Java, Deli Serdang, North Sumatra and Soppeng, South Sulawesi.

Having been a part of DBE1 programs since 2005, representatives of Boyolali District and its Education Office realize the importance of integrated planning between the district and schools. At the beginning of 2009, Boyolali Education Office together with DBE1 conducted a research on current education planning mechanism. The results clearly indicated that there was no mechanism that required schools, Education Office Technical Implementation Unit (ETIU), and District Education Office to plan and implement education policies together. Under the current planning procedure, technical data is collected from schools by the ETIU and processed by Planning Division of the Education Office. As a result, it has been difficult for schools to have programs listed in their School Development Plan included in Education Office work plan and subsequent budget allocation.



The Head of the Boyolali District giving his remarks during the workshop to integrate schools' RKS and district Renja.

Based on this analysis, the Education Office has recognized the need for a district education planning system that will

accommodate implementation of school programs and accordingly decided to issue a new education regulation that requires synchronized school and district level planning. As part of the effort to support the implementation of the new regulation, DBE1 supported training for ETIU staff and school supervisors (*pengawas*) on the school planning process. The *Bupati*, NGOs and other stakeholders fully support the new regulation. A similar development took place in Deli Serdang, North Sumatra, where the Head of Education Office issued a regulation requiring all schools to prepare school development plans with the aim of ensuring improved planning coordination between schools and the district.

DBE1 received a request from district legislature (*DPRD*) and Head of District in Soppeng, South Sulawesi to assist the district in producing a new District Regulation on Education. This request resulted from an earlier DBE1 intervention that involved capacity building for the district Education Council. Soppeng district allocated Rp. 30 million from its 2009 budget to support the process. The topics identified that need to be addressed by the regulation include:

- Education Management Information System
- Education staff recruitment, appointment, performance assessment
- Assets management: facilities and infrastructure
- SBM including requirement for schools to produce long term and annual plans (RKS and RKAS)
- Teaching learning which includes methodologies, curriculum, preparation process, and monitoring and evaluation of results.
- Community contributions.

We gained a great deal of experience in assisting districts in education policy formulation during the year. Our experience has been that often the background and framework for the regulations are poorly done because the need or issue that the regulation is intended to address is not well defined. Further, a wide variety of legal instruments for producing regulations exists, but often districts choose inappropriate instruments for the need to be addressed. DBE1 has recruited an expert consultant in formulating government regulations. She will continue to work with DBE1 education experts in Year 5 to ensure that future regulations respond to education needs and that the regulations are constructed in accordance with legal guidelines and that the proper instruments are used.

Multi-stakeholder Forums

On May 6 and 7, a multi-stakeholder workshop was implemented for participants from Banda Aceh and Aceh Besar in Aceh Province. These districts have received DBE1 support for a considerable period of time and as a result a Renstra and BOSP results were available for each district. This in turn made that the workshop had a strong “reality” focus. Participants appreciated Education Office’s willingness to expose the real problems in a comprehensive manner and the opportunity to provide inputs for policy improvement. Education Office officials explained that they did this on purpose as they believe that stakeholder involvement was essential in solving the

problems faced by the sector, although roles and functions will differ among groups. BOSP results enriched the discussion on free-education policy and there was consensus that all parties should contribute to ensure that education quality would not suffer as a result of the free-education policy. Like for other districts, participants appreciated the opportunity to discuss with people with whom they normally do not talk.

Through out the January to March period, forums were also held in six districts in Aceh and West java (one district each) and in Central Java (four districts). As part of the forums district education stakeholders (primarily district legislatures, district education boards, press and NGOs participate in a number of events: presentation of education financial analysis results, presentation of district education development plans, and policy discussions. As the recent events addressed concrete issues such as “how much does it cost to operate a school”, or “what is the money spent on”, or “what do we plan to do in the coming five years to improve education”, it was easy for participants to relate to the presentations, discuss the findings and make recommendations for improvements.

Further, as the scope of public events has become wider in the sense that we now cover a number of DBE1 products in an integrated manner, all the results come together in the public consultation on draft *renstra* as we here match needs for both investment and spending on operational expenditure with funds availability.

Another interesting development is that we start involving stakeholders much earlier in the *renstra* preparation process. For instance in Tangerang, stakeholders got an opportunity through focus group discussions to identify strengths and weaknesses of education provision in the municipality. To this end participants were grouped into three groups each of which addressing the issues related to the three policy pillars, namely access to and equity of education provision; education quality, relevance and competitiveness; and education governance.

In Year 5, DBE1 will facilitate multi-stakeholder meetings in at least three more districts and two provinces.



During a multi-stakeholder forum in Central Java for Blora, Demak, Grobogan, and Purworejo, the DBE1 team presenting BOSP results.

Workshops for Provinces and Districts to Review Plans and Budgets and Advocate for District Support

We plan to carry out these workshops in every province. The first such workshop was carried out in East Java in April. We plan to carry out the workshops in the remaining districts during the first two quarters of Year 5.

The East Java workshop began with a presentation of *renstras* by six districts, AKPK for Surabaya and BOSP results for nine DBE1 supported districts. Provincial stakeholders included the Head and staff of Provincial Education Office and officials from Regional Planning Board. District

representatives highlighted strategic issues identified through the *renstra* development process and the need for coordination of efforts undertaken by the different levels of government. Officials from both Provincial Education Office and Bappeda expressed their appreciation for the planning work undertaken by the districts and asked them to propose programs and activities included in the strategic plans proposed to be funded by higher levels of government.

A similar workshop in South Sulawesi had a substantial impact in informing provincial education policy, although it was not clear if this activity resulted directly in securing provincial funds for implementing districts' planned programs. The aim of South Sulawesi provincial government is to be included in the category of Indonesia's top ten provinces in the Human Development Index. Educational achievement is a significant contributor to the index. Hence, the provincial government is eager to receive support in the area of education policy reform.

DBE1 held a workshop in September to allow districts to present their newly



*The Head of the Human Resource Development Subdivision of South Sulawesi Bappeda (left) and a provincial *renstra* team member leading the discussion session of the workshop.*



The Head of the South Sulawesi Bappeda (right) in discussion with the Secretary of the Palopo District Education Office.

developed *renstra* to provincial authorities and representatives from other DBE districts. This was the first time an event of this nature took place in the province since decentralization. The Head of provincial Education Council said, "This is the first time that members of provincial and district *renstra* teams sat down together to review and work on their programs together." He further stated that the remaining 14 districts in the province should also be involved in similar process. South Sulawesi Provincial Bappeda and Education Office announced that they will hold a workshop with similar

agenda with the remaining fourteen districts. DBE1 committed to assisting these non-partner districts to conduct analysis of education sector by using SIPPK (*Sistem Informasi Perencanaan Pendidikan Kabupaten/Kota.*)

3.2. Education Finance (Task 7)

Two major activities were largely completed during the year: district education finance (AKPK) and School Unit Cost Analysis (BOSP). AKPK results have proved to be very useful in preparing funds availability estimates which are needed for the preparation of the financing plans for *renstras*. In a number of districts AKPK results have been used to reallocate funding.

Targets for both AKPK and BOSP have been exceeded (see **Table 3.2**). The actual number of BOSP completed is much higher than reported in the table below because 15 non-DBE districts in East Java and four non-DBE districts in Central Java have completed BOSP under the dissemination program whereby the districts or province cover most of the cost for the activity.

Table 3.2. Progress in Education Finance

Activity	Target Volume	Target Date	Status at End of Year (cumulative)
Complete AKPK	35	April 09	42
Final draft of AKPK manuals and software	1 set	Sept 09	Initial draft
Complete BOSP	35	April 09	46 ¹⁵
Final draft of BOSP manuals and software	1 set	Sept 09	Completed
Sanction of BOSP materials by MONE (BSNP)	1 set	Sept 09	BSNP fully supports DBE1 methodology; however, official sanction has not been made

District Education Finance Analysis (AKPK)

The “quarantine” model used for AKPK preparation that was tested for the first time in Central Java the previous quarter has proved to be successful. In this model stakeholders from 3 districts are given training at the same time and same place following up by on-the-job technical assistance by DBE1. This is not only more efficient, but the methodology is also enriched because staff from different districts have a chance to share information and experience. The lessons learned from this exercise are very valuable for the future work in Aceh province where the “quarantine” model will be used for AKPK implementation.

AKPK results have proved to be very useful in preparing funds availability estimates which are needed for the preparation of the financing plans for *renstras*. In a number of districts AKPK results have been used to reorient district budget priorities.

¹⁵ In addition, 15 additional districts completed BOSP under dissemination strategy, where districts and province covered most of the cost and DBE1 provided technical assistance.

The presentations of AKPK results have been “eye-openers” for stakeholders as almost no one had a clear picture of what all the money was spent on. Across the board participants were surprised, if not shocked, to see that the greater part of education expenditure is for teacher salaries (for instance 83% in Kab Boyolali) and as a result only small amounts remain to support the teaching learning processes (for instance books and teaching aids).

AKPK document analysis for a number of districts for 2007 and 2008 shows a rather worrying trend: the increase in district total education expenditure has been smaller than the increase in salary expenditure, which means that the amount available for non-salary expenditure has become smaller. Or, in other words, in Indramayu, West Java for example, the salary portion of total education expenditure has increased for instance from 71% to 80% (Table 3.3).

Table 3.3. Sample of Education Finance Analysis in Indramayu¹⁶

Uraian	Tahun 2007		Tahun 2008		Naik (Turun)	
	Rp	%	Rp	%	Rp	%
Total expenditure APBD Kabupaten/Kota	1,007,911,568,355		1,058,920,920,070		51,009,351,714	5,06%
Total expenditure in education sector (including teacher salaries)	368,649,797,907	36.58%	398,075,042,075	37.59%	29,425,244,168	7.98%
Teacher salaries	244,564,409,571	24.26%	318,427,114,210	30.07%	73,862,704,639	30.20%
Non-teacher salaries	18,805,922,301	1.87%	8,161,475,790	0.77%	(10,644,446,511)	-56.60%
Total expenditure in education sector (excluding teacher salaries)	124,085,388,336	12.31%	79,647,927,865	7.52%	(44,437,460,471)	-35.81%
Total expenditure in education sector (excluding teacher and non-teacher salaries)	105,279,466,035	10.45%	71,486,452,075	6.75%	(33,793,013,960)	-32.10%

Another negative development we note is that the amount available for spending on local priorities is becoming smaller and smaller. The following example for Dinas Pendidikan Boyolali, Central Java, for 2009 illustrates this development.

¹⁶ Data translated from original Indonesian.

Table 3.4. Amounts Available for District Discretionary Spending in Boyolali (Billion Rp)

	Amount
The balance after deducting total salary expenditure (teacher and non-teacher salaries) from total funding for Education Department (Dinas Dikpora) is:	Rp 65,8
At first sight, this amount seems to be reasonable. However, this amount includes a Special Allocation Fund/ <i>Dana Alokasi Khusus</i> (DAK) grant that has to be spent in accordance with central level priorities. The amount is:	Rp 44,0
DAK funding requires counterpart funding of:	Rp 5,7
So, the balance for spending on local priorities is now:	Rp 16,1
However, the district also got a provincial grant which is to be spent in accordance with provincial priorities:	Rp 10,9
The provincial grant also requires counterpart funding of:	Rp 2,3
So, the balance for spending on local priorities has become only:	Rp 2,9 (USD 263,000)

The above example clearly shows that Boyolali's discretionary power to set spending priorities is gradually being eroded. The same development we see in other districts and provinces, although more detailed analysis is required to precisely frame this policy issue.

School Unit Cost Analysis (BOSP) School Operational Expenditure



DBE1 Specialists in BOSP internal workshop.

During an internal workshop for provincial budget and finance specialists and national advisors that took place in Jakarta in May 2009, it was decided to update the DBE1 BOSP methodology. Methodology updating was necessary because of the changes that BSNP had made in its methodology, which are principally concerned with cost categorization and inclusion of some new cost items such as insurance for school children. A second reason for methodology updating was the issuance of a new guideline

by MONE on the use of BOS funds in early 2009. Under the new guideline BOS funds can be used for payment of allowances for non civil servant teachers and for minor investments, such as books and teaching equipment. To ensure that the base for BOSP calculations is aligned to BOS eligible expenditure categories, we now include books and educational equipment as cost items in the BOSP calculations. The DBE1 BOSP manual has now been updated and the new methodology is now being used in all the DBE1 supported provinces.

DBE1 has maintained regular communication with BSNP, which is responsible for setting the school operational standards upon which the BOSP is based. BSNP has been developing price indices for all districts in the country to determine BOSP for individual districts. Up to now, BSNP makes its calculations on the basis of Jakarta prices. Construction price indices are then used to determine BOSP results for individual districts. BSNP, however, is not convinced that this method is valid and therefore it is currently developing district specific education relevant price indices. In particular for vocational schools (SMK), this is a complicated exercise because of the large number of specialized programs. By mid-June BSNP had collected price information for 93 districts, although data sets are still far from complete.

In response to a request from BSNP, DBE1 conducted two tryouts for data collection in Quarter 4, with the first one in Jepara, Central Java, and the second one in Garut, West Java. On the basis of tryout results, the guidance for instrument completion has been improved by BSNP. Further, DBE1 developed technical instructions for DBE1 District Coordinators on how to conduct the data collection at the district level. We will continue support to BSNP for this activity in Year 5.

At the districts, interest in the BOSP program has increased significantly as a result of the “aggressive” government campaign for “free education” (“sekolah gratis” [SD and junior secondary school/*Sekolah Menengah Pertama* (SMP)]). Starting from January 2009, the national government’s direct BOS school grant has been increased substantially from Rp. 254,000 to Rp. 400,000 for schools in urban areas (Rp. 397,000 for schools in rural areas) per student per year at the elementary level and from Rp. 354,000 to Rp. 575,000 per student per year at the junior secondary level. Because of this large increase, MONE requires the districts to provide free education and, at the same time, to provide additional financial support (topping up) if the school grant is insufficient to cover all operational expenditure.



Stakeholders in Pinrang, South Sulawesi, taking part in the unit cost analysis process.

However, we note that there is tension between the policy objective of providing free education and the reality on the ground as schools require more funding than the amount provided under the BOS program. As DBE1’s BOSP program provides an answer to the urgent question of “how much more”, it is not surprising that there is strong support and demand for the BOSP program in both DBE supported and non-DBE supported districts.

DBE1 specialists have put considerable efforts into helping district officials use BOSP results to inform policy formulation processes during this reporting period. In particular, in Kab Karawang, West Java, these efforts have been very successful as the Head of District (Bupati) has used BOSP results to formulate a new policy on school funding that stipulates that primary schools will receive Rp 30,000 per student per year and junior secondary schools Rp 120,000 per child per year from the district’s annual

budget (APBD) in 2009, which is a major increase relative to 2008. The Bupati, however, did not stop here but used BOSP results to advocate for financial support from the province of West Java to cover school operational expenditure. His efforts were successful in the sense that he was able to convince the Governor to provide financial support to all primary (Rp 25,000 per child per year) and junior secondary schools (Rp 125,000 per child per year) in the province.

Another interesting development took place in Kota Tangerang, Banten province. For some time, Walikota had been looking for answers to the following questions: “how much does it cost to operate a primary, a junior secondary and senior secondary school?” *Bappeda* was tasked to provide answers to these questions. Head of *Bappeda* approached DBE1 and asked for only technical assistance as *Bappeda* was able to fund the BOSP process by itself. To respond swiftly to the request, DBE1 deployed an experienced specialist from the South Sulawesi team. After two facilitation events in a period of ten days, the West Java team took over and finalized the process with BOSP results presentation on December 10. Also in Tangerang, BOSP results have helped the district decide to provide financial support from the district APBD for 2009 to primary schools (Rp. 412.074 per child per year), junior secondary schools (Rp. 705.651 per child per year) and senior secondary schools (Rp. 1.502.563 per child per year) to cover operational expenditure. Based on this calculation, Tangerang government will use its 2009 Annual Budget to cover for the difference between costs allocated by BOS and available district budget.

Another interesting development in Tangerang Municipality was that the BOSP process had triggered a much wider policy discussion on school funding which resulted in a broad range of policy recommendations that were presented during a multi-stakeholder event in December. The thrust of the policy recommendations was to ensure that education would become free at the primary and junior secondary level, which means that (i) the collection of financial contributions for a wide variety of schools activities (for instance special contributions for testing, tryouts, and additional lessons) should be discontinued and (ii) payment of incentives and special allowances to teachers and school principals should be stopped.

It is rewarding to note that the primary and junior secondary schools in Karawang and Tangerang districts will now get the funding needed to operate the schools adequately, which is achieved through the combined efforts of the central government through its BOS program, the provincial government through provincial APBD support and district government through district APBD support. It is fair to conclude that DBE1’s BOSP program has effectively informed the policy process and has played a major role in achieving this positive development.

Personal Cost

DBE1 initially planned to conduct a BOS Impact Assessment. However, as the BOS program was introduced four years ago (mid 2005), it seems unrealistic to expect that parents will be able to remember how much they spent on education before and after introduction of the BOS program. For this reason, we have decided to re-focus this component, and we now plan to determine personal costs, which are basically the cost

borne by parents to send their child to school (uniform, school bags, transport, food and drinks after school, and the like).¹⁷ Once we have this component implemented, we will have a complete picture of the total cost of education, which will comprise the cost borne by the parents plus the cost borne by the different levels of government, which we know from the AKPK analysis. Moreover, personal cost information is useful for those districts that are planning to help low-income families send their children to school (for instance Indramayu), to determine the amount of support needed. A first draft of a special manual on how to facilitate the process of determining personal cost was produced during the April to June quarter and the tryout is scheduled for early in Year 5.

DBE1 will use Government Regulation/*Peraturan Pemerintah* (PP) Number 19 of 2005 as reference, which defines personal cost as being education cost that has to be incurred by each student to be able to follow learning process in a regular and sustainable manner. Examples of personal costs provided in the elucidation of this PP include clothing, transport, textbooks, consumption, accommodation, and other private costs.

DBE1 is also planning to use as reference a study conducted by MONE's Balitbang in 2003. In this study, personal cost includes (1) books and stationeries; (2) school clothing and accessories; (3) accommodation; (4) transport; (5) consumption; (6) health care; (7) study visit; (8) pocket money; (9) extra courses; (10) school fee; and (11) foregone earnings. DBE1 has not yet decided whether the survey will include all the cost components as included in the Balitbang study or may opt for a slightly reduced scope.

A pilot study is planned to test the methodology and related questionnaires. This pilot test will be conducted in a single *kecamatan*. State primary schools/*Sekolah Daerah Negeri* (SDN) and State junior secondary schools/*Sekolah Menengah Pertama Negeri* (SMPN) in urban, semi-urban, and rural and remote areas will be included in the sample. It is expected that 50% of respondents will be parents heading low-income families.

3.3. Education Planning and Management (Task 7)

Three major activities to improve districts' capacity in education development planning and management are: district strategic development planning (*renstra*) planning to improve capacity of district staff to manage education (RPK/*rencana pengembangan kapasitas*), and computerized data processing system to support planning (SIPPK). The table below indicates that *renstra* is slightly behind the target date but the project is on track to exceed the target within the next few months. The target for SIPPK has been exceeded. RPK will fall short of target by one district. The reason is that we had planned to conduct RPK in Nganjuk district, East Java, but before the work was to be taken up there several months ago, MONE/World Bank

¹⁷ A new DBE1 deliverable is a BOS impact study. However, this appears to be less relevant for government policy than personal costs calculations. DBE1 will discuss the advisability of modifying this deliverable with USAID during the next quarter.

announced that it wished to conduct a pilot capacity development planning methodology in that district. DBE1 decided to provide support to MONE and not conduct the RPK in that district.

Table 3.5. Summary of Education Planning Progress

Activity	Target Volume	Target Date	Status at End of Year (cumulative)
Complete <i>renstra</i> and sanction by districts	35	April 09	22
Final draft of <i>renstra</i> manuals and software	1 set	Sept 09	Initial draft
Sanction of <i>renstra</i> manuals and software by MOHA	1 set	Sept 09	Ongoing support for DBE1 methodology by MOHA
Train and install SIPPK	35	April 09	37
Final draft of SIPPK manuals and software	1 set	Sept 09	Second draft completed
Complete RPK	13	Mar 09	12
Revise RPK manuals and materials with MONE/World Bank	1 set	Mar 09	DBE1 inputs in MONE manual

District Strategic Development Planning (Renstra)

During July to September quarter, DBE1 had two meetings with staff from the Directorate General of Regional Development, MOHA. The purpose of the meetings was to describe DBE1 experience in providing technical assistance to districts in producing *renstra*. MOHA officials were pleased with the methodology (manuals and software) that DBE1 has developed. MOHA has seen examples of other *Renstra* Satuan Kerja Pemerintah Daerah/Local Government Office (Work Unit) Strategic Development Plan (SKPD), but they indicated that the DBE1 example was the first plan that was based on detailed data analysis, has a strong results orientation, and shows clear planning consistency.

