

**SUPPORT TO BASIC EDUCATION MINIMUM
SERVICE STANDARDS PLANNING & MONITORING
(ACDP - 018)**

FINAL REPORT

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in association with
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For:
THE EDUCATION SECTOR ANALYTICAL AND CAPACITY DEVELOPMENT PARTNERSHIP

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The Government of Indonesia (represented by the Ministry of Education and Culture, the Ministry of Religious Affairs, and the Ministry of National Development Planning / *BAPPENAS*), the Government of Australia, through Australian Aid, the European Union (EU) and the Asian Development Bank (ADB) have established the Education Sector Analytical and Capacity Development Partnership (ACDP). ACDP is a facility to promote policy dialogue and facilitate institutional and organizational reform to underpin policy implementation and to help reduce disparities in education performance. The facility is an integral part of the Education Sector Support Program (ESSP). EU's support to the ESSP also includes a sector budget support along with a Minimum Service Standards capacity development program. Australia's support is through Australia's Education Partnership with Indonesia. This report has been prepared with grant support provided by Australian Aid and the EU through ACDP.



The institutions responsible for implementation of the study was Trans Intra Asia

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ABBREVIATIONS AND ACRONYMS

ABBREVIATIONS AND ACRONYMS

ACDP	Kerjasama untuk Pengembangan Analisis dan Kapasitas	Analytical and Capacity Development Partnership
ADB	Asian Development Bank	Asian Development Bank
AusAID	Australian Agency for International Development	Australian Agency for International Development
BALITBANG	Research and Development Board	Research and Development Board
BAN-SM	Badan Akreditasi Nasional Sekolah Madrasah	National Board for Accreditation of Schools and Madrasahs
Bappenas	Badan Perencanaan Pembangunan Nasional	National Development Planning Agency
BEC-TF	Basic Education Capacity Trust Fund	
BE-MSS	Basic Education Minimum Service Standards	Basic Education Minimum Service Standards
BEMSS-CDP	Basic Education Minimum Service Standards Capacity Development Program	Basic Education Minimum Service Standards Capacity Development Program
BPSDMPK-PSM	Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan, Pusat Penjaminan Mutu	Board of Human Resource Development of Education and Culture, Centre for Quality Assurance
BSNP	Badan Standar Nasional Pendidikan	National Education Standards Board
BOS	Bantuan Operasional Sekolah	School Operational Funding
DAK	Dana Alokasi Khusus	Special Allocation Funds
DAPODIK	Data Pokok Pendidikan	Key Education Data
EMIS	Sistem Informasi Manajemen Pendidikan	Education Management Information System
EQAS	Sistem Penjaminan Mutu Pendidikan	Education Quality Assurance System
EU	Uni Eropa	European Union
FBE	Pendidikan Dasar Bebas Pungutan	Free Basic Education
FGD	Kelompok Diskusi Terfokus	Focus Group Discussion
Lakip	Laporan Akuntabilitas Kinerja Instansi Pemerintah	Government Agency Performance Accountability Report
MI	Madrasah Ibtidaiyah	Elementary madrasah
MoHA	Kementerian Dalam Negeri	Ministry of Home Affairs
MoE	Kementerian Lingkungan Hidup	Ministry of Environment
MoEC	Kementerian Pendidikan dan Kebudayaan	Ministry of Education and Culture
MoNE	Kementerian Pendidikan Nasional	Ministry of National Education Now referred to as MoEC
MoRA	Kementerian Agama	Ministry of Religious Affairs
NES	Standar Nasional Pendidikan	National Education Standard
PMPP	Pusat Penjaminan Mutu Pendidikan	Educational Quality Assurance Centre
MOU	Nota Kesepahaman	Memorandum of Understanding
Renja	Rencana Kerja	Annual Plan
RPJPN	Rencana Pengembangan Jangka Panjang Nasional	National Long-term Development Plans

RPJMN	Rencana Pengembangan Jangka Menengah Nasional	National Medium-term Development Plans
RENSTRA	Rencana Strategis	Strategic Plan
SD	Sekolah Dasar	Primary School
SMP	Sekolah Menengah Pertama	Junior Secondary School
Susenas	Survey Sosial Ekonomi Nasional	National Economic and Social Survey
SSE	Penilaian Diri Sekolah	School Self Evaluation
USAID	Badan Perserikatan Bangsa-bangsa untuk Pembangunan Internasional	United States Agency for International Development

MAIN TEXT

1. BACKGROUND AND CONTEXT

Purpose

The project's Terms of Reference (ToR) specified the following objectives, purpose and intended results.