They indicated that this input was very timely because the ministry is in the process of producing a technical regulation on sectoral planning at the district level. This regulation will provide guidelines as required by Government Regulation (PP 8/2008) on the stages and mechanism for regional development planning. MOHA will invite DBE1 to act as resource persons in the review of the new draft technical



Tapanuli Utara renstra team members in the process of developing the district's strategic plan.

guidelines now being developed by MOHA. MOHA staff also requested to visit strategic planning training sessions in order to study the methodology in more detail.

At district level, DBE1 introduced a slightly modified delivery mechanism for the last batch of three district *renstras* in Central Java. The key modification is a far longer interval between database SIPPK training and training for the planning team. This has provided enough time for the SIPPK team to complete and clean the school-based data sets and produce the output tables showing the status of education provision in the district before the start of the training/technical assistance phase to analyze data and set priorities. This, in turn, has made the first stage of the training program for the education planning team much more reality-based as participants could directly focus on preparing the education profile, identifying strategic issues and setting initial targets to address the strategic issues. The modified training schedule will be applied in Aceh Expansion program.

Every district executive office is required to produce a *renstra* every five years. In a number of places, the district governments have stated that the *renstra* for the education sector, with DBE1 assistance, are examples to be emulated by other offices. For example, the District Secretary (*Sekda*) of Tapanuli Utara district in North Sumatera province said that despite repeated instructions by his office, the education of the district education office was so satisfied with the plan that she said that she would advocate for provincial support for plan implementation.

In the third quarter of Year 4, DBE1 began providing technical assistance to Sampang district, East Java which has requested DBE1 assistance for *renstra* preparation. This district is one of the nine DBE1 supported districts in the province but as the district already got education planning support under another donor's Technical Assistance program, the district was initially dropped as a DBE1 priority target district. The *renstra* presentations by the six other districts to provincial authorities (see above) made them ask for DBE1 assistance.



DBE1 East Java meeting with Sampang District stakeholders to discuss about renstra and the district's plan on education

A point worth mentioning in *renstra* development process in South Sulawesi is the active involvement of Heads of Education Offices in the planning work from training to mentoring to draft document review. Heads of Education Offices of Luwu and Sidrap fully participated in the training programs as regular participants, all Education Office Heads were available during the mentoring period to provide inputs, comments and technical guidance and all of them actively participated in the workshop for draft plan review.

Lessons learned of the planning work in around 35 districts show the following. Districts have clearly moved from an outsider-driven (e.g. universities) to an education-office driven planning process. Information-based planning has become the

common standard, planning consistency has improved significantly and *renstra* have a much stronger results focus. In some provinces the Provincial Education Office are encouraged by DBE1 supported districts to improve planning quality by basing plans on sound and more detailed data analysis. Planning coordination between school and district level planning is gradually improving (for instance in South Sulawesi, Deli Serdang, North Sumatra and East Java). Stakeholder participation in planning work has increased in all provinces and public consultations are gradually gaining in depth. Staffs from Education Offices in a number of districts have become “well-known” resource persons and Education Office *renstra* often serve as an example for other district offices.

However, the introduction of the new organization structure of Education Council as required under PP 41 of 2008 constitutes a major obstacle for *renstra* completion in an number of districts (for instance Klaten, Tangerang and until recently Sibolga). As it is unclear in these districts “who will hold which position” and more importantly for us who will hold education planning related positions, members of the planning team prefer to wait until this has been clarified before embarking on serious planning work as they run the risk to be replaced half way during the planning process as a result to appointment to a new position.

Furthermore, the preparation of a multi-source financing plan remains difficult for the district planning teams as they have difficulties in determining which programs and activities have the potential to be funded by provincial and central government. Basically, there are three problems. First, the district remains very dependent on higher levels of government for education development as by far the greater part of education spending is used for salaries with only a small amount remaining for education quality development. Second, provincial and central level funding is hard to predict because of rather non-transparent fund allocation mechanisms –which district gets what-, which in turn makes it almost impossible for the districts to make integrated plans. Third, we think that there is a serious disconnect between the small number of government functions assigned to the provincial government (government regulation PP 38 of 2007) and the province’s obligations to allocate 20% of its APBD to the education sector. To put this differently, it seems that the province has a lot of money but that it can spend it only on a small number of items, which makes it rather hard, if not impossible, to use provincial funds effectively for education quality development.

We also have noticed that in a number of districts education office officials often have difficulties in identifying innovative actions to improve the quality of education.

In view of this, we have slightly modified the planning methodology, which now includes Focus Group Discussions with school principals to help identify the programs and activities to support education quality



Stakeholders from Karawang Education Office analyzing supporting data for their renstra document.

improvement. Experience to date clearly shows that this is an effective mechanism to improve plan quality. As district education officials have the tendency to be only actively involved in planning work that is related to their job and to remain silent when work is done on other levels of education for which they have no responsibility, we now work with smaller planning teams, each of which focus on a particular level of education. This has led to more active and more focused discussions that have resulted in an acceleration of the planning work. Another advantage of the above approach is that the call on education office staff is less heavy, although more frequent, which make it easier for Head of Education Office to release his or her staff for planning work.

Signs of improved planning capacity could be seen in one of the DBE supported provinces where the provincial education office presented its *Renstra*. The DBE-supported districts attending the event were not impressed by the quality of the plan. In particular, they mentioned that the education profile was insufficiently data-based and that there were some shortcomings in the planning process (steps). From their comments it can be seen that they have “learned their planning lessons.”

Data Processing System to Support Planning (SIPPK)¹⁸

SIPPK has grown into a well established product that has been introduced now in 42 districts. Some software improvements were made to (i) make the system “fool-proof” by introducing “cut-off” values (e.g., test score should not exceed the value 10); (ii) increase user friendliness; and (iii) improve teacher adequacy reporting. A third and final edition of the manual and software will be produced in the coming period.



Participants in the SIPPK cluster-level training from Tanjungbalai, Tebing Tinggi, and Deli Serdang, North Sumatra.

Capacity Development Planning (RPK)

By early to mid-2008, DBE1 had assisted 12 districts to produce an RPK for improving the capacity of district governments to manage and govern basic education. Some of the plans have been funded by district budgets. Our goal was to develop the methodology and implement in a limited number of districts that could serve as models to be picked up by other projects. The BEC project, funded through the World Bank and implemented by MONE, expressed an interest in implementing this program. As a response, DBE1 provide extensive inputs to the MONE/World Bank team tasked with developing and implementing a methodology for capacity development planning for 50 districts that will receive capacity development grants through the BEC project. The DBE1 methodology was modified considerably by the BEC team. The DBE1 team provided valuable lessons learned to the BEC team in providing technical assistance for capacity development planning.

¹⁸ Formerly referred to as District Planning Information Support System (DPISS). Henceforth, the Indonesian term will be: *Sistem Informasi Perencanaan Pendidikan Kabupaten/Kota* or SIPPK.

Two DBE districts in East Java, Nganjuk and Bojonegoro, are targeted to receive World Bank/BEC assistance. In October, DBE1 met with Nganjuk Education Office and BEC facilitator. As part of the BEC program, it was decided that the DBE1 RKS process would be followed. However, minor modifications would be made in the types of profile data to be included in RKS to better meet BEC needs. It was also decided that schools that have already completed their RKS development process through DBE1 dissemination activities do not need to develop another school plan. Meanwhile, Bojonegoro district has requested DBE1 assistance to develop their plan with or without World Bank participation. We will consult further with the district and MONE/World Bank during the next quarter.

3.4. Management of District Education Personnel (SIMPTK/Sistem Informasi Manajemen Pendidik dan Tenaga Kependidikan), Supervision, and Assets Management Systems (Task 7)

Personnel, supervision, and assets management systems are the last programs to be developed in the project. We began to develop personnel management in late 2007 and found it to be a complex process because it involves vast numbers of civil servants and highly political ramifications related to salaries, financial rewards, and promotions. Work was suspended because the DBE1 team working on personnel management was also responsible for supervision; supervision work required unanticipated urgent action based on strong request for such from MONE. Progress was made on supervision management, an unanticipated supplemental activity was undertaken to both satisfy a request from MONE and also to support the overall supervision program. The first draft of materials to support assets/preventive maintenance programs was completed during the July to September time period.

Table 3.6. Summary of Progress in Personnel, Supervision and Asset Management

Activity	Target Volume	Target Date	Status at End of Year (cumulative)
Develop computerized personnel management and tracking system (SIMPTK)	1 set	March 09	pilot conducted and software drafted
Install SIMPTK and train data operators and district decision makers	6 district	May 09	Not yet
Facilitate workshops to inform personnel policy development	6 districts	Aug 09	Not yet
Develop manual and training program for school management supervision	6 districts	April 09	1 pilot
Train district staff and supervisors	6 district	May 09	Not yet
Facilitate workshops to inform supervision policy development	6 districts	Aug 09	Not yet

Activity	Target Volume	Target Date	Status at End of Year (cumulative)
Develop software & manuals for districts to track asset management and maintenance	1 set	July 09	Manual drafted
Install system & train districts to use asset management tracking system	6 districts	Oct 09	Not yet

Personnel Management System (SIMPTK)

First tryout of the SIMPTK took place during the *renstra* training for Deli Serdang and Tanjung Balai districts in North Sumatera. The tryout showed that: (i) the Education Staff Identification Number (NUPTK) data sets covered around 70% of the teachers employed in the district; (ii) information on individual teachers was far from complete; and (iii) there was still confusion among teachers as there may have been a change in employment status without proper information for the persons concerned. In Demak, Central Java, participants in *renstra* training were unhappy with the SIPPK information provided on teacher numbers. This is caused by the fact that the MONE's school-based system for data collection leads to double counting of teachers who teach at more than one school.

Analysis of results in these two districts indicated that the software that has been developed is effective, but work still remains to be done to finalize the manuals and training materials. Work on personnel management was suspended because the DBE1 staff working on this also was developing supervision program which required urgent staff attention as reported below. We hope to complete the development of the personnel management program in the October to December time frame.

School Supervision Management System

Government regulation *Permendiknas* No. 12/ 2007 identifies competences for school inspectors. MONE (*Direktorat Tenaga Kependidikan, Ditjen PMPTK*) has produced 62 modules for training inspectors to meet the competencies stated in the regulation. However, MONE as yet does not have a program or training materials for conducting supervision for school management.

In late 2008, MONE and DBE1 reached agreement to jointly develop: a set of procedures to be explained in a manual for supervisors to monitor and report on various aspects of elementary and junior secondary school management and governance such as development and implementation of school plans, transparent reporting of funds, school committee activities; a reporting format that provides feedback to school authorities as well as informs district authorities; a program to train inspectors and relevant district staff to implement the new program.

In April, intensive discussions were held with the key institutions involved in school supervision, in particular Directorate of Education and Training of Directorate General of Teacher and Educational Personnel Development (PMPTK), the Education Quality Development and Assurance Agency (LPMP) for West Java Province, and AusAID consultants. These discussions resulted in focusing our intervention on

school principals and school supervisors to improve school supervision. In view of the large amounts of money handled by the schools and taking account of the complexity of school funding –in some provinces school operations are being funded by three levels of government (national, province and district)-, we have opted to focus first on financial management supervision. This decision required subsequent deeper investigation into BOS reporting mechanisms since BOS is the largest source of school funding.

In May, an instrument for financial management supervision for school principals was drafted. It concerns a self-assessment instrument focusing on financial planning, accounting and reporting. At this point in developing the program, the DBE1 team developing the school supervision program linked with the DBE1 School Database System (SDS) team because a component of SDS being developed is an instrument for BOS reporting. The instrument was tested at seven schools in Klaten district by a team consisting of school principal, treasurer and SDS operator. The test was successful in the sense that the school teams were able to complete the instrument without any major difficulties. Further, participants said that the instrument served as a kind of checklist that helped them cover all aspects of financial management.

At the beginning of July, the instruments for school principals, pilot tested in Klaten, were modified according to inputs received during pilot testing. At this time the DBE1 team further studied the BOS implementation and reporting manual (“Buku Panduan BOS”) and instruments developed by *Tim Manajemen BOS* Kabupaten Klaten, and BOS training materials developed by *Tim Manajemen BOS* from MONE’s national office. During site visits to several districts and Klaten pilot testing, discussions were also held with District BOS Management Teams and *Bawasda* (District Inspectorate/Auditors) on the district internal rules on School BOS Management. The same discussion was also held with Kabupaten Sukabumi District BOS Management Teams. Through these investigations we concluded that schools were having great difficulties in completing reporting formats required by the BOS program and that MONE’s manuals meant to provide guidance to schools for this purpose were not readily understandable. (Further, it was obvious that training programs for this purpose were not successful.)

DBE1 reported the above findings to MONE BOS Program. MONE agreed with these findings and requested DBE1 to produce a manual to assist schools to better understand how various reporting formats should be completed.

Because this was considered an urgent need affecting the quality of the largest school support program in the country, DBE1 agreed to take on the work. DBE1 school supervision team spent the major part of the last quarter in Year 4 working on the supplemental guidelines. The first draft of the manual will be presented to MONE in October.

Because the same DBE1 staff who were working on the supervision and personnel programs were required to divert their attention to the BOS issue as described above, and because the staffing resources for these programs were already limited, finalization of the former programs was delayed. We intend to complete the BOS

work in the next quarter and engage the services of a consultant to assist in completing the supervision and personnel programs early in Year 5.

Assets/Preventive Maintenance Management System

Work on this component resulted in the overall design of a computer-based preventive maintenance management system that will inform district education offices on the kind of maintenance work that is needed and for which school buildings. This information is essential for medium-term planning, annual planning and budgeting, and work scheduling. The system is not limited to building quality, but also addresses the issue whether schools have the necessary support infrastructure (e.g., laboratories, library, etc.) to provide quality education.

The system will eventually contain implementation manuals, training materials and software. The implementation manual was drafted during the last two quarters of Year 4 and the program’s software will be completed in the next quarter. We expect to being rolling out this program in the first quarter of Year 5.

3.5. Implementation of District Annual Education Plans and Budgets

In all project provinces initiatives have been taken to make Education Office officials aware of the need to proactively promote inclusion of *renstra* related proposals into the district annual work plan and draft budget. This is done through informal meetings and during public consultations for the different DBE1 products. However, annual plan and budget preparation processes remain rather unique to each district and it is really not possible to prepare a systematic program for producing annual plans as it is possible for producing strategic plans (*renstra*).

In addition, to taking every opportunity to reinforce the need to link annual plans and budgets to *renstra* and take into account results of final analyses such as those produced through BOSP and AKPK, for the remainder of the project we will provide to assistance to districts in producing annual plans to those districts that require our help. The type and amount of assistance will depend on each district’s capacity. We estimate that some form assistance will be provided to at least 35 districts that have completed their *renstra* by December 2009.

Table 3.7. Summary of Progress in District Annual Education Plans and Budgets

Activity	Target Volume	Target Date	Status at End of Quarter (cumulative)	Achievement this Year
Complete technical assistance for districts to monitor plan implementation and produce new annual plan and budget	35	Oct 09	Not yet	-

4. Aceh Expansion Program

DBE1's task order was modified in July 2009 in order to extend district level services to all 18 districts in Aceh that have not received DBE support. The programs are limited to financial analysis, strategic planning, and education governance; school level programs in these 18 districts were not mandated. The contract modification in part was based on an assessment of the feasibility for expanding the DBE1 program in Aceh that was carried out in 2008.¹⁹ Beginning with this report implementation in Aceh will be reported in a separate chapter.

District Level Program Goals

- Initiate in 18 new districts in Aceh and complete in as many districts as possible School Unit Cost Analysis, District Education Finance Analysis, District Strategic Plans, and Governance for Education.

4.1. Program Preparation

During the quarter SOWs for new staff were finalized and recruiting begun. By the end of the quarter interviews had been conducted for potential staff and preparations for submission for USAID concurrence were made. A lease for a supplemental office in Banda Aceh, close to the current DBE office, was signed and arrangements were made for sharing the space with DBE2. Needs were assessed for additional space and facilities in the DBE Medan office to accommodate DBE1 staff to be assigned to the southern districts of Aceh. DBE1 staff began procurement of computers and other equipment during the quarter.

4.2. Program Launch²⁰

On September 7 and 8, 2009, USAID's Decentralized Basic Education 1 (DBE1) hosted a two-day workshop in Banda Aceh to mark expansion of its programs from five to 23 districts in Aceh. The expansion will start with six new districts namely Aceh Barat, Nagan Raya, Aceh Barat Daya, Aceh Timur, Kota Langsa, and Tamiang, The remaining twelve districts will participate beginning in approximately January 2010. With the expansion, it is hoped that all



Participants of the Aceh Expansion launching event.

¹⁹ "Report on Assessment of the Feasibility of Expanding the DBE1 Program in Aceh," August 2008.

²⁰ This section is based in part on the press release for the program launching event.

districts in Aceh will have developed strategic plans to improve education based on sound financial analysis, good data, involvement of community members and other stakeholders, and coordination with the province.

The event was attended by Vice Governor of Aceh, Bapak Muhammad Nazar, together with representatives from Aceh Provincial Education Office, Office of Religious Affairs, Provincial Development and Planning Board, and Provincial Education Council (MPD.) The six districts mentioned above were also represented by their high-level officials. In his remarks, the Vice Governor of Aceh mentioned that, although Aceh is known to produce great and courageous people in the past, it is equally important to prepare Aceh's future generation with necessary skills, knowledge and attitude to succeed in competitive environment. The Vice Governor of Aceh then proceeded with officially opening the workshop. The event was concluded with signing ceremony of Work Cooperation Framework between representatives of DBE1 and the six districts.



The Head of the Aceh Tengah district (center) providing his input to participants on the second day of the event.

During the second day, stakeholders from the six districts were provided with information on USAID effort to support improvement of basic education quality in Indonesia as well as DBE1 programs at district level. They also learned directly from Heads of Aceh Besar and Aceh Tengah districts on their districts' experience and lessons learned from taking part in DBE1 programs for the past few years. In his remarks, the Head of Aceh Besar district mentioned that DBE1 has yielded positive results so far because it essentially tries to

give the responsibility and ownership of planning and implementation of education policies back to schools and community members. Meanwhile, Head of Aceh Tengah district stated that some of DBE1 positive results include improvement of human resource quality in DBE1-partner schools. He also mentioned that there was more transparency and accountability among school stakeholders (principals, teachers, and school committee and community members.) Aceh Tengah was also able to finalize its education-sector strategic planning document, analysis of school unit cost, as well as district's education finance analysis. Representatives of six districts responded very positively to these sessions and stated that they were ready to take part in DBE1 programs.

Table 4.1. Summary of Progress in Implementing Aceh Expansion program

Activity	Target Volume	Target Date	Status at End of Quarter (cumulative)	Achievement this Quarter	Target next Quarter
Launch program and sign agreements with 18 districts	18	March 2010	6 districts	6 districts	0
Establish offices and contract and train new staff	8 staff and 1 supplemental office	September 2009	0 staff recruited 1 office lease signed	0 staff recruited 1 office lease signed	8 new staff contracted and trained
Complete BOSP	18	March 2010	Not yet	Not yet	6
Complete AKPK	18	March 2010	Not yet	Not yet	6
Complete <i>renstra</i>	18	August 2010	Not yet	Not yet	0
Facilitate workshops for district governance-related stakeholders to review plans	18	August 2010	Not yet	Not yet	0
Facilitate workshops for district to present plans & budgets to provincial stakeholders and advocate for district support	3 workshops (6 districts/workshop)	August 2010	Not yet	Not yet	0

5. EMIS/ICT/Data Management

DBE1's Task Order mandates a number of ICT related activities. These include an assessment of MONE's Education Management and Information system (EMIS,) developing and maintaining a project web site and Project Data Management System (PDMS,) and development of innovative solutions for data transfer and management including programs to enable the wider community and private business to access information through various media. All of the above activities have been or are in the process of being implemented. Data management was reported in Section 1 of this report. This section reports on ICT Grants implementation, EMIS activities and Web site administration.

5.1. ICT Grants (Task 8)

In the first year of the project, DBE1 designed a competition to award grants to consortia comprised of private sector and government institutions such as district education office, district library, and schools. In Year 4 DBE1 finalized Tapanuli Utara, North Sumatera pre-award process; so that, fourteen grants were awarded and in the process of implementation. Two categories of grants awarded were: (1) ICT Innovation and Education Management Grants (EMG) to improve education management and (2) Education Hotspots grants that aimed to provide internet access to schools, education offices and community as a whole.

Table 5.1. Progress in ICT Grants Implementation

Activity	Target Volume	Target Date	Status at End of Year 4 (cumulative)	Achievement at End of Year 4
Complete grant awards	14	Mar 09	14 awarded	-
Complete disbursement of funds/procurement	14	Dec 09	Ongoing	Ongoing
Complete grant implementation	14	Mar 10	2	2
Compliance monitoring and reporting end 2009	14	Dec 09	Continuous based on milestones	Up to date
Final evaluation and publication (mid 2010)	14	Jun 10	Not yet	Not yet

As of September, two out of fourteen grants were completed. These grants were consortia lead by PT Rekayasa Teknologi Informasi of Enrekang in South Sulawesi and PT Tridata Cakrawala of Tuban in East Java (**Table 5.2** and **Table 5.3**).

Table 5.2. Progress in ICT Grants Completion

No	DISTRICT	CATEGORY	LEAD CONSORTIUM	LOCAL GOVERNMENT CONSORTIUM MEMBER								COMPLETION STATUS				
				Dinas Pendidikan	Perpusda	Kandepag	Bappeda	University/ SMK	Education Board	Dinas Infokom	ICT Center	Pre Award Process	Grant Award	Procurement	Launching	On Going
CENTRAL JAVA																
1	Kab. Karanganyar	Tier-2 EMG	PT Indomaya Wira Sejahtera	√	√	√	-	-	-	-	-	√	√	√	√	√
2	Kab. Klaten	Tier-2 EMG	CV Cosmo Jaya	√	√	√	-	-	-	-	-	√	√	√	√	√
3	Kab. Karanganyar	Tier-1 Hotspot	PT Indomaya Wira Sejahtera	√	√	√	-	-	-	-	-	√	√	√	√	√
EAST JAVA																
4	Kota Surabaya	Tier-2 EMG	PT ITS Kemitraan	√	-	-	-	-	-	-	-	√	√	√	√	√
5	Kab. Tuban	Tier-1 Hotspot	PT Tridata Cakrawala	√	√	-	-	-	-	-	-	√	√	√	√	√
6	Kota Surabaya	Tier-1 EMG	PT ITS Kemitraan	√	-	-	-	-	-	-	-	√	√		√	√
NORTH SUMATRA																
7	Kab. Tapanuli Utara	Tier-2 EMG	Web Media	√	-	√	-	-	-	-	-	√	√	√	√	√
SOUTH SULAWESI																
8	Kab. Pangkep	Tier-2 EMG	YPK Amanah	√	-	√	-	-	-	-	-	√	√	√	√	√
9	Kab. Soppeng	Tier-1 Hotspot	Indo Komputer	√	√	-	-	-	-	-	-	√	√	√	√	√
10	Kab. Enrekang	Tier-1 Hotspot	PT. ReKayasa Teknologi Informasi	√	-	√	-	-	-	√	-	√	√		√	√
11	Kab. Jenepono	Tier-1 EMG	Turatea Computer Centre	-	-	√	-	-	-	-	-	√	√	√	√	√
BANTEN																
12	Kota Tangerang	Tier-2 Hotspot	CV Almagada Jaya*	√	√	√	√	-	-	-	-	√	√	√	√	√
WEST JAVA																
13	Kab. Karawang	Tier-2 EMG	CV Trisatya Pratama*	√	-	√	√	√	√	-	-	√	√	√	√	√
14	Kab. Sukabumi	Tier-1 Hotspot	Yayasan Tarbiyah Islamiyah (YASTI)*	√	√	-	-	-	-	-	√	√	√	√	√	√

DBE1 has been disbursing grant funds throughout Year 4. Total value of 14 grants awarded is \$286,478 (equivalent to IDR 2,578,299,451). As of September 2009, \$217,975 (equivalent to IDR 1,961,771,228) has been disbursed to the grantees in the form of equipment and cash to cover grant main activities including training expenses (Table 5.3).

One of the unique features of the grants program is forming consortia comprised of private sector entities and government offices such as district education office and district library. Our premise is that involving the private sector could lead to sustainability after the grant is officially closed because with a profit motive, the private sector entity is likely to maintain software and hardware procured through the grant. Experience has shown that in many cases when government offices receive IT equipment they often don't have a budget to maintain it. Thus, for example, if a computer is struck by a virus, the computer just shuts down and is not used further.

Monitoring indicates there is only partial success in achieving this objective. In some districts where the grant has closed or is nearing completion, the enterprise is taken over by the local government and the private sector drops out. In some of these cases there is optimism that the activities will be sustained because maintenance has been included in the district annual budget. However, in some cases there is evidence that the private sector will remain engaged, thereby better ensuring sustainability and thereby providing continuous service to the district offices and the community at large.

In Tapanuli Utara district of North Sumatera province, a consortium lead by the private firm PT Webmedia is likely to remain as a consortium member after the grant officially closes. Through the grant, a Web site and messaging system application software to be used primarily by the district education office to better manage education has been developed. Also as part of the grant, internet infrastructure and equipment have been installed in the district, which provides a Hotspot for community use at a low users' fee. The fees contribute to the profits of the private firm and it is expected they will use part of the fees to maintain and upgrade the system.

In Surabaya, capitol city of East Java province, a consortium has been formed comprising the private firm PT ITS Kemitraan and the District Education Office. Through the grant a web-base education portal called "Dig School" has been developed to provide materials for teachers, students, and administrators. The portal contains such information as school news, school agenda, school lesson plans, learning materials, online practice and exams, school grades, a discussion and consultation board, virtual class rooms, online library, and links to other education Web sites. DigiSchool also provides short message service (SMS) facilities. The program was installed in 13 pilot schools.

The district Communication and Information office (*Dinas Komunikasi dan Informasi [Kominfo]*) has joined the consortium with the goal to disseminate the DigiSchool program to all approximately 3,000 schools in Surabaya. To date, it has already expanded to about 270 additional schools. Another indication of sustainability is the fact that the consortium, without direct use of grant funds, has developed a new program called School Map. This is a GIS-based custom software that describes the condition of all schools in the city, facilities, and number of teachers and students, etc. This forms an online information system accessible to the community and education stakeholders as a means to improve education management and governance in the city.

The largest grant was awarded to a consortium comprised of the private sector firm YPK Amanah together with the District Education Office (DEO) and Office of Religious Affairs (Kandepag) in Pangkep district, South Sulawesi province. The purpose of the grant is to electronically link the DEO with branch offices and with schools in a remote island. A tower has been constructed at the DEO and computers have been installed (together with a generator for the island school since the island is without electricity). Also under the grant YPK Amanah has trained several users including a number of teachers and administrators from island schools—for most of them this was their first exposure to the internet. Part of the system is an internet café operated from the offices of YPK Amanah. As the grant was nearing the completion date, DBE1

monitoring discovered that the internet equipment was already out of date and that the number of paying users for the internet service was not sufficient to cover the ongoing costs for maintaining the system such as monthly fees for Internet service provider (ISP) services. We found that this was occurring because the consortium focused fully on installing hardware and training; they did not pay attention to developing a proper business plan to ensure sustainability. USAID agreed to extend the grant so that the consortium could upgrade its equipment to attract more service users, and at the same time DBE1 provided technical assistance to the consortium to develop a proper business plan and solicit more users. For example, the consortium has offered services to the district legislature (DPRD) who is expected to allocate funds for the service on a continuing basis. We will monitor these developments in the coming months.

Table 5.3. Summary of Grants Awarded

No.	Grantee	Progress		
		DBE1 Grant/ Budget (Rp.)	Cumulative Realization (Rp.)	Obligated Amount (Rp.)
a.	ICT INNOVATIONS & EMG			
a.1.	Pangkajene Kepulauan, South Sulawesi – YPK Amanah	415,152,500	370,311,875	44,840,625
a.2.	Jeneponto, South Sulawesi – PT Turatea Computer Center	25,252,500	22,100,000	3,152,500
a.3.	Karawang, West Java – CV Trisatya Pratama	292,518,451	171,840,203	120,678,248
a.4.	Karanganyar, Central Java – PT Indomaya Wira Sejahtera [Tier-2]	258,532,500	103,098,000	155,434,500
a.5.	Klaten, Central Java – CV Cosmo Jaya	347,461,000	258,840,000	88,621,000
a.6.	Surabaya, East Java – PT ITS Kemitraan [Tier-1]	50,184,000	41,716,500	8,467,500
a.7.	Surabaya, East Java – PT ITS Kemitraan [Tier-2]	311,557,100	304,710,000	6,847,100
a.8.	North Tapanuli, North Sumatra – PT Webmedia	361,742,000	261,475,600	100,266,400
b.	b. EDUCATION HOTSPOT			
b.1.	Soppeng, South Sulawesi – Indo Komputer	31,243,000	21,730,000	9,513,000
b.2.	Sukabumi, West Java – Yayasan Tarbiyah Islamiyah (YASTI)	60,670,400	56,303,500	4,366,900
b.3.	Tuban, East Java – PT Tridata Cakrawala	69,754,000	69,788,000	(34,000)
b.4.	Enrekang, South Sulawesi – PT Rekayasa Teknologi Informasi (Rekti)	25,925,000	25,925,000	—

No.	Grantee	Progress		
		DBE1 Grant/ Budget (Rp.)	Cumulative Realization (Rp.)	Obligated Amount (Rp.)
b.5.	Tangerang, Banten – CV Almagada Jaya	300,930,000	237,777,250	63,152,750
b.6.	Karanganyar, Central Java – PT Indomaya Wira Sejahtera	27,377,000	16,155,300	11,221,700
	Grand Total (Rp.)	2,578,299,451	1,961,771,228	616,528,223
	Grand Total (USD = 9,000 IDR)	286,478	217,975	68,503

Figure 5.1. ICT Grant Disbursement vs. Obligated Amount by Date Awarded

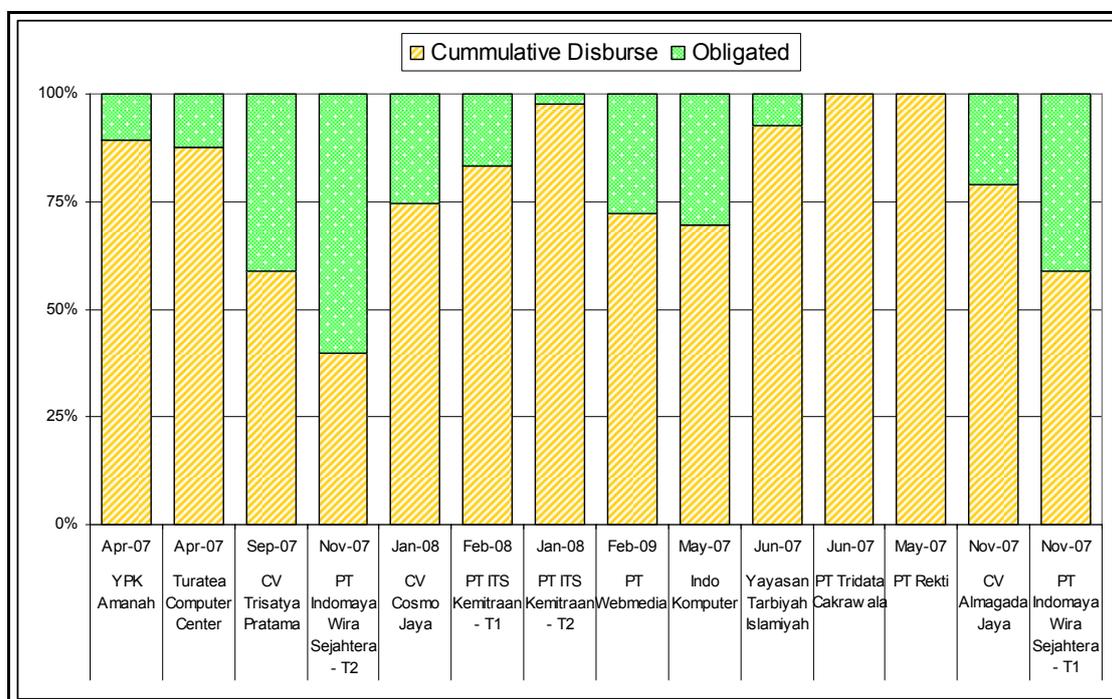
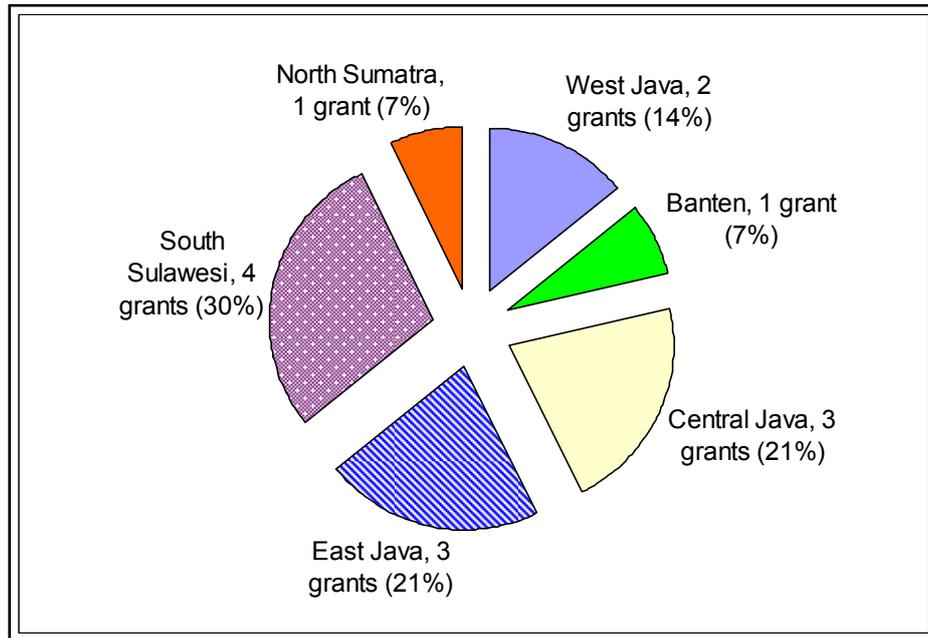


Figure 5.2. ICT Grant Distribution by Province



5.2. EMIS Pilot (Task 8)

DBE1 carried out an assessment of MONE's EMIS in the first year of the project. The report of the assessment was published in June 2007. Results were shared with MONE and other education stakeholders. In January 2006 DBE1 was mandated to carry out an assessment of ICT needs and potentials in Aceh. A feasibility study was carried out and reported in August 2007. In May 2008 we prepared a proposal to conduct a pilot project in Aceh based on the results of the feasibility study. The purpose of the pilot is to test use of ICT to improve data flow and reliability as part of improving MONE's EMIS. In November 2008 the proposal was approved and joint team between PSP MONE and DBE1 was established.

The team created a detailed work plan which has two main phases: Phase 1 organization, reaching and signing agreements, research on ICT options and planning; Phase 2 consists of implementation in the field, testing, monitoring and reporting.

In third week of February 2009, joint team of PSP MONE and DBE1 along with USAID visited Aceh to introduce the program. On February 18, 2009 a meeting was held with head of the provincial education office (Kepala Dinas Provinsi NAD). On February 19, the project was introduced to district officials and 12 schools that have been selected to participate in the project. On February 20, the introduction was made to Bupati Aceh Tengah, head of district education and religious affairs offices (Kepala Dinas Pendidikan and Kepala Kandepag), members of the district legislature (DPRD), other district officials and principals of 40 schools in the district that will participate in the project. The introduction was followed signing of an official agreement by the Bupati.

Phase 2 EMIS Strengthening Pilot Program in two selected districts, Aceh Tengah and Pidie, began in the third quarter of Year 4. Main activity during this phase is procurement of equipment, finalizing SDS++ application software development, and resource assessment.

Figure 5.3. EMIS Strengthening Activities

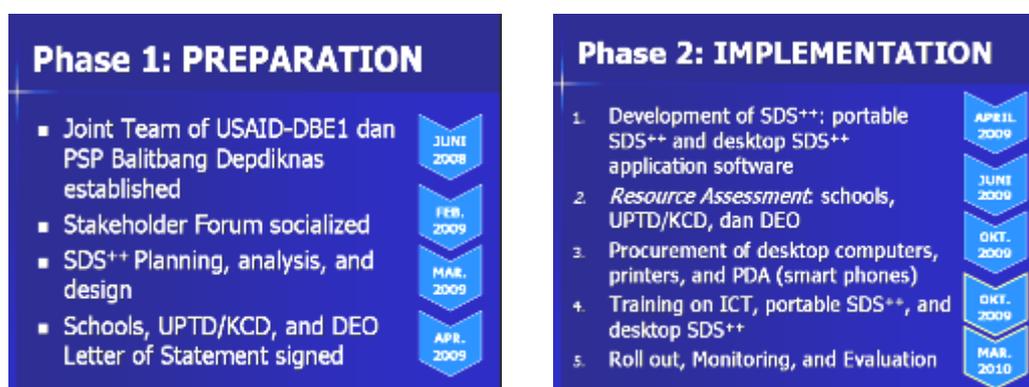


Table 5.4. Progress with EMIS Pilot

Activity	Target Volume	Target Date	Status at End of Year 4 (cumulative)	Achievement at End of Year 4
Finalize work plan and baseline for EMIS pilot with MONE (PSP team)	Implement Work Plan Phase-2	Dec 09	Work Plan Phase-2 completed	Work Plan Phase-1 completed
Procure equipment district, subdistrict, and school	62 computers, 52 printers, 12 SmartPhones	Oct 09	Printers and SmartPhones in progress	Desktop computers completed
Train district, subdistrict, and schools	Train in use of SDS++ and ICT capacity strengthening	Nov 09	Not yet	Not yet
Evaluate and disseminate results for MONE policy on data flows	National workshop	April 10	Not yet	Not yet

* SDS++ is further development of the School Database System (SDS) that has been piloted in over 500 schools. SDS++ will include two additional features: Monthly Report and Lembar Individu (LI-SD of PadatiWEB), which directly relates to MONE's EMIS.

Development of SDS++ software was based on the SDS software currently being used in schools in six DBE1 provinces. Unlike SDS, which was designed only for schools, SDS++ includes data management on school, subdistrict, and district levels. SDS++ outputs could be used not only at school level but, using PadatiWEB or MONE's EMIS application, also at national level. DBE1 team designed SDS++ architecture (Figure 5.4). Applications were designed for SDS++ for both schools and sub districts. As part of the development process, the DBE1 team analyzed the data flow between schools, sub-district education offices (UPTD/KCD), and district education

offices/DEO (Figure 5.5). For the most part Microsoft Excel and Microsoft Access software was used for the system. The development team also tested the transfer of data between school based SDS++ to personal digital assistance (PDA) or Smartphone²¹ and between PDA to SDS++ at the sub-district (Figure 5.6). The test was made in simulated conditions in the office. Further, transfer of data between sub-district SDS++ and MONE EMIS terminals at the district education office was also successfully tested (Figure 5.7).

In June, DBE1 Jakarta team members together with District Coordinators from Aceh Tengah and Pidie interviewed stakeholders at school, sub-district, and district level on SDS++. This was conducted to assess level of availability of human resource as well as of supporting documents to support program implementation. The process will continue with training of SDS++ users and Field Testing in early Year 5.