The development objectives of the support to Basic Education Minimum Service Standards (BE-MSS) Planning and Monitoring are to contribute towards achieving medium to long term social and economic national development goals through supporting strategies and systems for nationwide achievement of BE-MSS.

The purpose of the Support to Basic Education Minimum Service Standards Planning and Monitoring project is to strengthen and sustain capacity for management, implementation and monitoring of BE-MSS at all levels.

The intended results are therefore more effective strategies, programs, financing and systems which contribute towards nationwide achievement of Basic Education Minimum.

The project's ToR is provided as Appendix 1

ACDP 018 was required to work closely and in harmony with a number of major stakeholders. The key stakeholders of the project have been identified as being:

- Directorate General of Basic Education, Ministry of Education and Culture (MoEC)
- Directorate of Madrasah Education, Ministry of Religious Affairs (MoRA)
- Board of Human Resource Development of Education and Culture, Centre for Quality Assurance (BSDMPK-PPM)
- BALITBANG, MoEC
- Directorate for Local Government Capacity Improvement and Performance Evaluation, Ministry of Home Affairs (MoHA)
- Board of National Education Standards
- National Board for Accreditation of Schools and Madrasahs
- Australian Agency for International Development (AusAID)
- Delegation of European Union to Indonesia, Brunei Darussalam and ASEAN
- Asian Development Bank (ADB)
- BE-MSS Technical Working Group

In addition to ensuring liaison with the above-mentioned bodies, the project has also worked with a number of provincial and district/city education authorities to ensure adequate input from that perspective.

2. THE PROJECT'S ACTIVITIES

The project had seven specified activities relating to planning for and monitoring of BE-MSS. In summary form they are to:

1. *Undertake basic education BE-MSS survey*
2. *Review central level education policies and programs related to BE-MSS*
3. *Review district level capacity for planning and monitoring BE-MSS*
4. *Develop clear linkages between basic education BE-MSS and other quality assurance systems*
5. *Further develop basic education BE-MSS capacity development strategy and programs*
6. *Develop and design systems for the management of the BE-MSS District Grants Program*
7. *Develop an action plan for supporting nationwide achievement of basic education BE-MSS.*

In mid-2013, ACDP was asked to take on an additional deliverable. This resulted from a request from the Deputy Minister of BAPPENAS for the provision of a set of papers to be used in the government's preparation of its next Mid-Term Strategic Plan. The paper from ACDP 018 is required to identify the extent to which government is providing for students an environment which is conducive to learning, taking into account BE-MSS requirements. This request extended ACDP 018's contract by a month, to the end of November 2013. The additional paper is provisionally titled *The Quality of the Learning Environment in Indonesia's Basic Education: a BE-MSS Perspective*.

3. MOBILISATION AND TEAM COMPOSITION

The national consultants were mobilised in late December 2012 as scheduled, with the exception of the Basic Education District Governance and Finance Expert. The filling of this position was renegotiated and the replacement mobilised in February 2013. The position was eventually filled by three national consultants who shared the allocated months of the consultancy, with the third consultant engaged specifically to finalise the work on the Project Administration Manual to be used by the forthcoming European Community (EU) funded Basic Education Minimum Service Standards Capacity Development Program (BEMSS-CDP). The utilisation of the three different specialists has proved highly effective, with excellent results in relation to Activities 3 and 5 where two of the consultants' work was concentrated, and in Activity 6 which was begun by one of the two specialists initially appointed and which was finalised by the third consultant appointed specifically for that task.

The international Team Leader was mobilised at the start of January 2013.

4. INCEPTION REPORT

The draft Inception Report was submitted to the ACDP Secretariat on 28 January 2013, and following its acceptance, the Inception Workshop was held on 14 February 2013. Participation level at the workshop was high, with excellent representation of relevant organisations and lively discussion. Discussion focused particularly on the BE-MSS Survey, with detailed consideration of the sampling frame and survey methodology. No major changes to the draft Inception Report were required as an immediate outcome of the

Inception Workshop, although subsequent changes were made to the methodology of the BE-MSS survey which formed a part of the Inception Report below (see the description of Activity 1, below).