Figure 5.4. SDS++ Architecture

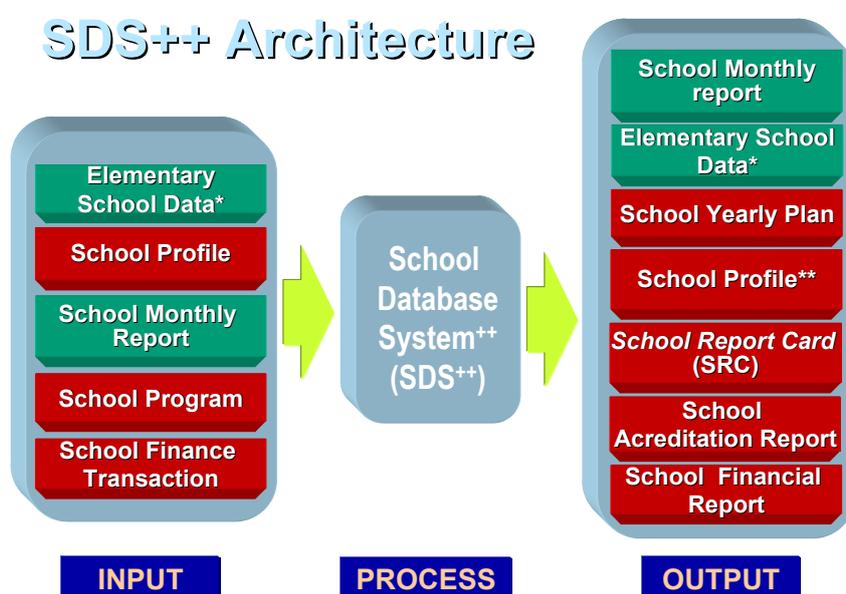
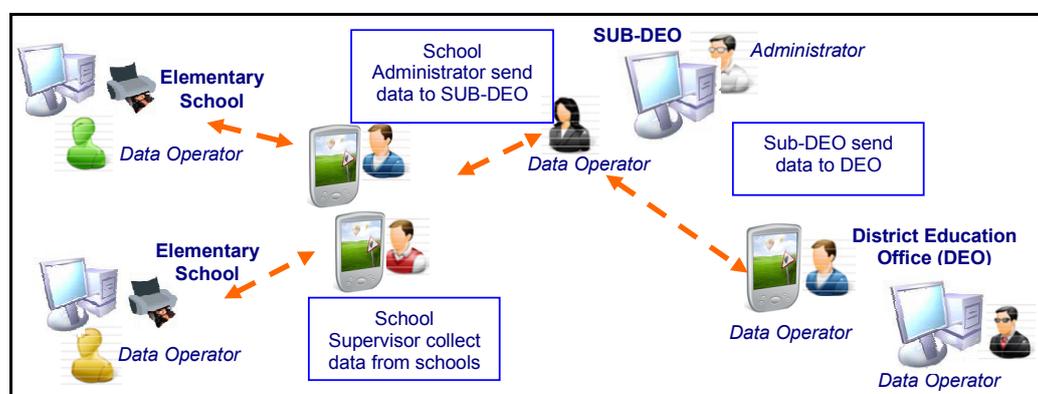


Figure 5.5. Illustration of Data Flow between School, Sub-DEO, and DEO

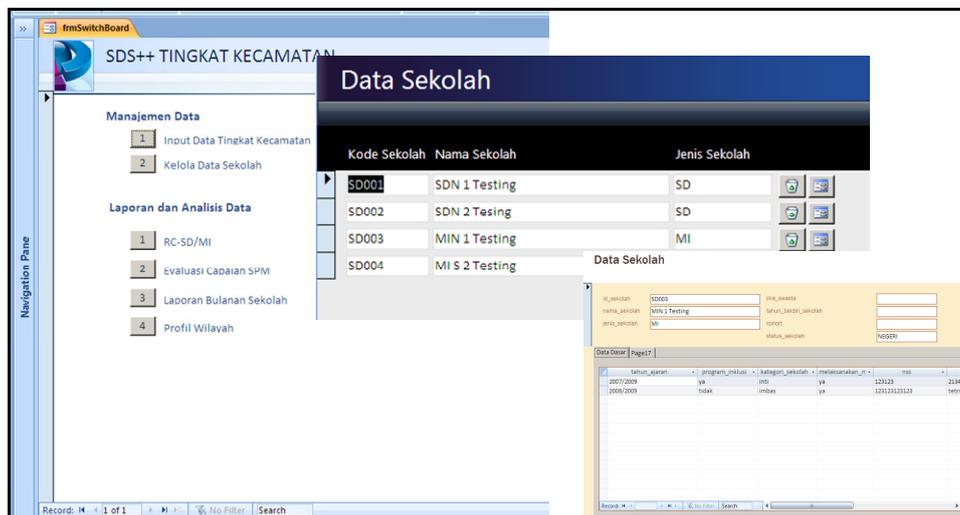


²¹ SmartPhones contain both PDA and cell phone capabilities.

Figure 5.6. Illustration SDS⁺⁺ Data in a PDA



Figure 5.7. Illustration of Data Output at District Ready for MONE EMIS (PadatiWEB)



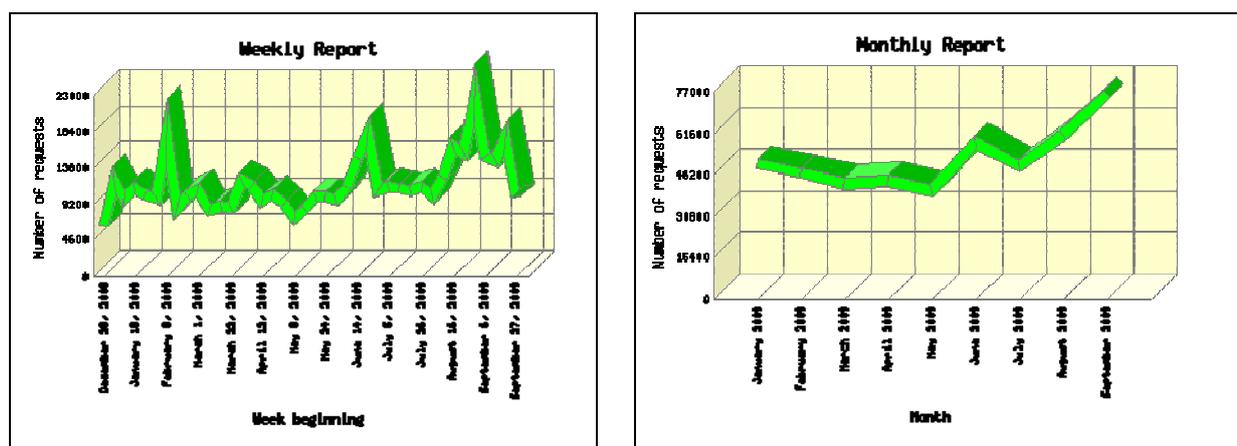
5.3. DBE Web Site ²²

As of September 2009, the DBE Web site received 1,287,286 hits since the Web site was launched in 2005. The total number of hits in Year 4 (608,449 hits) is increased significantly (31%) compare to the previous year (463,767 hits). The average monthly hits of Year 4 reaching 50,704 hits; it is greater than the average monthly hits of the previous year reaching 38,647 hits.

In the final quarter of Year 4, DBE Web site hits steadily increased from 49,012 hits in July 2009 to 60,792 hits in August 2009 to 76,052 hits in September 2009 (see right side of **Figure 5.8**). The quarter's weekly average hits are 13,865, with steady hits in the first few weeks, with around 11,000 hits on average, and a combination of increasing and decreasing hits in the next weeks, with a spike in the last week of August (22,929 hits) (see left side of **Figure 5.8**).

²² <http://www.dbe-usaid.org/>

Figure 5.8 Web Site Hits in the Final Quarter of Year 4



In Year 4 DBE1 continued to upload information from DBE123 into various sections of the Website, primarily: News and Resource Materials. The top ten requests for documents were dominated with resource materials uploaded by DBE1 related government legal documents which are ministerial decrees and government regulations. Also among the top ten downloads were DBE1 and DBE3 manuals (see Table 5.9 below).

Table 5.5. Top 10 Requests for Documents (as of September 2009)

Resource Materials	Download Frequency	Date Upload (mm-dd-yy)	Duration since Upload Date (Days)	Daily Download Frequency
Attachment for BSNP regulation No.984-BSNP-XI-2007 regarding SOP for SMP, MTs, SMPLB, SMA, MA, SMALB, DAN SMK National Exam year 2007/2008	8100	Nov. 27, 2007	663	12.22
Teknologi Informasi Komunikasi untuk Kehidupan, Pembelajaran dan Pekerjaan	13162	July 31, 2006	1,140	11.55
Law number 14 year 2005 regarding Teachers and University Lecturers	8443	Aug. 15, 2007	765	11.04
National Education Minister Regulation number 34 year 2007 regarding National Exam Year 2007/2008	6727	Nov. 27, 2007	663	10.15
National Education Minister Regulation number 12 year 2007 regarding School Supervisor Standard	4358	April 28, 2008	512	8.51
Republic of Indonesia Government Regulation number 32 year 2008 regarding Guideline for District Annual Budget (APBD) compilation Year 2009	3578	July 28, 2008	422	8.48
Panduan Penghitungan Biaya Operasional Satuan Pendidikan dan Penyusunan Kebijakan (DRAFT-Agustus 2007)	4545	Dec. 17, 2007	643	7.07
School Committee: Simple Accounting Methods	5152	Sept. 17, 2007	733	7.03
Letter of Directorate General of Basic Education Management No. 643/C/KU/2007 regarding Implementation Guidelines for 2007 Fiscal Year 2007 Specific Allocation Funds	5317	Aug. 2, 2007	778	6.83
School Committee: Alliance	4401	Sept. 17, 2007	733	6.00

6. Public-Private Alliance (Task 9)

As a result of the Mid-Term Review recommendations it became likely that no further new public-private alliances will be formed in Year 4 and 5 of the project.

Accordingly, in Year 4 DBE1 focused on completing commitments made for the BP alliance in Papua Barat and the ConocoPhillips alliance in Central Java and Yogyakarta. New opportunities for public-private alliances will be managed by USAID/Indonesia.

At the beginning of the project, DBE1 was required to set aside approximately \$677,775 amounting to 15% of program activities. DBE1 task order requires a 1:1 leverage (preferred 2:1). Through Year 4 of the project, DBE1 has leveraged 3:1 from the private sector.

PPA amount set aside in DBE1 Budget: \$677,775
 Total committed through September 2009: \$564,000
 Total leveraged through September 2009: \$1,547,000

PPA amount set aside in Aceh Contract Modification: \$350,000. DBE1 does not plan to use these funds to support further PPAs based on Mid-Term Review (MTR) recommendations.

Total committed through September 2009: 0

Total leveraged through September 2009: 0

Amount set aside for Global Development Alliance (GDA)/Chevron Alliance: \$250,000
 Amount spent through September 2009: \$243,081

Table 6.1. Summary of Public-Private Alliances

Alliances	Total Leveraged	Total Commitment	Ratio	Status
BP Alliance	\$500,000	\$225,000	2:1	Completed
BP Migas Alliance	\$222,000	\$50,000	4:1	Completed
ConocoPhillips Alliance	\$700,000	\$279,000	3:1	Completed
Chevron Alliance	\$125,000	\$10,000	12:1	Completed
Total	\$1,547,000	\$564,000	3:1	

6.1. BP Alliance – Papua Barat

DBE1 initiative in Papua Barat focused on the strengthening the planning capacity of the district education office in three districts in Papua Barat: Kabupaten Manokwari, Kota Sorong and Kabupaten Sorong Selatan. The focus on planning capacity was based on the requests from senior staff of district education office during DBE1 Consultant's visit to Papua Barat in November 2007 that the DBE support should focus on helping them in school mapping and Renstra preparation. In the first Quarter 2008 USAID requested that DBE work in Papua be put on hold until USAID and BP revise the terms of the alliance. After a period of about 6 months, USAID asked DBE1 to resume the work at which time DBE1 began the search for a new coordinator.

The DBE1 Local Coordinator for Papua Barat was recruited in November 2008 and began to work in Manokwari. An assessment of the districts' interest and readiness to pick up the work begun in these districts before the work stoppage revealed that only Kabupaten Manokwari was prepared to immediately continue. The DBE1 initiative in Papua Barat progressed very slowly mainly because in Kabupaten Manokwari and Kabupaten Sorong Selatan the district education offices were in the process of being reorganized and in Kota Sorong a consultant had been hired to do some of the work DBE1 had planned to do. Therefore, the decision was made that DBE1 will focus on conducting activities in Kabupaten Manokwari and stakeholders from the other two districts will be invited to participate in training workshops for data analysis, etc. However; later in April 2009, the Head of Kota Sorong Education Office told DBE1 that they actually need some support for Renstra.

In the second Quarter of 2009, DBE1 Local Coordinator supported the District Education Office of Kabupaten Manokwari and Kota Sorong to set up a school data base. Kota Sorong was able to collect school data for the last three years (2006-2008) from kindergarten to senior secondary education; because of the relatively small area of the township, the District Education Office was able to easily complete the data collection. The situation was quite the opposite in Kabupaten Manokwari, where school data was only available for senior secondary education; there was very little data on primary education and none for junior secondary education. The same situation was true in Kabupaten Sorong Selatan. Despite this limitation, DBE1 continued to improve the capacity of staff from Manokwari and Kota Sorong in a workshop on using the DBE1 planning software–District Planning Information Support System (DPISS), now (*Sistem Informasi Perencanaan Pendidikan Kabupaten/Kota*–[SIPPK]) that was held in East Java in May 2009.

District Education Profile Development Workshop

DBE1 conducted a workshop on preparing the profile for educational services to which the three districts in Papua Barat (Kabupaten Manokwari, Kota Sorong and Kabupaten Sorong Selatan) were scheduled to attend. Kabupaten Manokwari and Kota Sorong participated in the workshop. Unfortunately, no participants were able to

come from Sorong Selatan despite repeated efforts by DBE1 Local Coordinator in contacting Sorong Selatan District Education Office.

The workshop was held on May 25 to 29, 2009 in Kota Kediri, East Java. The objective of the workshop was to strengthen the capacity of the District Education Office staff in preparing the five year plan. In this workshop, Education office of Nganjuk district shared their experience in preparing Renstra. Kabupaten Nganjuk is one of the districts in East Java which is considered successful in preparing the Renstra. During the workshop, the participants were also trained to use the DBE1 planning software and database system (SIPPK).

All participants were very grateful for the opportunity to attend the workshop. A visit to DBE1 schools in the vicinity of the workshop venue also gave them some idea how a good school operates. The participants think that the SIPPK is much simpler and easier to be operated compared to MONE's on-line EMIS, especially for handling the yearly schools reports (*Laporan Individu Sekolah*). They also requested a continued support from DBE1 after they return to Papua Barat.



Participants learning how to use the SIPPK program.



Some West Papua team members involved in discussion with their teacher at SDN Tanjung Anom 2, Nganjuk.

District Profile Preparation

After attending a workshop on preparing education profile in East Java, the staff from planning section that are responsible for district education data started to input the data into SIPPK format. The DBE1 SIPPK software was utilized in preparing the education profile.

In Kabupaten Manokwari data is only available at the high school level because high schools are mostly in urban areas and their numbers are relatively small. The data on primary and junior secondary school was not readily available and could not be collected in time for preparing the profile. Thus, the profile produced was only a partial one, but district staff gained experience and improved their skills in using DBE1 planning software.

Kota Sorong was more successful in preparing the district profile because the availability of the data—Kota Sorong has complete data from Kindergarten to High School for the last three years—and the former head of the Education office was also

involved in the effort. As a result that Kota Sorong produced a good district profile. The district team that produced the profile was very enthusiastic about the system, especially with the output table that was quickly generated in a matter of less than one minute.

Disaster Preparedness Management Workshop

In response to the requests from Kabupaten Sorong and Kabupaten Manokwari for post earthquake assistance, DBE1 conducted a disaster preparedness management workshop in Yogyakarta and Klaten, Central Java on July 22-24 July. These two Papua districts were struck an earthquake in January 2009. (Kabupaten Sorong is not a DBE target district, but because their need was immediate we decided to provide this service to them.) The participants from each kabupaten comprised of a representative from Bappeda, Dinas Pendidikan, Pengawas and Principal/Teacher. The purpose of the workshop was to build capacity of the districts in disaster preparedness management and to identify and prioritize medium and long-term reconstruction requirements for schools if there were earthquake/natural disasters.

During the three day workshop, various parties who were involved in mitigating the impact of the earthquake in Yogyakarta and Klaten in 2006 shared their knowledge and experience on the methods for rapid assessment of casualties and damages, and an earthquake resistant building construction (see below). The participants also visited schools which had been reconstructed by DBE1 with the assistance from ConocoPhillips.

All participants were grateful for the opportunity to attend the workshop. They pledged to begin the efforts for coping with earthquake/natural disaster. Representatives said that they will revise certain items in this year budget so that they could set aside funds to disseminate information regarding strategies for coping with earthquake/natural disaster in selected schools.



Disaster Preparedness Management workshop, conducted in Yogyakarta, July 22–24, 2009.



Representatives from Papua Barat with the principal, teachers, and students at SDN 01 Babadan, Klaten, July 23, 2009.

Closing of DBE1 Papua Barat Office

On August 31, 2009, the DBE1 Papua Barat office was officially closed. The DBE1 Jakarta Team oversaw the closing process. Some of DBE1 West Papua office furniture was donated to Yayasan Pendidikan Nusantara Kota Sorong and Dinas Pendidikan Kabupaten Manokwari.



The Head of the Yayasan Pendidikan Nusantara receiving the donated DBE1 Papua Barat office furniture.



DBE1 Papua Barat District Coordinator symbolically hands over DBE1 Papua Barat office furniture to the Head of the Manokwari District Education Office.

6.2. ConocoPhillips Alliance: Central Java and Yogyakarta

A primary focus of Year 4 was the completion of the ConocoPhillips alliance in Central Java and Yogyakarta. Under the ConocoPhillips Alliance, the agreement was to support reconstruction and rehabilitation of 35 school/madrasah/community learning centers (PKBM) in Kabupaten Bantul, Sleman, Klaten and Kota Yogyakarta affected by May 2006 earthquake.

By January 2009, the reconstruction/rehabilitation process in 35 schools was completed. Twenty five of the 35 schools were able to complete the project earlier than scheduled and managed the reconstruction/rehabilitation process effectively. By using used materials and/or labor efficiently and receiving community contributions, these schools were able to save money and use the remaining budget to build more school facilities (school yard improvement, build school fence and students' bicycles

parking space, rehabilitate other classrooms, etc.). Together, these 35 schools saved approximately \$56,000 or 7% of the planned budget.

Community Contribution

The reconstruction/rehabilitation process using community participation enabled the community to be involved in the construction work as well as monitor the progress. This process encouraged the school neighborhood communities to make contributions to schools, such as volunteering to demolish the damaged school building, labor (paid below the market price), or contribute building materials such as sand, bricks, cement, work equipment, and even food (snack/lunch) for members of school committee for rebuilding or laborers. At the end of December 2008, the value of community contributions during the reconstruction/rehabilitation process totaled Rp. 209,662.850.-- (US\$ 19,060.25).²³



Community volunteers casting concrete for the two-story building of SMP Muhammadiyah Tengahan, Sleman.



Community members having lunch after volunteering to demolish the old damaged building, SDN Kledokan, Sleman.

Monitoring & Evaluation

During October 27–31, 2008, DBE1 Jakarta had conducted the second monitoring and evaluation of the school reconstruction/rehabilitation process in Kabupaten Bantul, Sleman, Klaten, and Kota Yogyakarta (see *School Reconstruction and Rehabilitation Program in Central Java and DIY using Community Participation Mechanism; Monitoring Progress Report 2*, dated January 2009). The monitoring was carried out in a sample of 23 schools or 66% of total schools. The schools were randomly selected and covered all districts and types of schools (primary school/madrasah [SD-MI], junior secondary school/madrasah [SMP-MTs], public-private, and PKBM).

The result of the second monitoring indicated that the reconstruction/rehabilitation process was consistent with the DBE1 *Manual on Post-Earthquake School/Madrasah Reconstruction/Rehabilitation in Central Java and DIY*. For example, all reconstruction and rehabilitation processes were conducted by the School Committee for Rebuilding and were well supported by school committees, teachers, and principals. The construction materials met safety and building integrity standards. The neighborhood communities also actively participated in the reconstruction/rehabilitation process with many of them giving contributions to

²³ US\$1 = Rp. 11,000.--. Total value of community contributions include cash and in-kind contributions converted into rupiah.

schools in the form of building materials, work equipment, food (snack/lunch), and labor (volunteer and/or paid below market price). The implementation of the reconstruction/rehabilitation process exercised the principle of transparency and accountability, whereby the neighborhood communities could directly oversee the usage of the grant funds.



Budget and technical drawings posted for accessibility by the public, MI Miftahul Ulum, Bantul.

NO/TANGGAL	URAIAN	DEBIT	KREDIT	SALDO
1	Saldo Awal			0
2	Saldo Akhir			0
3	Saldo Awal			0
4	Saldo Akhir			0
5	Saldo Awal			0
6	Saldo Akhir			0
7	Saldo Awal			0
8	Saldo Akhir			0
9	Saldo Awal			0
10	Saldo Akhir			0
11	Saldo Awal			0
12	Saldo Akhir			0
13	Saldo Awal			0
14	Saldo Akhir			0
15	Saldo Awal			0
16	Saldo Akhir			0
17	Saldo Awal			0
18	Saldo Akhir			0
19	Saldo Awal			0
20	Saldo Akhir			0
21	Saldo Awal			0
22	Saldo Akhir			0
23	Saldo Awal			0
24	Saldo Akhir			0
25	Saldo Awal			0
26	Saldo Akhir			0
27	Saldo Awal			0
28	Saldo Akhir			0
29	Saldo Awal			0
30	Saldo Akhir			0

Community board containing the grant financial report for SDN 01 Mandong, Klaten.

School Building Maintenance and Coordination Workshops

During December 17–23, 2008, DBE1 Yogyakarta team conducted school building and coordination and evaluation workshops in Kabupaten Bantul, Sleman, and Klaten. The purpose of the workshops was to train school personnel on how to plan and carry out preventive maintenance. All schools receiving reconstruction/rehabilitation grants attended the workshops. Principals, teachers, school committee members, and members from the school committee for rebuilding attended these workshops; a total of 138 people, 103 men and 35 women, took part. As a result of the training, all participants made the commitment to ensure the newly constructed schools will be well maintained.



School Building Maintenance workshop, conducted at SDN 02 Pokak, Klaten, December 18, 2008.



Participants of the School Building Maintenance workshop, conducted at MI Al Huda, Sleman, December 23, 2008.

Books and Furniture Grants

On January 8–17, 2009, DBE2 implemented a series of meetings for principals and master teachers in Klaten and Yogyakarta designed to equip principals and teachers to properly procure books with grants provided as part of the PPA project. After the training, DBE1 mentored schools in preparing a list of reading materials based upon the DBE2 book list. In the first Quarter 2009, a total of 35 Phase 3 grants (procurement of books and furniture) were approved and awarded by DBE1.



Teaching learning activities in the rehabilitated classroom and using new furniture, SD Muhammadiyah Ambarketawang 3, Sleman.



Students enjoying the new reading materials in PKBM Marsudi Karya, Klaten.

Table 6.2. Grant Summary

No.	School	Grant Value	Activities
KABUPATEN KLATEN			
1	SDN 01 Babadan (Reconstruction Grant: 0209604-G-08-014)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 647.976.000,- Ph 3: Rp. 57.952.000,- Total: Rp. 711.901.000,-	<ul style="list-style-type: none"> • Start: 29 April 2008 • Finish: 25 October 2008 • Reconstruction: 4 classrooms, teacher room, library, infirmary, warehouse, hall, 4 toilets; and rehabilitate: 2 classrooms & bicycles parking space • Additional funds used to: paint state owned principal/teachers housing (<i>rumah dinas</i>), renovate school terrace and pave school yard • Procure: a total of 546 books, 40 chairs, desks, drawers and boards
2	SDN 01 Granting (Rehabilitation Grant: 0209604-G-08-015)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 185.264.000,- Ph 3: Rp. 33.525.000,- Total: Rp. 224.789.000,-	<ul style="list-style-type: none"> • Start: 5 May 2008 • Finish: 13 September 2008 • Rehabilitation: 4 classrooms, warehouse and 5 toilets • No additional funds available • Procure: a total of 428 books, 41 chairs, desks and drawers

No.	School	Grant Value	Activities
3	SMP Muhammadiyah 8 Wedi (Rehabilitation Grant: 0209604-G-08-025)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 200.000.000,- Ph 3: Rp. 37.300.000,- Total: Rp. 243.300.000,-	<ul style="list-style-type: none"> Start: 3 July 2008 Finish: 1 November 2008 Reconstruction: 9 classrooms, library, computer room, teacher & principal room, musholla, infirmary and vocational room Additional funds used to: renovate floor and structure, fix bicycles parking space and students toilets, and build teacher toilets Procure: a total of 359 books, 53 chairs, desks, drawers and whiteboards
4	SDN Tangkisan Pos Reconstruction Grant: 0209604-G-08-026	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 249.133.000,- Ph 3: Rp. 30.900.000,- Total: Rp. 286.033.000,-	<ul style="list-style-type: none"> Start: 5 June 2008 Finish: 6 September 2008 Reconstruction: 3 classrooms and musholla No additional funds available Procure: a total of 359 books, 53 chairs, desks and drawers
5	SDN 01 Somopuro (Reconstruction Grant: 0209604-G-08-027)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 257.471.000,- Ph 3: Rp. 33.975.000,- Total: Rp. 297.446.000,-	<ul style="list-style-type: none"> Start: 4 June 2008 Finish: 13 September 2008 Reconstruction: 2 classrooms, library, infirmary and musholla Additional funds used to: build school gate, school sign board and bicycles parking space, and pave school yard Procure: a total of 440 books, 46 chairs, desks, drawers and blackboards
6	PKBM Marsudi Karya (Reconstruction Grant: 0209604-G-08-029)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 180.933.000,- Ph 3: Rp. 32.150.000,- Total: Rp. 219.083.000,-	<ul style="list-style-type: none"> Start: 19 July 2008 Finish: 25 October 2008 Reconstruction: 2 classrooms and rehabilitate 3 toilets Additional funds used to: build foundation for future building expansion Procure: a total of 300 books, 42 chairs, desks, drawers and blackboards
7	SDN 02 Demangan (Reconstruction Grant: 0209604-G-08-030)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 229.709.000,- Ph 3: Rp. 31.700.000,- Total: Rp. 267.409.00,-	<ul style="list-style-type: none"> Start: 10 July 2008 Finish: 28 November 2008 Reconstruction: 3 classrooms and 4 toilets Additional funds used to: paint other building (not covered in the original budget) and replace roof of state owned principal/teachers housing (<i>rumah dinas</i>) and bicycles parking space Procure: a total of 546 books, 43 chairs, desks, drawers and blackboards
8	SDN 03 Palar (Rehabilitation Grant: 0209604-G-08-031)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 212.351.000,- Ph 3: Rp. 31.700.000,- Total: Rp. 267.409.000,-	<ul style="list-style-type: none"> Start: 14 July 2008 Finish: 10 November 2009 Rehabilitation: 6 classrooms and 2 toilets No additional funds available Procure: a total of 460 books, 95 chairs, desks, drawers and blackboards
9	SDN 02 Mlese (Rehabilitation Grant: 0209604-G-08-032)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 200.000.000,- Ph 3: Rp. 30.150.000,- Total: Rp. 236.150.000,-	<ul style="list-style-type: none"> Start: 14 July 2008 Finish: 17 December 2008 Rehabilitation: 6 classrooms, office, kindergarten and 4 toilets No additional funds available Procure: a total of 447 books, 29 chairs, desks and drawers

No.	School	Grant Value	Activities
10	MI Muhammadiyah Blanciran (Rehabilitation Grant: 0209604-G-08-033)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 146.700.000,- Ph 3: Rp. 21.350.000,- Total: Rp. 174.050.000,-	<ul style="list-style-type: none"> Start: 18 August 2008 Finish: 19 November 2008 Rehabilitation: 3 classrooms, infirmary, teachers room, musholla, canteen and reconstruction of toilet Additional funds used to: install ceramic on classrooms wall and buy furniture Procure: a total of 530 books, 29 chairs, desks and drawers
11	SDN 02 Tanjung (Rehabilitation Grant: 0209604-G-08-036)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 173.425.000,- Ph 3: Rp. 37.275.000,- Total: Rp. 216.700.000,-	<ul style="list-style-type: none"> Start: 15 July 2008 Finish: 6 December 2008 Rehabilitation: library, infirmary, laboratory and reconstruction of 4 toilets Additional funds used to: increase the height of school fence and install school gate, paint classrooms and replace the ceramic floors (classrooms that were not covered in the original budget) Procure: a total of 587 books, 57 chairs, desks and drawers
12	SDN 01 Jambu Kidul (Rehabilitation Grant: 0209604-G-08-037)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 172.033.000,- Ph 3: Rp. 20.675.000,- Total: Rp. 198.708.000,-	<ul style="list-style-type: none"> Start: 21 July 2008 Finish: 29 December 2008 Rehabilitation: 6 classrooms, library, infirmary, office, teachers room, 4 toilets & bicycles parking space No additional funds available Procure: a total of 409 books, 25 chairs, desks and drawers
13	SDN 01 Karangnongko (Rehabilitation Grant: 0209604-G-08-038)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 145.086.000,- Ph 3: Rp. 27.375.000,- Total: Rp. 178.461.000,-	<ul style="list-style-type: none"> Start: 21 August 2008 Finish: 15 November 2008 Rehabilitation: 2 classrooms, teachers room and reconstruction of 2 toilets Additional funds used to: install new ceramic on school hall and bars of windows, replace roof and toilet doors Procure: a total of 534 books, 30 chairs, desks and drawers
14	SDN 02 Pokak (Rehabilitation Grant: 0209604-G-08-041)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 195.712.000,- Ph 3: Rp. 30.050.000,- Total: Rp. 231.762.000,-	<ul style="list-style-type: none"> Start: 14 July 2008 Finish: 22 November 2008 Rehabilitation: 5 classrooms and construction of 1 new classrooms and 3 toilets Additional funds used to: fix state owned principal/teachers housing (<i>rumah dinas</i>), build septic tank, drainage, doors and classroom partition Procure: a total of 406 books, 33 chairs, desks and drawers
15	SDN 02 Kanoman (Rehabilitation Grant: 0209604-G-08-042)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 147.685.000,- Ph 3: Rp. 27.750.000,- Total: Rp. 181.435.000,-	<ul style="list-style-type: none"> Start: 12 August 2008 Finish: 13 December 2008 Rehabilitation: 3 classrooms and 2 toilet and construction of 2 new toilets Additional funds used to: pave school yard, paint and reinstall classrooms electricity Procure: a total of 436 books, 32 chairs, desks and drawers

No.	School	Grant Value	Activities
16	SDN 01 Mandong (Rehabilitation Grant: 0209604-G-08-043)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 214.040.000,- Ph 3: Rp. 36.675.000,- Total: Rp. 256.715.000,-	<ul style="list-style-type: none"> Start: 18 August 2008 Finish: 16 November 2008 Rehabilitation: 6 classrooms and teachers room and construction of 2 toilets Additional funds used to: build new toilets, fix school fence and buy furniture Procure: a total of 447 books, 51 chairs, desks, drawers and whiteboards
17	SDN 01 Jurangjero (Rehabilitation Grant: 0209604-G-08-044)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 220.000.000,- Ph 3: Rp. 43.725.000,- Total: Rp. 269.725.000,-	<ul style="list-style-type: none"> Start: 13 August 2008 Finish: 21 November 2008 Rehabilitation: 6 classrooms and teachers room No additional funds available Procure: a total of 530 books, 65 chairs, desks, drawers and blackboards
			Phase 1 Grants: Rp. 102.000.000,- Phase 2 Grants: Rp. 3.777.518.000,- Phase 3 Grants: Rp. 575.325.000,- Total: Rp. 4.454.843.000,-
KABUPATEN BANTUL			
1	MTs Al Falaah (Rehabilitation Grant: 0209604-G-08-016)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 298.750.000,- Ph 3: Rp. 40.125.000,- Total: Rp. 344.875.000,-	<ul style="list-style-type: none"> Start: 5 May 2008 Finish: 14 August 2008 Rehabilitation: 2 classrooms, teachers room and construction of classroom and 4 toilets Additional funds used to: build school fence Procure: a total of 319 books, 51 chairs, desks, drawers and blackboards
2	MI Miftahul Ulum (Reconstruction Grant: 0209604-G-08-017)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 589.286.000,- Ph 3: Rp. 10.000.000,- Total: Rp. 605.286.000,-	<ul style="list-style-type: none"> Start: 7 May 2008 Finish: 9 November 2008 Reconstruction: 6 classrooms, teachers room, 2 toilets, bicycles parking space, fence and school yard paving Additional funds used to: build drilled well, install school terrace and buy furniture Procure: a total of 449 books
3	SMP PGRI (Reconstruction Grant: 0209604-G-08-021)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 350.284.000,- Ph 3: Rp. 28.000.000,- Total: Rp. 384.284.000,-	<ul style="list-style-type: none"> Start: 9 June 2008 Finish: 25 October 2008 Reconstruction: two floors classrooms Additional funds used to: build additional stairs, classroom partition, and buy furniture Procure: a total of 339 books, 21 chairs, desks and drawers
4	MTs Hasyim Asy'ari (Reconstruction Grant: 0209604-G-08-023)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 350.000.000,- Ph 3: Rp. 37.375.000,- Total: Rp. 393.375.000,-	<ul style="list-style-type: none"> Start: 27 July 2008 Finish: 10 January 2009 Reconstruction: 2 classrooms; rehabilitate 4 classrooms, laboratory, library Additional funds used to: pave school yard and paint other classrooms (not included in the original budget) Procure: a total of 343 books, 109 chairs, desks and drawers
5	MTsN Gondowulung (Reconstruction Grant: 0209604-G-08-024)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 468.131.000,- Ph 3: Rp. 30.000.000,- Total: Rp. 504.131.000,-	<ul style="list-style-type: none"> Start: 2 June 2008 Finish: 13 September 2008 Reconstruction: 3 classrooms and computer laboratory No additional funds available Procure: a total of 318 books, 40 chairs and desks

No.	School	Grant Value	Activities
6	PKBM Candirejo (Reconstruction Grant: 0209604-G-08-028)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 120.279.000,- Ph 3: Rp. 33.350.000,- Total: Rp. 159.629.000,-	<ul style="list-style-type: none"> Start: 28 July 2008 Finish: 29 November 2008 Reconstruction: classroom, office and 2 toilets No additional funds available Procure: a total of 414 books, 49 chairs, desks, drawers and whiteboard
			Phase 1 Grants: Rp. 36.000.000,- Phase 2 Grants: Rp. 2.176.730.000,- Phase 3 Grants: Rp. 178.850.000,- Total: Rp. 2.391.580.000,-
KOTA YOGYAKARTA			
1	SMPN 15 (Reconstruction Grant: 0209604-G-08-018)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 201.838.000,- Ph 3: Rp. 22.400.000,- Total: Rp. 230.238.000,-	<ul style="list-style-type: none"> Start: 26 May 2008 Finish: 6 September 2008 Reconstruction: language laboratory Additional funds used to: install bars of windows and buy furniture Procure: a total of 299 books, 14 chairs, desks, drawers and whiteboards
2	SMP Pangudi Luhur 2 (Reconstruction Grant: 0209604-G-08-022)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 300.921.000,- Ph 3: Rp. 30.500.000,- Total: Rp. 337.421.000,-	<ul style="list-style-type: none"> Start: 4 August 2008 Finish: 23 December 2008 Rehabilitation: classroom, library, teachers room and multi function room No additional funds available Procure: a total of 310 books, 19 chairs, desks, drawers and whiteboards
			Phase 1 Grants Rp. 12.000.000,- Phase 2 Grants: Rp. 502.759.000,- Phase 3 Grants: Rp. 52.900.000,- Total: Rp. 567.659.000,-
KABUPATEN SLEMAN			
1	SD Muhammadiyah Tengahan (Reconstruction Grant: 0209604-G-08-019)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 274.504.000,- Ph 3: Rp. 35.600.000,- Total: Rp. 316.104.000,-	<ul style="list-style-type: none"> Start: 4 August 2008 Finish: 5 December 2008 Reconstruction: two-story classrooms Additional funds used to: build additional two classrooms Procure: a total of 441 books, 47 chairs, desks, drawers and blackboards
2	SDN Kowangbinangun (Rehabilitation Grant: 0209604-G-08-020)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 193.789.000,- Ph 3: Rp. 39.150.000,- Total: Rp. 238.939.000,-	<ul style="list-style-type: none"> Start: 9 June 2008 Finish: 15 November 2008 Rehabilitation: 6 classrooms, teachers & administration room and 4 toilets Additional funds used to: fix school library, infirmary, state owned principal/teachers housing (<i>rumah dinas</i>), musholla, bicycles parking space, paint school gate and fence Procure: a total of 385 books, 74 chairs, desks and drawers
3	MI Ma'arif Blendangan (Rehabilitation Grant: 0209604-G-08-034)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 152.043.000,- Ph 3: Rp. 40.750.000,- Total: Rp. 198.793.000,-	<ul style="list-style-type: none"> Start: 1 August 2008 Finish: 29 November 2008 Rehabilitation: 6 classrooms and teachers room Additional funds used to: fix school library floor Procure: a total of 600 books, 73 chairs, desks, drawers and whiteboards

No.	School	Grant Value	Activities
4	SDN Nglahar (Rehabilitation Grant: 0209604-G-08-035)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 175.000.000,- Ph 3: Rp. 33.750.000,- Total: Rp. 214.750.000,-	<ul style="list-style-type: none"> Start: 16 August 2008 Finish: 29 November 2008 Rehabilitation: 3 classrooms and 3 toilets Additional funds used to: rehabilitate other classrooms that was not included in the original budget (paint wall, install new floor and ceiling) Procure: a total of 464 books, 50 chairs, desks, and drawers
5	SDN Salakan Lor (Rehabilitation Grant: 0209604-G-08-039)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 168.436.000,- Ph 3: Rp. 33.975.000,- Total: Rp. 208.411.000,-	<ul style="list-style-type: none"> Start: 7 July 2008 Finish: 27 September 2008 Rehabilitation: 3 classrooms and toilets for students Additional funds used to: paint other classrooms, fix state owned principal/teachers housing (<i>rumah dinas</i>), school library, warehouse and kitchen; and build connecting hall between classrooms and teachers room Procure: a total of 426 books, 44 chairs, desks, drawers and whiteboards
6	SDN Potrojayan 2 (Rehabilitation Grant: 0209604-G-08-040)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 149.017.000,- Ph 3: Rp. 28.700.000,- Total: Rp. 183.717.000,-	<ul style="list-style-type: none"> Start: 14 July 2008 Finish: 25 October 2008 Rehabilitation: 3 classrooms and construction of 2 toilets Additional funds used to: build bicycles parking space, warehouse and kitchen Procure: a total of 400 books, 43 chairs, desks and drawers
7	PKBM Gita Lestari (Rehabilitation Grant: 0209604-G-08-045)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 156.000.000,- Ph 3: Rp. 26.450.000,- Total: Rp. 188.450.000,-	<ul style="list-style-type: none"> Start: 1 July 2008 Finish: 30 August 2008 Reconstruction: classroom and office Additional funds used to: build school back fence Procure: a total of 435 books, 27 chairs, desks, drawers and whiteboards
8	SDN Kledokan (Rehabilitation Grant: 0209604-G-08-046)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 226.960.000,- Ph 3: Rp. 37.850.000,- Total: Rp. 270.810.000,-	<ul style="list-style-type: none"> Start: 11 August 2008 Finish: 22 November 2008 Rehabilitation: 6 classrooms, teachers room and 5 toilets Additional funds used to: install new ceiling for terrace, build bicycles parking space, and buy furniture Procure: a total of 432 books, 50 chairs, desks and drawers
9	SD Muhammadiyah Ambarketawang 3 (Rehabilitation Grant: 0209604-G-08-047)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 155.829.000,- Ph 3: Rp. 29.750.000,- Total: Rp. 191.579.000,-	<ul style="list-style-type: none"> Start: 1 July 2008 Finish: 22 November 2008 Rehabilitation: 5 classrooms, teachers room and 2 toilets No additional funds available Procure: a total of 394 books, 50 chairs, desks and blackboards
10	MI Al Huda (Rehabilitation Grant: 0209604-G-08-048)	Ph 1: Rp. 6.000.000,- Ph 2: Rp. 159.135.000,- Ph 3: Rp. 25.750.000,- Total: Rp. 190.885.000,-	<ul style="list-style-type: none"> Start: 4 August 2008 Finish: 22 November 2008 Rehabilitation: classroom, office, 3 toilets and construction of new library Additional funds used to: fix school library and musholla, install bars of windows and buy furniture Procure: a total of 463 books, 42 chairs, desks, drawers and whiteboards

No.	School	Grant Value	Activities
			Phase 1 Grants: Rp. 60.000.000,- Phase 2 Grants: Rp. 1.810.733.000,- Phase 3 Grants: Rp. 331.725.000,- Total: Rp. 2.202.458.000,-
	Grand Total		Phase 1 Grants: Rp. 210.000.000,- Phase 2 Grants: Rp. 8.267.740.000,- Phase 3 Grants: Rp. 1.138.800.000,- Total: Rp. 9.616.540.000,-

Handover Ceremony

On February 27, 2009 USAID/Indonesia Mission Director, Walter North, ConocoPhillips Indonesia President and General Manager, Jim W. Taylor, and Executive Agency for Upstream Oil and Gas Activity (BPMIGAS) Chairman, R. Priyono, took part in ceremonies to officially “hand over” 35 schools to the local governments. The ceremonies were held in the Yogyakarta provincial education office (Kantor Dinas Pendidikan Pemuda dan Olahraga Provinsi DIY, Yogyakarta) and at one of the rehabilitation schools in Central Java (SDN 01 Babadan, Klaten). Representatives from the four local governments also attended the events.