5. MID-TERM REPORT

The draft Mid-term Report was submitted by the consultancy team in May 2013, as required by the ToR. It included substantial appendices showing results of work done to date. These comprised:

- Review of District Level Capacity for Planning and Monitoring BE-MSS
- Report on an Evaluation of Minimum Service Standards Capacity Development Programs
- Analysis of the Relationship between BE-MSS Indicators and Indicators Used by the System for Accrediting Schools and Madrasahs
- Analysis of the Relationship between BE-MSS and the Essential School Data (Data Pokok Pendidikan or DAPODIK) Data Base.

The Mid-Term Report was workshopped with key stakeholders including the European Union and the Asian Development Bank (ADB) with whom detailed discussions took place about the draft Project Administration Manual (PAM) to be provided for the BEMSS-CDP. It was agreed that a draft rather than a final manual would be produced. It was also agreed that while ACDP 018 would provide advice about the instruments to be used in establishing the baseline of BE-MSS achievement in the 110 districts which will participate in the BEMSS-CDP, it would not be required to provide advice about the public relations campaign to socialise the BE-MSS in those districts. This campaign, which will be managed by a contracted public relations firm requires specialist expertise which was not included in the formation of the consultancy team of ACDP 018.

The Mid-term discussions noted that the work done on Evaluation of Minimum Service Standards Capacity Development Programs was not yet at a completed stage and needed to be continued. This was agreed to by the project's team leader, who advised that continuation of this work was included in the project's on-going work plan.

6. CONSULTATION STRATEGY

The project has worked closely with its key stakeholders. The project's focus on preparing key materials and processes for the forthcoming Basic Education BE-MSS Capacity Development Program (BEBE-MSS-CDP) has required **particularly close involvement of the Directorate-General of Basic Education, MoRA, ADB, and the European Union's Delegation to Indonesia.**

Sustained consultations have also been held with the **organisations responsible for key elements of Indonesia's Education Quality Assurance System (EQAS)**, in particular the National Board for Accreditation of Schools and Madrasahs (BAN-SM), the National Education Standards Board (BSNP) and MoEC's Centre for Educational Quality Assurance. Consultations related to BE-MSS policy and regulations were also held with the Ministry of Home Affairs (MoHA) and the Ministry of Finance (MoF).

In light of the close relationship between ACDP 018 and BEMSS-CDP, it was agreed and noted in the Inception Report that the latter program's oversight body would also provide general oversight of the ACDP 018 project. Delays to the start of BEBE-MSS-CDP meant that their oversight body was not able to fulfil this function in the time that ACDP 018 has been operating and the **main oversight of the project's work has been provided by the Directorate General of Basic Education of MoEC**. A full list of organisations and individuals consulted is provided in Appendix B, *Organisations and Individuals Consulted*.

7. PROGRESS AGAINST ACTIVITIES

The BE-MSS Survey

The 2013 BE-MSS survey was commissioned to **provide information on the achievement of BE-MSS Performance Indicators in a national sample of districts/cities and schools/madrasahs and to measure progress by comparing results with those of the BE- MSS Baseline Survey conducted in 2010**.

The survey's sampling frame, methodology and scheduling were presented in the Inception Report and discussed at the Inception Workshop. Although the Workshop saw some debate of the sampling method with suggestions that stratification of the schools/madrasahs in the survey could be undertaken on the basis of national examination results alone, the project's more complex proposal for stratification of the sample was accepted.

Subsequent discussions with the Secretariat of the ACDP led to a request for a **review of the project's methodology to ensure that the sampling process was robust** enough to be able to be used as a model for future surveys undertaken under the ACDP auspices. A consultant statistician was engaged by the ACDP Secretariat to work with the statistician employed by the project. The consequent discussions were constructive and although they delayed the implementation of the survey, they proved highly productive, resulting in a very detailed and transparent documentation of the methodology. The full methodology of the survey is provided as Appendix A of the ACDP 018 paper, *Report on 2013 Survey of Basic Education Minimum Service Standards*.

The 2013 **survey sample consisted of 5,280 primary schools/madrasahs (SD/MI) and junior secondary schools/madrasahs (SMP/MTs) in 104 districts/cities**. 23 districts/cities were part of the 2010 Baseline Survey. 20% of the schools/madrasahs were common to the two surveys to allow measurement of change over the three years. The survey covered six regions of Indonesia: Sumatra, Java, Kalimantan, Sulawesi, Bali & Nusa Tenggara and Maluku and Papua. The sample was also structured to cover three levels of socio-economic "*advancement*" of districts/cities: *advanced, medium advanced and less advanced*. The schools/madrasahs were in eight strata, consisting of government and private primary schools and madrasahs, and government and private junior secondary schools and madrasahs. The schools/madrasahs were randomly selected, and the overall design of the sample ensured that it was representative of Indonesia's formal basic education system.