To symbolize the rebuilding process completion, DBE1 Chief of Party and district representatives signed an official “hand over” document (*Berita Acara Serah Terima Gedung Sekolah/Madrasah*). At SDN 01 Babadan, a School and Madrasah Reconstruction and Rehabilitation Manual was presented to the representatives of the Ministry of Religious Affairs and the Klaten District Education Office.



A plaque signing by USAID/Indonesia Mission Director, Walter North, and ConocoPhillips Indonesia President and General Manager, Jim W. Taylor.



DBE1 Chief of Party signing the Berita Acara Serah Terima Gedung Sekolah/Madrasah.

Closing of DBE1 Yogyakarta Office

On March 31, 2009, DBE1 Yogyakarta office was officially closed. The DBE1 Jakarta Team supervised the closing process. Some of DBE1 Yogyakarta office furniture was donated to several schools: SDN Potrojayan, MI Al Huda, MI Blendangan, and SD Muhammadiyah Tengahan.

By May 2009, the plaques for 35 schools receiving the reconstruction/rehabilitation grants had been signed by Bupati Klaten, Bupati Bantul, Bupati Sleman, and Walikota Yogyakarta and have been distributed to all schools in four districts. This activity officially completes the ConocoPhillips Alliance program.



SD Muhammadiyah Tengahan Principal receiving the donated DBE1 Yogyakarta office furniture



Plaque in SDN Potrojayan 2, Sleman, Daerah Istimewa Yogyakarta.

7. Dissemination and Sustainability

DBE1's core strategy is to develop exemplars of good practice in management and governance, both at school and at district level, and to support the dissemination of these to other schools and districts.

During this year the focus has begun shifting more and more to supporting increased dissemination and sustainability. This shift will intensify in the coming year. During the first three years DBE1 worked with partners to develop, pilot, finalize and begin to institutionalize methodologies designed to implement GOI policy in ways that support good practice in the management and governance of basic education. While sustainability and dissemination have been core goals since the commencement of DBE1 activity in 2005, it is now in the final years that these goals take center stage.

Beyond achieving sustainability of project outcomes in target districts and supporting dissemination within and across districts, it is intended that this process will influence government policy, creating a much wider impact.

Sustainability is an essential element in good practice. Dissemination is at the heart of the project's strategic approach. Our main approach is to:

- develop good methodologies, good practices, and formalize these in practical manuals,
- build the capacity of facilitators and service providers to use these, and
- support policy development at district, provincial and national levels to institutionalize good practice.

Dissemination and Sustainability Program Goals

- Provide transitional assistance to districts, schools & other institutions to implement DBE1 school level programs with their own funds
- Provide assistance to districts, schools & other institutions to plan, budget & manage DBE1 school level programs
- Finalize, sanction and disseminate manuals for planning, budgeting & managing implementation of DBE1 school level programs
- Identify, organize and train service providers to provide technical assistance to districts to implement DBE1 programs

7.1. National Policy and Practice (Task 10)

DBE1 continued to work closely with national counterparts throughout this year with the aim of mainstreaming the good practice developed through the project and influencing national policy and practice. Some key events and activities are described below.

Building on the ongoing collaboration with MONE's Secretariat for SBM, in the Directorate for Kindergarten and Elementary Schooling, DBE1 participated in a series of regional workshops conducted by the Directorate across Indonesia. These activities were described above in Section 2.3 of this report, *School-Based Management Secretariat (MONE)*.

Members of the Directorate's Secretariat and other officials also conducted visits to DBE1 schools and madrasah earlier this year and took part in a round of DBE123 "showcase" workshops conducted in each province in July. Both of these activities were helpful.

A total of 25 officials took part in the school visits in June, including 17 from MONE, seven from MORA and one from the National Education University (UPI) in Bandung. The participant group was split into groups which visited schools and districts in Aceh, North Sumatra, Jakarta, Central Java, East Java and South Sulawesi.

The participants reported that they were most impressed with what they saw. The main observations and outcomes were as follows:

- Officials from Dinas Pendidikan and MORA in districts visited, commented that the DBE1 program was very viable and effective in target schools.
- All supported dissemination to other schools and madrasah with district funds.
- Schools visited were extremely enthusiastic about the program and noted particularly improved cooperation and coordination with school committees.
- All schools indicated that they are now competent to prepare SDS, RKS and RKT in collaboration with school stakeholders.
- It was noted that a key to success is the intensive mentoring role played by pengawas (DF).

The following recommendations arose from the program of visits:

- The DBE1 program should be continued in line with the guidelines provided in the Buku Pedoman Diseminasi MBS (Dissemination Manual).²⁴
- Coordination between the provincial and district level education administrations needs to be increased to ensure effective dissemination and implementation of the programs.

The provincial "showcase workshops," titled *Lokakarya Keberhasilan DBE dan Diseminasi Good Practices* are reported in the section below on sustainability. The purpose was to support an integrated approach to both dissemination and sustainability within target provinces. These workshops also provided a forum to engage national stakeholders, inform them of good practices developed through the project and encourage their continued support.

The process of refining and publishing DBE1 school-based management manuals with MONE, MORA and Menkokesra logos and endorsements is almost complete. A series of seven workshops conducted over the year has resulted in approval from these Ministries for all of DBE1's school and community program materials. The process

²⁴ DBE1 produced this manual as a guide for districts to plan, budget, and manage dissemination of DBE programs.

proved to be rather lengthy, a fact which should not suggest that it has been problematic; rather, it has been thorough.

Following the most recent of these workshops, in June, DBE1 investigated costs and practicalities for publishing manuals, training modules and support materials for the school-based management program as a box-set. A final workshop is planned for early in the next quarter to share the results with the group and complete the process of editing, approving and then publishing and disseminating the materials.

Meanwhile, our approach to influencing national policy and institutionalizing materials and approaches developed to improve district level management and governance of basic education has taken a slightly different course. All DBE1 materials have been closely and explicitly aligned to national policy and regulations on district planning issued by MOHA as well as relevant policies from MONE, including national education standards. To support institutionalization of the approaches developed, DBE1 has been working closely with other donors. This has included joint activity with the World Bank, UNICEF, UNESCO, and AusAID.

We have participated in a number of donor harmonization activities at the national level, with the aim of refining and improving the DBE1 strategy for dissemination through dialogue and collaborative planning. This included multi-donor meetings, hosted by the World Bank-funded BEC project, and included MONE, MORA, UNICEF, the World Bank, AusAID, LAPIS (AusAID), CLCC (UNICEF/UNESCO), and the UNICEF Mainstreaming Good Practices project. The aim has been to facilitate the identification and promotion of good practices resulting from a range of development assistance projects and to support the mainstreaming of these practices through government policy and programs such as the BEC-TF and the planned System Improvements through Sector-Wide Approaches (SISWA) project. DBE1 has been a strong player in this context, providing substantial input based on our understanding of policy and field-based experience. Discussions with AusAID and the newly commenced AusAID-funded SEDIA project are also ongoing in relation to institutionalization of DBE1 approaches in Aceh.

This year DBE1 commenced work on various impact studies and meta-analyses which are intended to ultimately inform policy development at national levels. We also consulted with the National Education Standards Board (BSNP) and informed this body of our work in school unit cost analysis. BSNP plans to develop a national education cost index. On the basis of these discussions, DBE1 will assist BSNP in the development of their education cost index through a series of district workshops, culminating in a national workshop early in 2010.

Throughout this year, consultations have continued with MONE's national Education Statistics Center (PSP), in relation to the planning and implementation of a pilot program to strengthen educational management information systems (EMIS) in two districts in Aceh, Tengah and Pidie). Following a lengthy period of consultative planning, preparation was completed mid-year. Implementation has commenced and is on going. This activity will culminate with the submission of a report and a national stakeholder workshop to disseminate results early in 2010.

7.2. Disseminating School-Based Management (Task 11)

Up until the end of this year over Rp 10.3 billion, or \$1 million, has been allocated for dissemination of DBE1 school-based management programs in 43 districts. Of this, Rp 8.4 billion came from annual district budgets (APBD) and the remainder, Rp 1.9 billion, from a variety of non-APBD sources including MORA funds, school funds (predominately BOS) and non-government sector funds (e.g. Muhammadiyah).

Table 7.1, below, indicates the number of schools and madrasah which have participated in dissemination programs to implement DBE1 methodologies using funds from APBD and other sources. Up until the end of this year, some 61 districts have been involved in dissemination programs, including 43 which have disseminated school-based management programs and 19 district level interventions, specifically BOSP.

Table 7.1. Number of Schools Implementing DBE1 Programs under Dissemination

Province	Number of Schools/Madrasah
Aceh	44
North Sumatra	180
Banten	642
West Java	414
Central Java	2,287
East Java	3,152
South Sulawesi	451
Grand Total	7,170

These 7,170 schools and madrasah have implemented programs to disseminate DBE1 school-based management practices, particularly school development planning (RKS) in non-target schools. As a core activity fully-funded by DBE1 at the school level, it is now virtually completed, and DBE1 personnel are now more able to focus on supporting the planning, implementation, and monitoring of these activities.

Table 7.2 below provides a detailed breakdown of dissemination funding and programs to date.

Table 7.2. Summary of School Level Dissemination Programs to End of September 2009

Province	Founding Sources and Number of Schools																
	Number of Districts	District Budgets (APBD)								Other Funds (BOS, nongovernmental foundations, MORA, etc.)							
		Rp				Number of Schools and Madrasah				Rp				Number of Schools & Madrasah			
		DBE1	DBE2	DBE3	Total	SD/MI	SMP/MTs	SMA/MA	Total	DBE1	DBE2	DBE3	Total	SD/MI	SMP/MTs	SMA/MA	Total
2006																	
East Java	2			0	51			51				0	6			6	
South Sulawesi	1	129,000,000				12		12				0				0	
Total 2006	3	129,000,000	0	0	129,000,000	63	0	0	63	0	0	0	0	6	0	0	6
2007																	
Aceh				0				0				0				0	
North Sumatra	4	487,000,000	40,000,000	0	527,000,000	58		58	3,000,000	0	13,500,000	16,500,000	30			30	
Banten	3				0	40		40	17,500,000	0	0	17,500,000	5			5	
West Java	3	150,000,000	0	0	150,000,000	93		93	22,500,000	0	0	22,500,000	24			24	
Central Java	6	500,000,000	80,000,000	0	580,000,000	383		383	100,000,000	0	0	100,000,000	758			758	
East Java	2	436,000,000	0	0	436,000,000	16		16	24,000,000	0	0	24,000,000	61			61	
South Sulawesi	2	164,000,000	0	0	164,000,000	49	7	56				0				0	
Total 2007	20	1,737,000,000	120,000,000	0	1,857,000,000	639	7	646	167,000,000	0	13,500,000	180,500,000	878	0	0	878	
2008																	
Aceh	1	50,000,000	0	0	50,000,000	19		19				0				0	
North Sumatra	4	328,786,000	304,945,000	115,000,000	748,731,000	21	13	34	8,200,000	16,000,000	9,000,000	33,200,000	7			7	
Banten	1	180,000,000	0	0	180,000,000			0				0	30			30	
West Java	5	409,470,000	0	0	409,470,000	55	30	85				0	118			118	
Central Java	5	1,293,000,000	420,800,000	0	1,713,800,000	212		213				0	203			203	
East Java	3	633,000,000	0	0	633,000,000	156	15	179	185,000,000	0	0	185,000,000	9	4	1	14	

Province	Founding Sources and Number of Schools																
	Number of Districts	District Budgets (APBD)								Other Funds (BOS, nongovernmental foundations, MORA, etc.)							
		Rp				Number of Schools and Madrasah				Rp				Number of Schools & Madrasah			
		DBE1	DBE2	DBE3	Total	SD/MI	SMP/MTs	SMA/MA	Total	DBE1	DBE2	DBE3	Total	SD/MI	SMP/MTs	SMA/MA	Total
South Sulawesi	6	853,180,000	0	0	853,180,000	250	15		265	75,650,000	0	0	75,650,000	15			15
Total National 2008	25	3,747,436,000	725,745,000	115,000,000	4,588,181,000	713	73	8	795	268,850,000	16,000,000	9,000,000	293,850,000	382	4	1	387
2009																	
Aceh	1				0				0	130,000,000	0	0	130,000,000	25			25
North Sumatra	3	271,672,000	52,000,000	100,000,000	423,672,000	35			35	3,900,000	25,600,000	100,622,000	130,122,000	26			26
Banten	8	620,000,000			620,000,000		543		543	16,800,000			16,800,000	24			24
West Java	2				0	31			31				0	104			104
Central Java	6	166,260,000	0	0	166,260,000	206	25		231	143,090,000	0	0	143,090,000	683			683
East Java	7	714,000,000	0	0	714,000,000	1,788	269	55	2,112	1,074,900,000	0	0	1,074,900,000	1,553	167	9	1,729
South Sulawesi	4	1,040,491,480	0	0	1,040,491,480	85			85	107,350,000	0	0	107,350,000	39			39
Total 2009	31	2,812,423,480	52,000,000	100,000,000	2,964,423,480	2,145	837	55	3,037	1,476,040,000	25,600,000	100,622,000	1,602,262,000	2,454	167	9	2,630
Grand Total	43	8,425,859,480	897,745,000	215,000,000	9,538,604,480	3,498	917	63	4,479	1,911,890,000	41,600,000	123,122,000	2,076,612,000	3,720	171	10	3,901

As the above table and the following examples of dissemination activities conducting during this year show, dissemination is taking off around the country. In many areas, district governments, MORA, and the schools themselves are implementing training programs, developed by DBE1 with their own funding and using facilitators trained by the project. The following are just a few examples to illustrate the kind of dissemination that took place this year.

In Central Java, the provincial education office has shown interest in disseminating the DBE1 program, as have many districts. Recently the program has also been taken up by MORA in a substantial way. As an outcome of the DBE Best Practice Workshop in Central Java, the Provincial Office of Religious Affairs allocated funds from the MORA 2009 budget to train 160 madrasah ibtidaiyah (MI) to prepare madrasah development plans (RKM) using the DBE1 approach. As MORA's supervisors are province-based, DBE1 will train 700 supervisors as Provincial Facilitators who, in turn, will facilitate the planning process in these 160 madrasah. A similar program will continue next year for the remaining elementary level madrasah in the province.

Another dissemination program is taking place in collaboration with MORA in the neighboring province of Yogyakarta. Following previous visits and consultations, MORA in Yogyakarta attended the showcase workshop held in nearby Solo. Their response was very enthusiastic and plans are underway for a major workshop to prepare MORA *pengawas* to act as district facilitators and provide training and mentoring for all madrasah in the Yogyakarta province.

The program commenced in Yogyakarta in September with a workshop on RKM and how to complete the profile tables to be followed by training in how to prepare RKM for the period 2010-2014 in October 2009. However, in order to implement the program, the MORA *pengawas* need intensive training to act effectively in their new role as facilitators of madrasah development planning (RKM) in line with *Permendiknas 19/2007*. With this in mind a TOT workshop is planned for October.

In Kudus District all 133 *madrasah ibtidaiyah* participated in a madrasah development planning (RKM) program with a budget of Rp 50,000,000 from the Office of Religious Affairs and Rp 26,800,000 from the participating madrasah. Also recently in Karanganyar District, 24 schools took part in a program with a budget of Rp. 50,000,000 from the District Budget and Rp. 2,940,000 from participating schools. And in Purworejo District, 29 schools took part in a program with a budget of Rp. 19,488,000.

In East Java, dissemination is also occurring at provincial and district levels. A series of meetings took place over the year between DBE1, MONE, the local Education Office in Nganjuk and the World Bank-funded BEC-TF project (mentioned above). Following some early disappointment over difficulties in coordination, DBE1 met with the Nganjuk Education Office and BEC-TF in September to discuss planned BEC-TF training of 300 SD/MI on RKS/M. It was agreed that BEC-TF will adopt DBE1 standards and methodologies in the training to be held from October 12 to 17.

The Education Office also suggested that BEC-TF also adopt DBE1 methodologies on school committee members and capacity building for principals.

Also in East Java, a team of provincial facilitators (PF) was formed in coordination with the provincial Education Office (*Dinas Pendidikan*). Provincial facilitators are selected from the pool of DBE1 district facilitators (DF) along with facilitators who work under the Provincial Education Office, drawn from previous projects including CLCC and MBE. DBE1 assisted the provincial *Dinas* in preparing the PF and developing them as a SBM Development Team (*Tim Pengembangan MBS*) by providing training in Batu, Malang in March for approximately 90 participants.

The Provincial Facilitators have since facilitated workshops, conducted school mentoring (*pendampingan*), and acted as expert consultants (*nara sumber*) for teacher and principal cluster-groups (KKG and KKKS), both within and outside their own districts. The provincial *Dinas Pendidikan* in East Java has trained school supervisors (in addition to DBE1 DF) in supervision, mentoring, and the use of BOS.

In Banten, the Provincial Education Office approached DBE for help in implementing RKS for 600 SMP in the province. Following initial discussions between DBE1, DBE3 and the province a joint training program commenced in June. The program included: (1) formation of RKS working groups (KK-RKS), facilitated by DFs, followed by (2) preparation of RKS in workshops and supported by mentoring visits to schools. This program is being supported by the Education Office (*Dinas Pendidikan*) at both province and district levels.

We have been informed that the Provincial *Kepala Dinas* issued a circular letter (*surat edaran*) to the 600 SMP whose principals and school committee heads attended the training, requiring these schools to prepare RKS using the DBE1 model. The provincial and district *Dinas* are providing mentoring (*pendampingan*) by DBE1-trained District Facilitators to support the program. The Provincial *Dinas* reportedly commented that they regard RKS as one of the most important foundations for them to consider in providing support to schools. This program is now spreading to include some 200 elementary schools. Meanwhile, MONE's in-service training and quality assurance centers, LPMP, have reportedly adopted DBE1 leadership materials and adapted these for use in their own training.

In September, schools from Surabaya and Tuban were trained on the School Database System (SDS). The event, which took place in Surabaya, was attended by 16 MI and focused on BOS reporting procedures and management of school profile data. The follow up workshop will be held in October. In Tuban, 40 participants from Tuban Sub-District Education Offices were introduced to SDS. It is hoped that these Sub-District Education Office representatives would be able to support the SDS training for 120 Reference Schools in the near future.

In South Sulawesi, dissemination programs focused on the RKS/M development process. In Luwu, 26 schools took part in training in August. Each school contributed between Rp 500,000 and Rp 900,000 to support this activity. This was direct result of DBE123 Good Practice Workshop held in July. Meanwhile in Makassar, Helen Keller

International used DBE1 manuals and methodology to train a number of schools in the region in September.

Meanwhile, the AusAID-funded Local Governance and Infrastructure for Communities in Aceh (LOGICA) disseminated RKS in five SMP using the DBE1 model. This pilot program took place in Aceh Besar but the schools were drawn from a number of districts. Also, the World Bank-funded BEC project supported the preparation of RKS using the DBE1 model in 20 SMP in Aceh Besar. DBE1 supported these two activities by providing basic training for five current District Facilitators from Aceh Besar and Banda Aceh with successful experience at elementary level RKS to enable them to confidently deliver the training for SMP level. An additional five SMP supervisors joined the three-day TOT.