The survey was implemented by a team of 34 supervisors and 446 surveyors in June 2013. It was done under some time pressure because in most districts the school year finished on 15 June and although it is common for the principal and at least some teachers to be at the school for some days after that date, this could not be guaranteed. A total of 5,285 schools/madrasahs were successfully surveyed despite the difficulties which in some cases were formidable. Some of the schools/madrasahs in the sample were very remote and required many of hours of travel. Not all of the district/city authorities extended the full cooperation to the survey's supervisors who encountered significant difficulties in obtaining the information and documentation required from the local education authorities. Moreover, a scam involving people approaching schools and falsely representing themselves MoEC officers in order to get money received national publicity which impacted negatively on the work of the survey's supervisors. One of them was even arrested and held in custody until the situation was clarified.

In some cases, the supervisors found that the surveyors had submitted questionnaires which did not contain complete sets of information, and follow up work was required to ensure that full data sets were available for analysis. Some of this work required re-visiting schools/madrasahs but more commonly the follow-up work was done by phone. Quality control measures which included field checks and a follow-up verification process involving 558 school/madrasah principals showed that despite the difficulties, the survey had been conducted with sufficient integrity of process to give the results and subsequent analysis the required level of reliability.

Data entry and data cleaning were undertaken in the second half of July and August, with analysis commencing in late August. Consultations on early presentations of the data were undertaken with key stakeholders in mid-September and the draft report of the survey was finalised in early November. The **analysis provided in the report of survey results focuses on differences in attainment of BE-MSS** by the six regions of Indonesia, the eight strata of basic education providers, the level of accreditation of schools/madrasahs, the level of socio-economic advancement of the districts/cities where they are located and the schools'/madrasahs' performance on national examinations. There is also an analysis of the attainment of BE-MSS by the 20% of schools/madrasahs which are common to both the 2010 and 2013 surveys so as to show progress over time.

The survey report calculates **the gap between the current situation and one where all basic education providers achieve BE-MSS** in budgetary terms and provides an analysis of the current BE-MSS Performance Indicators, making suggestions for improvement. The report recommends a major review of Indonesia's Education Quality Assurance System for basic education to improve coherence and congruence of the system of which BE-MSS is a part.

The report of the survey is provided as ADCP 018's *Report on 2013 Survey of Basic Education Minimum Service Standards*.

Review of central level education policies and programs related to BE-MSS

The Terms of Reference for ACDP 018 include the following output:

Review Central Level Education Policies and Programs related to MSS.

The work on this deliverable of the project was **conducted essentially as a desk review**, with cooperation of several sections of MoEC and MoRA from whom relevant documentation and information was sourced.

The purpose of this paper was to **examine the central government policies, regulations and budget lines** which relate to the establishment, management and funding of Basic Education Minimum Service Standards (BE-MSS). The key agencies involved include the Ministry of Education and Culture (MoEC), the Ministry of Religious Affairs (MoRA), the Ministry of Home Affairs (MoHA) and the Ministry of Finance (MoF).

The paper examined the legislative base of BE-MSS, the current roles and functions of key players relevant to the operations of the program and the main central government funding lines intended to support national achievement of BE-MSS.

As well as analysing the national situation, the paper examined the situation in the **international context**. A number of other countries have set comparable standards for the delivery of basic education, although only Viet Nam used a system very like Indonesia's in having both a national standard and a minimum quality standard termed *Fundamental School Level Quality*. **Comparisons were made between the international systems and the BE-MSS.**

The paper examined the legislative base of the assignment of responsibilities for the implementation and monitoring of BE-MSS, providing a diagrammatic representation of the **two main monitoring and reporting systems**: the BE-MSS Reporting System and the Lakip System (Lakip stands for the *Laporan Akuntabilitas Kinerja Instansi Pemerintah / Government Agency Performance Accountability Report*). The paper also identified the roles and responsibilities of each of the players in the two monitoring and reporting systems. The lack of any effective sanctions for local authorities who do not currently meet their BE-MSS responsibilities was also noted.