Table 7.3. Dissemination Achievements

Activity	Target Volume	Target Date	Status at End of Year (cumulative)
School based management programs disseminated	3,000 schools	Dec 2009	7,170
Provide TOT, materials masters, supervision	50 districts	Dec 2009	42
Workshops to promote replication for 2010	50	June 2009	Provincial workshops held
Conduct Pengawas Forums to include DF and replication facilitators	20 days x 50	Dec 2009	Approx. 12 x 50
Revise and distribute "Dissemination Manual for Districts" based on MONE inputs	50 + districts	Jan 2009	First draft to 49 districts

These dissemination programs were supported in a limited way by DBE1 as part of our broader sustainability and dissemination strategy. This support included the following:

- A monthly forum for district facilitators and school supervisors (*pengawas*) to maintain motivation and continually update skills and understandings within the group. Included are district facilitators working in dissemination programs.
- Limited funding for some specialists and district facilitators to conduct training for new facilitators (TOT).
- Advice and support in preparing district budgets and plans for dissemination.

Ultimately it is intended that good practices promoted by DBE1 will be implemented completely independently of DBE. Indeed this is beginning to occur in some cases.

During this year DBE1 also continued to meet with other DBE components to coordinate dissemination and sustainability strategies across the project. Whilst each of the three DBEs is at a differing stage of implementation and each has its own particular approach to dissemination, a coordinated approach greatly improves sustainability and success of dissemination efforts. This approach included the joint planning and implementation of a series of major Best Practice Showcase workshops which took place in the July-August period.

Table 7.4. Summary of Progress with Dissemination of School-Based Management in Non-Target Districts

Activity	Target Volume	Target Date	Status at End of Year (cumulative)
Revise marketing materials	1 set	April 2009	Completed
Conduct TOT at provincial level with province funding (East Java)	1 prov	Nov 2008	Completed
Market program to provincial stakeholders in DBE123 workshops	7 prov	March 20 09	Completed
Develop strategy with MONE, MORA, and donors to market programs to non-DBE provinces & districts	-	Sep 2009	5 regional MONE workshops conducted

7.3. Documenting Good Practice (Task 12)

In this final period of project intervention it is vital that increased focus be given to documenting good practice. Given the large geographic spread, the diversity of location and the vast numbers of schools, madrasah, teachers, and communities involved in the DBE1 program over the course of five to six years, we know that a great many untold stories exist; stories of good practice in improving the governance and management of basic education at both school and district level; stories of ordinary people doing innovative and extraordinary things to improve schooling for their children. We aim to capture as many of these stories as we can and to publish and disseminate them in reader-friendly formats.

A writing workshop was held in July for DBE1 provincial community participation specialists to provide the team with the opportunity to write first hand experiences, lessons learned and stories from the field. A second workshop is planned to take place in November or December. The aim of these workshops is to increase the skills and focus of our own team to capture the stories of good practice from the field in a format that it is accessible and readable. Meanwhile, DBE1 is in the process of hiring a professional writer as Short-Term Technical Assistant to produce stories illustrating good practices from the field.

This year, DBE1 also took part in a series of multi-donor workshop workshops coordinated by the World Bank-funded BEC project entitled *'Identifying and Disseminating good Practices in Education'* (in February, March and June). Also participating were representatives of MONE including senior personnel and staff from the Directorate for Junior Secondary Schooling, Directorate for Kindergarten and Elementary Schooling, the Research and Development Body (*Balitbang*), and representatives of donors and non-government agencies including World Bank, USAID, Kemitraan, AusAID's Indonesia-Australia Partnership in Basic Education (IAPBE), UNICEF's Mainstreaming Good Practices Basic Education (MGPBE), Japan International Cooperation Agency (JICA), DBE3, and the British Council. These workshops aimed to:

- get agreement on common criteria and descriptors for 'good practice';

- map existing resources, mechanisms, and networks potentially supportive of good practice processes;
- get some feedback and input into planning for the proposed Centre of Information for Good Practices and its decentralized branches.

As a result of the workshops, MONE under the BEC-TF has agreed to cooperate with donors to establish a good practice web-site using a moderated “Wikipedia” style approach, which will allow for anyone to upload good practice approaches.

- Provide ongoing encouragement and further workshops to DBE1 personnel to document good practice.
- Allocate resources at central level to collecting, editing, polishing and compiling good practice stories.
- Plan for producing a short film to document good practice.

Also in the coming year we plan to produce a short film to promote good practice. All of these publications, along with reports on studies and finalized sets of DBE1 manuals and training modules will be launched in national events where we expect to disseminate the materials to national stakeholders including government, non-government, academics and media.

7.4. Disseminating District Level Programs and Developing Service Providers (Task 13)

Our key strategy for both dissemination and sustainability is to develop service providers who can take over the program, using the manuals and training modules developed under the project, and implement the program in new schools and districts - without further project support.

For the school level program, district facilitators (DF) who are district personnel, mainly school supervisors, have been trained to fulfill this role. As described above, we have supported this group through monthly forums and some limited funding to facilitate training and conduct mentoring in all districts throughout this year. A scheme for certifying district facilitators as service providers is under discussion with MONE.

For the district-level activity, higher level service providers are required from outside the districts. Throughout the project we have been piloting a small program to develop academic staff from selected universities as service providers. A more major program was conducted this year in partnership with service provider, the Indonesian Education University (Universitas Pendidikan Indonesia or UPI) in Bandung, West Java. A series of training events was designed and delivered to prepare university lecturers to train and mentor final-year education students during their obligatory community service program/*Kuliah Kerja Nyata* (KKN) who, in turn, trained and mentored schools in the basic components of school based management: school committee strengthening, SDS, school development planning.

A team of ten senior advisors and specialists from DBE1 provided the intensive training to 24 UPI personnel over nine days, in three sessions, in May–June. The

training commenced with school visits and concluded in the third session with a focus on district level interventions.

Also participating were representatives of the Provincial Education Office, Provincial MORA office and provincial LPMP. Keynote addresses were given by senior personnel from MONE's Secretariat for SBM under the Directorate for Kindergarten and Elementary Schooling, the Head of the Provincial Education Office (*Kepala Dinas Pendidikan Provinsi Jawa Barat*), Assistant Rector and senior academic staff of UPI, the Head of the District Education Office from Sukabumi and Karawang districts and USAID.

Subsequently, in collaboration with the West Java Provincial Education Office and UPI, leadership training was provided for the 100 elementary school heads in target schools from *Kabupaten Bandung Barat* and *Kota Cimahi* in order to prepare them for the program ahead of the student placements. The workshop took place at UPI campus in Bandung in July and was provided by the staff, who joined the TOT program. The training for 1,000 KKN students was also provided in July. The KKN was then conducted from July 24 to August 29.

Initial results of DBE1 monitoring of these programs indicate that the students were effective in helping schools to produce school plans (RKS) and in some cases introduce DBE1 School Database System (SDS). We will plan to follow up with more rigorous evaluation of the program in Year 5.

It is anticipated that the dissemination program will be included in the Education Quality Improvement forum, West Java (*Forum Peningkatan Mutu Pendidikan Jawa Barat*), with funding from the provincial budget (APBD) in 2010. The 2009 program was implemented through the community service program for UPI staff with funding from UPI, the MONE Directorate for Higher Education (DikTi) and partnership with the private sector.

It is also expected that school based management approach, drawing on DBE1 materials, will be incorporated into the UPI curriculum through the university's curriculum updating (*perubahan kurikulum*). DBE1 materials will be incorporated into the UPI modules and syllabus.

Senior participants expressed strong support for the district level program, which will be followed up in due course with more support, following further consultation. A number of other universities have expressed interest in taking on the role of service provider. Following discussions, it has been decided that DBE1 will partner with three more institutions: the NGO, Center for Regional Studies and Information (PATTIRO),²⁵ the private University of Muhammadiyah, Solo (UMS), and the National University of Makassar (UNM). We will also continue to work with the National Education University (UPI) in Bandung.

The UNM has signed a Memorandum of Understanding (MOU) with the province and with all districts in the province. The MOU sets out an agreement for the university to

²⁵ Pusat Telaah dan Informasi Regional.

provide in-service training in active learning and school-based management. DBE1 material will be introduced into the teacher training, not through formal curriculum, but through a range of field study and practical approaches: *Praktik Pengalaman Lapangan (PPL)*, *Kuliah Kerja Nyata (KKN)* and *Pendidikan Profesi Guru (PPG)*. A number of senior academic staff members have already become consultants in some districts. A small number of staff have been supported by DBE1 through professional apprenticeships. We will select a small number of additional staff from this and the other institutions to take part in class-based and on-the-job training over the coming year.

UMS University of Muhammadiyah Surakarta is also planning to use DBE1 materials to disseminate within Muhammadiyah schools. DBE1 is also partnering with PATTIRO, an NGO working in the field of education and governance. PATTIRO was established in 1999 to support the development of good governance and develop public participation in Indonesian, particularly at the local level. The focus of PATTIRO is the improvement of public service, development of planning and finance systems, building capacity for both executive and legislature and the capacity development and empowerment of community. DBE1 provided some modest technical support to enable PATTIRO to proceed with a plan to conduct training in June–July in Malang in East Java using DBE1 school-based management materials.



The Head of the Tegal Municipality Education Office (left) discussing components of BOSP with another participant.

This high level of interest emerging from the non-government and tertiary education sector is extremely encouraging as this offers a potentially very significant opportunity to increase both dissemination and sustainability through institutionalizing DBE1 approaches. The next step for the project is to formalize agreements with the three selected service providers and provide training, mainly in the form of on-the-job, apprenticeship-style training in three new districts, located in West Java, Central Java, and South Sulawesi.

Dissemination of district level programs has also begun to take off over this year. DBE1 district-level products and methodologies are becoming institutionalized in a number of contexts. The school unit cost analysis methodology (BOSP) has been used in a number of districts for calculating district budget requirements to enable schools to meet minimum standards without charging parents in contravention of “free schooling” policies. The BOSP program has proven extremely popular with local district heads, legislature and administrations. For the first time it gives district managers and stakeholders an accurate assessment of the cost of educating a child at each level in the system.²⁶ This, in turn, enables them for the first time to accurately predict costs, calculate shortfalls (the difference between the centrally allocated BOS

²⁶ Note that BOSP only calculated school operational costs—salary and non-salary—according to standards set by BSNP. It does not include the necessary investments at district level.

funds and actual costs calculated by BOSP) and to formulate policy and allocate district budgets based on real needs.

In a major initiative, the provincial government of East Java funded a workshop for school unit cost analysis (BOSP) for some fifteen districts in the province which had not yet conducted the program. The workshop took place in Batu in June. The 30 facilitators were mainly school heads with experience in BOSP from DBE1 target districts, supported by five DBE1 specialists. Each district sent 12 participants to the workshop, making a total of 180 persons. The cost of Rp 204,750,000 was borne by the province whilst DBE1 providing technical specialists. The extent of funding from the district budgets is not yet clear, as the BOSP workshop was conducted at the provincial level while workshops planned for public consultation were conducted at the district level with district funding. The Province is apparently keen to implement BOSP in its remaining 14 districts to cover the entire province, and plans to budget for this activity to take place in the new year.

This activity followed meetings earlier in the quarter in which DBE1 facilitated a process where results of AKPK and BOSP from target districts were shared. The response of the Regional Secretary (*Setda, Propinsi Jawa Timur*) was very strong. The province and many districts are now providing block grants to schools to supplement the national BOS grants.

In Central Java, four non-target districts (Pekalongan District and the cities of Pekalongan, Salatiga, and Tegal) have also implemented the BOSP program at a cost of Rp. 39,350,000. This funding was derived from mixed sources including school funds, APBD and, in the case of Salatiga, DBE1.



Participants from Lamongan, East Java, taking part in BOSP training sessions funded by the East Java Provincial Education Office.

Table 7.5. Summary of Progress with Dissemination of District Level Programs

Activity	Target Volume	Target Date	Status at End of Year (cumulative)
Reach agreements with local governments to develop reference districts	7	Feb 2009	In process
All programs installed and operating	7	Sept 2009	Not yet
Assist MONE identify, train and certify Service Providers (SP)	-	Jan 2009	Not yet
Facilitate agreement USAID, MONE, World Bank and DBE1 to train SP for BEC	-	Jan 2009	In process
Facilitate study visits to model districts for MONE and donors	-	June 2009	Completed in June for school level program

Activity	Target Volume	Target Date	Status at End of Year (cumulative)
Facilitate setting certification standards with MONE	-	Feb 2010	Not yet
Conduct on the job training for SP in DBE1 districts	-	Dec 2009	In process

The following table illustrates the amount of funding and number of programs disseminated at district level to date. Up until now, 19 districts have funded programs to implement DBE1 district level programs, in all cases BOSP.

Table 7.6. Summary of School Level Dissemination Programs to End of September 2009

Province	Funding Sources			Total (Rp)
	Number of Districts	District Budgets (APBD) (Rp)	Other funds (Rp)	
2009				
Central Java	4	3,000,000	36,350,000	39,350,004
East Java	15	204,750,000		204,750,015
National Total 2009	19	207,750,000	36,350,000	244,100,019

7.5. Sustainability

Strategies to increase sustainability are embedded in DBE1's approach across the program. Most of the strategies described above which are being implemented to support dissemination also support sustainability of project outcomes.

The broad approach over this year and during the final phase of project implementation is to deepen and strengthen the impact of programs at all levels by supporting districts and schools to implement plans and develop policies for ongoing improvement based on the experience and outcomes of financial analysis, educational data management and strategic planning.

DBE1 has now completed implementation of all core programs at school/community level. During this year most programs were also completed at district level. A heavy focus this year on *renstra* resulted in around half of the districts completing this activity. While the remaining districts complete this program, the focus now is more on deepening impact, institutionalizing good practices, supporting widespread dissemination and a broad field-based policy agenda at district, province, and national levels.

One specific sustainability strategy this year was the round of 'showcase workshops'. Working closely with DBE2 and DBE3, we conducted a series of DBE Best Practice Dissemination Workshops "*Lokakarya Keberhasilan DBE dan Diseminasi Good Practices*" in July–August in each of the target provinces: West Java, Banten, Central

Java, North Sumatra, South Sulawesi, and East Java. These workshops show-cased the good practices developed over the past four years. The purpose of the workshops was to enable provincial and district governments and stakeholders to learn more about DBE and to encourage them to invest in programs to disseminate and sustain good practice approaches such as school-based management, active learning, cluster resource centers, and school unit cost calculation.

Another sustainability mechanism for school-level programs is the monthly facilitator forum being held for school supervisors in each district followed up with school visits to monitor and support implementation of school development plans (RKS). These monthly forums are designed to provide ongoing professional development and to help keep the facilitators motivated. Ongoing monthly forum activities have taken place in all districts throughout this year. As reported in the section on Dissemination above, during this year we began to see new facilitators trained through these forums taking up a role as trainers in dissemination programs in a number of districts.

Early in the next year, all Cohort 1 schools will be assisted to develop new school development plans (RKS), further institutionalizing the process. The training will be prepared and delivered fully by district facilitators with only minimum back-up from DBE1 personnel. For district-level programs, sustainability of outcomes is being achieved in a similar way by supporting districts to develop annual work-plans and district budgets based on strategic plans and to support the development of policy informed by DBE1 supported analysis of educational finance and data management.

The mechanism for this will consist of a round of workshops focusing on preparation of accountability reports (LAKIP) and preparation of *renja* (annual work plans). We also realize that different approaches will be appropriate for different districts. As the project has progressed and district level programs have become more established, so it has become apparent that each district and provincial context is different. In addition to these workshops we will also lobby districts through key officials involved in the preparation of SIPP, *renstra*, BOSP and AKPK. It is the results of this work that will inform policy and planning.

In some provinces, such as West Java, Central Java, East Java and South Sulawesi, engagement with the province will greatly strengthen sustainability. In some of these regions we are developing teams of provincial facilitators, as described above. In some places, the province is also beginning to fund dissemination of programs such as RKS and BOSP. The development of service providers and possible integration of DBE1 materials and manuals into curriculum for post-graduate studies in school management and governance is another sustainability mechanism.

In the coming year we plan to continue to provide monthly forums for facilitators and to support school visits for mentoring and supporting implementation of school-based management including RKS. Lobbying and consultation with districts to influence the development of annual work-plans and budgets to align with *renstra* will also take place. At the time of writing we are finalizing a revised work plan for the final year of implementation to include careful consideration of strategies to increase

sustainability, deepen implementation and influence policy at higher levels of government.

Annex 1 List of DBE Target Districts

Table A1-1. Listing of DBE Target Districts

Province	District	Cohort
Aceh	Kabupaten Aceh Besar	1 & 2
	Kota Banda Aceh	1
	Kabupaten Aceh Tengah	2
	Kabupaten Bireun	2
	Kabupaten Pidie	2
North Sumatra	Kabupaten Deli Serdang	1
	Kabupaten Tapanuli Utara	1 & 2
	Kota Binjai	1
	Kota Sibolga	1
	Kota Tebing Tinggi	1
	Kabupaten Dairi	2
	Kabupaten Tapanuli Selatan	2
	Kota Tanjungbalai	2
Banten	Kabupaten Lebak	1
	Kota Cilegon	1
	Kota Tangerang	1
West Java	Kabupaten Indramayu	1 & 2
	Kabupaten Karawang	1 & 2
	Kabupaten Sukabumi	1
	Kabupaten Garut	2
	Kabupaten Subang	2
	Kota Bogor	2
DKI Jakarta	Kota Jakarta Pusat	1
Central Java	Kabupaten Jepara	1
	Kabupaten Boyolali	1
	Kabupaten Karanganyar	1
	Kabupaten Klaten	1 & 2
	Kabupaten Kudus	1
	Kabupaten Blora	2
	Kabupaten Demak	2
	Kabupaten Grobogan	2
	Kabupaten Purworejo	2

Province	District	Cohort
DI Yogyakarta	Kabupaten Bantul*	1
	Kabupaten Sleman*	1
	Kota Yogyakarta*	1
East Java	Kabupaten Bangkalan	1
	Kabupaten Sidoarjo	1
	Kabupaten Tuban	1 & 2
	Kota Mojokerto	1
	Kota Surabaya	1
	Kabupaten Bojonegoro	2
	Kabupaten Nganjuk	2
	Kabupaten Pasuruan	2
	Kabupaten Sampang	2
South Sulawesi	Kabupaten Enrekang	1
	Kabupaten Jeneponto	1
	Kabupaten Pangkajene Kepulauan	1
	Kabupaten Soppeng	1
	Kota Palopo	1
	Kabupaten Luwu	2
	Kabupaten Pinrang	2
	Kabupaten Sidenreng Rappang	2
	Kota Makassar	2
West Papua	Kota Sorong*	1
	Kabupaten Sorong Selatan*	1
	Kabupaten Manokwari*	1

Notes:

Number of Cohort 1 Districts: 35

Number of Cohort 2 Districts: 27

Total Number of Districts: 62

*PPA Activity only

Annex 2 Training for Project Beneficiaries

From October 1, 2008 to September 30, 2009, there were a total of 1,050 training activities that took place in all partner provinces. As could be seen from Table A2-1 below, South Sulawesi was the province with the most activities, while East Java and West Java were the second and third. The number of training activities was highest during the October to December period (390 events) because during this time frame DBE1 main focus was at continuing and completing activities at schools.

Table A2-1. Number of Training Activities from October 2008 to September 2009

Province	2008			2009									Total
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	
Aceh	16	10	27	5	0	6	5	7	4	4	5	2	91
Sumatera Utara	14	10	22	4	12	5	10	10	17	30	12	7	153
Banten	5	6	7	2	3	3	8	4	8	3	5	3	57
Jawa Barat	16	17	20	22	13	11	20	11	10	18	14	10	182
Jawa Tengah	22	24	25	11	7	16	4	15	11	11	11	11	168
Jawa Timur	41	25	32	13	10	10	13	4	9	7	17	6	187
Sulawesi Selatan	15	15	21	30	13	17	13	5	10	8	35	30	212
Total	129	107	154	87	58	68	73	56	69	81	99	69	1,050

In this period, there were a total of 9,857 people trained by DBE1. Out of this, stakeholders at school level (principals, teachers, and committee members) still comprise the highest number (5,849 people.) Meanwhile, there were more than 1,300 representatives of the District Education Office and Office of Religious Affairs that were trained. Also, as part of DBE1 strategy to support dissemination and build capacity of schools supervisors, there were a total of 838 supervisors that were trained. This was in addition to 249 District Facilitators that have been involved in DBE1 programs since the beginning. More information on number and types of people trained could be seen in Table A2-2 and A2-3 below.

Table A2-2. Summary of Persons Trained from October 2008 to September 2009

Component	Male	Female	Total
District Facilitator	193	56	249
School Principal/Vice	1,170	610	1,780
School Committee	1,379	448	1,827
School Teacher	1,062	1,180	2,242
District Education Staff	999	233	1,232
MORA District Staff	93	21	114
Local Government	248	60	308
Parent (non-School Committee)	17	18	35
Civil Society Organization (CSO)	16	5	21
DPRD	61	11	72
Education Board	117	4	121
Supervisor	661	177	838
Other	599	419	1,018
Total	6,615	3,242	9,857

With regards to data collection and preparation by DBE1 Jakarta and provinces, measures to clean training participant data in all provinces was done in April this year. This was conducted because, during a series of training events, the same participant name was often recorded in more than one ways due to spelling or other variations. Every month now DBE1 data team in the provinces cleans out their training participants' database and send the information to DBE1 Jakarta for further compilation.

Additionally, it is important to mention that there are two types of analysis of training beneficiaries: analysis by institution (**Table A2-3**) and numbers of persons who attended each type of training (**Table A2-4**). Analysis by institution indicates the number of actual people taking part in each DBE1 activity while analysis by activities is based on the type of activities (school or district levels) that these beneficiaries took part in.

The tables below also show rather significant difference between number of female and male participants in DBE1 activities. At this stage, at nearly every level, the participation of men is greater than that of women. There are some exceptions to this. In some areas, such as Aceh, for example, there may be more women appointed as elementary school principals than men. However, for the most part the balance is strongly in favor of men. Whilst not exclusively the case, it tends to be men who sit in education commissions of local legislatures (DPRD), as Heads of Education Boards, Heads of Education Offices, Regional Planning Boards, Religious Affairs Offices and subsections within those offices, plus school heads, school committee heads and so forth.

Given this current reality, DBE1 is thus forced into the position of working with a greater number of men than women participants. In order to address this issue, we always include a gender focus in training and workshop activities. This includes overtly addressing gender issues to raise awareness and introduce strategies for

gender mainstreaming in training and planning as well as employing strategies such as small group work to ensure that women participants participate fully in all events; that the voices of women are heard.

Table A2-3. Analysis of Training Beneficiaries by Institutions²⁷

Component	Male	Female	Total
DBE			
DBE1	104	42	146
DBE2	3	6	9
DBE3	3		3
	110	48	158
MONE			
Kantor Cabang Dinas	74	21	95
Kepala Bidang	95	8	103
Kepala Dinas	49	1	50
Kepala Seksi-KCD-UPTD	177	28	205
Kepala Unit	207	38	245
Staf	397	137	534
	999	233	1,232
MORA			
KD-Kepala Kantor	11		11
KD-Kepala Seksi	29	6	35
KD-Kepala Unit	7		7
KD-Staf	46	15	61
	93	21	114
SCHOOL COMMITTEE			
Lainnya	363	129	492
Orang Tua Murid	700	250	950
Paguyuban Kelas	9	8	17
Tokoh Masyarakat	307	59	366
Lainnya		2	2
	1,379	448	1,827
LOCAL GOVERNMENT			
Bapedda	85	29	114
Dinas Terkait	98	10	108
Kantor Pemda	52	11	63
Aparat Desa	13	10	23
	248	60	308
SCHOOL			
Diseminasi	2	1	3
Guru	1,062	1,180	2,242
Kepala Sekolah	1,154	603	1,757
Kepala Sekolah/Wakil	16	7	23
Lainnya	248	251	499
	2,482	2,042	4,524

²⁷ The number of beneficiaries reported here does not meet USAID reporting requirements, which define a training beneficiary as one who receives 24 hours of training and who can only be counted once in a year.

Component	Male	Female	Total
SERVICE PROVIDER			
District Facilitator	193	56	249
Pengawas	661	177	838
Lainnya	60	31	91
	914	264	1,178
SERVICE USER			
CSO	16	5	21
Dewan Pendidikan	117	4	121
DPRD	61	11	72
LSM/NGO	42	8	50
Media	44	5	49
Orang Tua Murid	17	18	35
Paguyuban Kelas	1	9	10
Lainnya	92	66	158
	390	126	516
Grand Total	6,615	3,242	9,857

Table A2-4. Analysis of Training Beneficiaries by Activities

Activity Name	Male	Female	Total
AKPK			
Internal consultation	47	13	60
Pembuatan Laporan	27	5	32
Pendampingan 1	8	8	16
Pendampingan 2	5	2	7
Pendampingan 4	10	1	11
Presentasi untuk stakeholder	171	46	217
Workshop #1	60	31	91
Workshop #2	42	7	49
Workshop #3	15	1	16
Workshop #4	55	18	73
Other	39	21	60
	479	153	632
BIA			
Finalisasi Dokumen BIA	22	10	32
	22	10	32
BOSP			
Finalisasi Laporan	54	10	64
Internal Consultation	206	69	275
Presentasi Stakeholder	251	66	317
Workshop # 1	240	72	312
Workshop # 2	244	92	336
Workshop #3 Tk. Gugus	284	78	362
Other	59	17	76
	1,338	404	1,742

Activity Name	Male	Female	Total
Forum DF			
Pendampingan 2	20	3	23
Pendampingan 3	182	28	210
Pendampingan 4	149	41	190
Pendampingan 5	153	52	205
Pendampingan 6	196	44	240
Pendampingan 7	193	41	234
Pendampingan 8	278	82	360
Pendampingan 9	67	12	79
Pendampingan 10	21	8	29
Pendampingan 11	100	45	145
	1,359	356	1,715
GGSP			
Fasilitasi Dewan Pendidikan	15	2	17
Fasilitasi Konsultasi Publik	70	8	78
Multi Stakeholder Ws.#1	98	22	120
Multi Stakeholder Ws.#2	38	8	46
Penyusunan Raperda	12	2	14
Other	66	25	91
	299	67	366
ICT Grants			
T1 (EMG)-Procurement	15	8	23
T2 (EMG)-Launching	122	52	174
	137	60	197
Komite Sekolah (SD/MI)			
Aspirasi Masyarakat	275	173	448
Jender & Minoritas	76	19	95
Kemitraan	293	84	377
Musrenbang Desa	1,268	645	1,913
Pembukuan	138	45	183
Peran & Fungsi	47	15	62
Program Kerja	296	147	443
	2,393	1,128	3,521
Komite Sekolah (SMP/MTs)			
Mawas Diri	60	13	73
Peran & Fungsi	431	94	525
	491	107	598
Leadership (SD/MI)			
Leadership Training #2	215	114	329
	215	114	329
Leadership (SMP/MTs)			
Leadership Training #1	45	6	51
Leadership (SMP/MTs)-Leadership Training #2	16	11	27
	61	17	78

Activity Name	Male	Female	Total
Other			
Coordination Meeting	22	8	30
Other Training Activity	552	330	882
Renstra	19	11	30
RKS	109	84	193
RKT	289	298	587
	991	731	1,722
RENSTRA			
Pelatihan DPISS	45	9	54
Pelatihan Renstra	92	18	110
Pendamp.Prog.& Kegiatan	11	4	15
Pendampingan #6	4		4
Pendampingan Entry Data	78	23	101
Pendampingan Ws.#1	125	26	151
Pendampingan Ws.#2,3	73	13	86
Pendampingan Ws.#4	181	40	221
Persiapan Data	65	22	87
Pertemuan Forum SKPD	31	6	37
Ws. Uji Publik	278	57	335
Ws.#1 Analisis Layanan	96	29	125
Ws.#2 Visi, Misi, Tata Nilai	97	23	120
Ws.#3 Visi sp. Kegiatan	62	15	77
Ws.#4 Tujuan Strategis	12		12
Ws.#5 detail WS. Results	50	9	59
Ws.#6 Biaya & Pendanaan	38	14	52
Ws.#7 Finalisasi Dokumen	66	10	76
	1,404	318	1,722
Replication			
TOT/Lokakarya Provinsi	37	11	48
Workshop	24	6	30
Forum Fasilitator	13	3	16
Lokakarya Tk. Kab./Kota	5	8	13
Leadership-Forum Fasilitator	41	16	57
RKS/M-Forum Fasilitator	315	111	426
RKS/M-Lokakarya Tk. Kab./Kota	15	4	19
RKS/M-Pendampingan	33	36	69
RKS/M-TOT Tk. Provinsi	23	12	35
RKS/M-Workshop	14	4	18
SDS-Lokakarya Tk. Kab./Kota	113	22	135
Diseminasi	30	6	36
	663	239	902
RKS/M (SD/MI)			
Lokakarya Tk. Kab./Kota	17	4	21
	17	4	21

Activity Name	Male	Female	Total
SDS (SD/MI)			
Pendampingan Finalisasi SDS (Pendampingan SDS I)	57	41	98
Pendampingan Finalisasi SDS (Pendampingan SDS II)	159	183	342
Pendampingan Pra Workshop	10	6	16
Pra Workshop SDS	196	154	350
Workshop Tk. Gugus	500	497	997
	922	881	1,803
SDS (SMP/MTs)			
Workshop Tk. Gugus	11	6	17
	11	6	17
Update RKS/M (SD/MI)			
Update RKS/M (SD/MI) 2008-Workshop Updating RKT S/M	114	40	154
Update RKS/M (SD/MI) 2009-Pendampingan Updating RKT S/M	81	128	209
Update RKS/M (SD/MI) 2009-Workshop Updating RKT S/M	533	413	946
	728	581	1,309
Update RKS/M (SMP/MTs)			
Update RKS/M (SMP/MTs) 2008-Pendampingan Finalisasi Updating RKT S/M	8	2	10
Update RKS/M (SMP/MTs) 2008-Workshop Updating RKT S/M	34	11	45
	42	13	55
Grand Total	11,572	5,189	16,761

Annex 3 Deliverables Status: September 30, 2009

Table A3-1. Deliverables Status as per September 30, 2009

Deliverables	Due	Status ²⁸	Documents
Deliverable 1: Prepare indicative work plans for the remainder of the project annually for submission to USAID.	Due: Annual work plan submission in subsequent years remains the same.	COMPLETED Submitted October 2008. Revised plan to be submitted Oct 2009	Work Plan
Deliverable 2: Modify staff scope of work and estimated person/month to meet the needs for the remainder of the project	Due: During the third year of the project implementation.	COMPLETED Submitted November 2008	Included in Work Plan
Deliverable 3: Update Performance Monitoring Plan and a Results Framework specifying indicators, baseline data and targets—to measure progress at both activity and Project Objective level. Data will be used as inputs to USAID's Annual Report to AID/W.	Due: Annual report submitted to USAID.	COMPLETED Submitted October 2008	Annual Report
Deliverable 4: Conduct a selection of new sub-districts and schools for replication in collaboration with local governments. USAID anticipates the number of schools to be targeted for replication to be approximately 3,000, and the contractor must have USAID approval on the selection criteria and the total number of schools and sub-districts to be selected. Where practical, the selection of new sub-districts and schools would be coordinated with other DBE partners.	Due: During the fourth year of the project implementation.	COMPLETED By end of fourth year more than 7,000 schools are implementing at least one DBE1 program under the dissemination program	Updated in quarterly reports
Selection of any new districts in Aceh will use the same approach, but after the completion of the 2008 assessment (see Deliverable 22).		COMPLETED 18 districts mandated in Aceh modification signed by USAID July 2009	RTI proposals for Aceh modification
Deliverable 5: Modify scope of work (SOW) of District Coordinators to include replication and to meet local government and project's priorities in the remaining period of the project. In expanded areas in Aceh, District Coordinators hired and trained to work with local governments, school committees and schools on planning, budgeting and management to support improved basic education.	Due: During the third year of the project implementation.	COMPLETED Approved by USAID June 2, 2008	Revised SOW for DC

²⁸ Status in bold indicates completion of deliverable.

Deliverables	Due	Status²⁸	Documents
Deliverable 6: Assessment of Education Management Information System (EMIS) in Indonesia [Completed].	Due: During the first year of program implementation.	COMPLETED Submitted April 2007	Report
Deliverable 7: Update and maintain Project Data Management System (PDMS) regularly and provide periodic and ad hoc analyses to USAID.	Due: Continue on regular basis.	ONGOING	Updated Users Guide to be published in next quarter
Deliverable 8: To support institutionalization and replication, the contractor will design and deliver a workshop in each province for the project districts and project staff to highlight best practices. The workshop will be delivered in coordination and conjunction with DBE 2 and 3.	Due: Before end of March 2009.	COMPLETED Agreement with USAID to conduct workshops between July 27 and August 6, 2009 in conjunction with DBE23	No
Deliverable 9: Develop medium term education sector development plans (<i>renstra</i>) for at least 35 project district governments.	Due: By the end of the fourth year of assistance to each local government.	Underway 22 plans completed 20 plans in process Request extension to December 2009	District strategic plans (in Bahasa Indonesia)
Deliverable 10: Develop education finance plans and budgets (AKPK = District Education Finance Analysis, and BOSP = School Unit Cost Analysis) at least in 35 project districts to support education sector development plans.	Due: By the end of the fourth year of assistance to local government.	COMPLETED 42 AKPK completed 61 BOSP completed	District finance reports (in Bahasa Indonesia)
Deliverable 11: Complete a second report describing progress and recommendations to implement greater democratic participation, transparency, and accountability in the education sector.	Due: During the fourth year of the project implementation.	Underway First draft submitted September 30, 2009	Report.
Deliverable 12: Summary of materials on local government education planning, management and governance, as well as participatory community school management practices. The report will help DBE1 refine its replication strategy to meet efficient and effective dissemination of best practices.	Due: Eighteen months from contract award, with comprehensive updates at the end of year three and end of activity.	COMPLETED #2 submitted May 2009 #3 due April 2010	Report. Includes Deliverables 12, 13 and 23.
Deliverable 13: Document outcomes highlighting DBE1 best practices, how they were developed, tested, and the extent of successful replication. The report will inform MONE and MORA the implementation of national policy at the lower level (districts and schools) and the recommendations for national policy dialogues.	Due: Comprehensive updates at the end of year three and year four.	COMPLETED #2 submitted May 2009 #3 due December 2009. Request extension until March 2010	Report. Includes Deliverables 12, 13 and 23.

Deliverables	Due	Status²⁸	Documents
Deliverable 14: For each PPA (Public Private Alliance), prepare a report describing summary of the contributions of the parties, including the amount of leverage brought by the contractor; a description of private resources and level of innovations; and a summary of how the interests and objectives of each partner converge. PPA initiatives in the remaining period of the program depend on directions from USAID/Office of Education.	Due: On semi-annual basis.	COMPLETED #3 submitted September 2008 #4 submitted July 2009	Report Report
Deliverable 15: Monitor and report on-going ICT-based small grants. Following the Mid-Term Review, USAID does not plan to initiate new education hotspots or associated small grants.	Due: Continue on a regular basis.	ONGOING	Reports included in quarterly project reports
Deliverable 16: Prepare special reports/analyses occasionally requested, including input to planned mid-term and final evaluations in 2008 and 2009.	Due: Upon request with delivery as agreed by the Contracting Officer's Technical Representative (COTR).	Pending USAID requests	Occasional reports as requested
Deliverable 17: Develop a complete program for disseminating school-based management activities to other schools/areas. To the extent possible, incorporate Active Learning into school-based management in DBE1 activities for elementary schools. School-based management packages will be provided to DBE3 for junior secondary schools.	Due: Beginning of year four of project implementation.	Underway Materials including module on Pakem has been approved by MONE/MORA. Final printing of 1,500 copies to be distributed to every province in the next quarter	Integrated replication packet
Deliverable 18: With written concurrence from MONE and USAID, place staff at MONE's SBM secretariat to provide the networking and liaison between MONE, USAID, and DBE 123.	Due: During the fourth year of program implementation.	COMPLETED Assignment began October 2008 with USAID approval	No
Deliverable 19: Assist central and local government institutions as well as donors, in identification, training, and standard-setting for certification of service provider(s) in education management and governance that can implement DBE1 programs throughout the country.	Due: During the fourth year of the program implementation.	Under way Request extension to June 2010.	No

Deliverables	Due	Status ²⁸	Documents
<p>Deliverable 20: Update materials for training on local governance to improve communication and coordination within and between education stakeholders (legislative members, education council, local media, non-governmental organizations) promoting transparency and accountability in education sector.</p> <p>The training and other activities will be conducted with local governments and civil society organizations.</p>	<p>Due: During the third and fourth years of the project implementation.</p>	<p>Underway</p> <p>Request extension to March 2010.</p>	<p>Governance materials</p>
<p>Deliverable 21: Design expansion or replication of DBE1 program in Aceh, to be implemented in Aceh with contributions from the Aceh provincial government, and dependent on funding and approval from USAID. Recommendations are derived from an assessment conducted by the contractor in the third year of the contract.</p>	<p>Due: Design due during the third year of the project implementation, and subject to the availability of additional funds, implementation during fourth and fifth years.</p>	<p>COMPLETED</p> <p>Feasibility study submitted August 2008</p>	<p>Design document and work plan</p>
<p>Deliverable 22: Carry out pilot data collection and maintenance activity in Aceh in collaboration with MONE (<i>Pusat Statistik Pendidikan</i> or Center for Education Statistics). Results of the pilot activity submitted to GOI to improve MONE's Education Management Information System (EMIS).</p>	<p>Due: During the fourth year of the project.</p>	<p>Underway</p> <p>Request extension to December 2009</p>	<p>Completion report</p>
<p>Deliverable 23: Produce a periodic report describing the institutionalization and transfer of DBE1 products (training materials, manuals, reports regarding local government and school education planning, management, and governance, as well as community participation in management practices) to MONE and MORA.</p>	<p>Due: Semi-annually for the remaining of the program period.</p>	<p>COMPLETED</p> <p>Report submitted May 2009</p> <p>Next report to be submitted December 2009.</p>	<p>Report. Includes Deliverables 12, 13 and 23</p>
<p>Deliverable 24: The contractor will conduct a BOS Impact Assessment to report on the impact of BOS on expenditure patterns at some DBE-supported schools.</p>	<p>Due: During the fourth year of implementation</p>	<p>Underway</p> <p>Request extension to December 2009</p>	<p>Report</p>

Annex 4 Status of Project Documents Uploaded in USAID Development Experience Clearinghouse (DEC)

**Table A4-1. Status of Uploading Documents to Development Education
Clearing House (DEC)**

Report	Date Uploaded to DEC
Monitoring Progress Report 1 dated September, 2006	09-28-2009
Monitoring Progress Report 2 dated September , 2007	09-28-2009
Monitoring Progress Report 3 dated November, 2007	09-28-2009
Monitoring Progress Report 4 dated June, 2008	09-28-2009
USAID Chevron Vocational Training Monitoring and Evaluation (final report DBE1 special report) dated September 2007	09-28-2009
Annual Report III Oct 2007 – Sep 2008	03-31-2009
Study of Legal Framework/Summary of Laws of Regulations (2007)	03-05-2009
Replication of DBE1 School Dev Planning Oct 2008	03-05-2009
Public Private Alliance Sept 2008–Year 3	03-05-2009
Public Private Alliance Sept 2007–Year 2	03-05-2009
Public Private Alliance–Year 1 dated 14 August 2006	03-05-2009
School Reconstruction Central Java Monitoring Progress Report 1 August 2008	03-05-2009
District Education Finance Analysis (DEFA) Oct 2007	03-05-2009
EMIS Assessment June 2007	03-05-2009
ICT Grants Sept 2006 DBE1 ICT Grants Report	03-05-2009
Review of Materials on Education Planning, Management and Governance June 2007	03-05-2009
More Effective Decentralized Education Management and Governance Oct06_Sep07 Annual Report Year 2	03-05-2009
More Effective Decentralized Education Management and Governance April 05_Sep06 Annual Report Year 1	03-05-2009
Policy Reform in Education Planning Oct 2007	03-05-2009