The **funding of BE-MSS** was examined, drawing a distinction between the government and private sections of basic education and noting the less-than-clear set of funding obligations of the government in relation to private schools/madrasahs in the areas of personnel and capital budgets. The key **central government budget lines which can be used to promote national achievement of BE-MSS** were identified and analysed in terms of their references to and focus on BE-MSS. These budget lines comprised The General Allocation Fund (*Dana Alokasi Umum or DAU*), the *Special Allocation Funds (Dana Alokasi Khusus or DAK)* the School Operations Fund (*Bantuan Operasional Sekolah or BOS*) the Quality Improvement Program (*Program Bantuan Peningkatan Mutu*) and Access Improvement Program (*Program Peningkatan Akses*).

The budgetary contribution to basic education by provinces and districts/cities was also analysed against the obligation for **local government to provide at least 20%** of their budgets to education.

The paper covering the deliverable discussed above was submitted to the Secretariat of ACDP under the title of *Review of Central Level Education Policies and Programs Related to BE-MSS*.

Review district capacity for planning and monitoring BE-MSS; and

Further develop basic education BE-MSS capacity development strategy and programs

These two deliverables were very closely related and were submitted to the Secretariat as one paper, titled *Review of District/City Capacity for Planning and Monitoring Basic Education Minimum Service Standards and Strategies for Developing Future Capacity Development Programs for Progressing Achievement of Basic Education Minimum Service Standards*.

The **main purpose of these outputs was to provide information to inform future work to improve the system's capacity to implement BE-MSS**. The forthcoming work of the Basic Education Minimum Service Standards Capacity Development Program (BEMSS-CDP) funded through a grant from the EU and managed by ADB was a particular focus of the advice.

The approaches utilised in exploring the issues included:

- discussions with key national level stakeholders, drawing on their perceptions of strengths and weaknesses of previous BE-MSS capacity building programs;
- a survey comprised of interviews and Focus Group Discussions (FGDs) in five provinces; and
- a desk review of two sets of documents:
 - those collected in the field as a part of the survey; and
 - reviews and evaluations of past BE-MSS capacity development programs.

The **nine districts included in the survey** consisted of five BE-MSS pilot districts as mandated by the project's ToR and four neighbouring non-pilot districts which provided a comparison. Four ACDP 018 consultants and nine MoEC and MoRA counterparts were involved in the survey. The survey instruments were field tested in West Java during the week starting with January 28, 2013. Initial visits to all nine districts were conducted to clarify the purpose of the consultations with local authorities and to enlist their involvement and support in the work. The field work received excellent cooperation from all local education authorities in those locations.

The **survey was conducted between April 22 and May 10, 2013**. Interviews were held with provincial and district officials as well as with principals, teachers and school committee members in 32 schools/madrasahs. Participants in the FGDs included officials from provincial and district education departments, local MoRA and Bappeda offices, some members of the local legislatures and school and madrasah principals. Counterparts from

MoEC and MoRA who were members of the field team took an active part in all of this work, were present at each of the FGDs, provided valuable insights and contributed to the final reports.

Documents relating to BE-MSS planning and monitoring were collected at the provincial, district and school/madrasah levels. Examples of quantitative data collected through the survey are:

- school/madrasah mid-term and annual plans and budgets (*RKS* and *RKT/RKAS*, respectively); provincial and district mid-term plans (*Renstra* and *RPJMD*)
- annual plans (*Renja*); and
- district accountability reports (*Lakip*).

All of these documents were analysed to assess BE-MSS implementation, providing a deeper insight into local government and school/madrasah understanding of and commitment to the management and achievement of BE-MSS.

An **evaluation of five projects (and two predecessor projects) related to BE-MSS planning** and monitoring was completed. The projects evaluated were:

- *Basic Education-Sector Capacity Support Program (BE-SCSP) Component 1: Central Provincial, and District Capacity Development for Decentralization* (funded by EU—2005-2010);
- *Basic Education Capacity Trust Fund (BEC-TF)* (a partnership between MONE, MORA and the World Bank, with funding from a grant from Government of the Kingdom of the Netherlands and the European Commission--2008-2012);
- *School Systems and Quality (SSQ)* (grant funded through AusAID's Education Partnership -- 2011 - 2016) and its predecessor project
- *Australia Indonesia Basic Education Program (AIBEP)* --2006 -2010);
- *Prioritizing Reform, Innovation and Opportunities for Reaching Indonesia's Teachers, Administrators, and Students (PRIORITAS)* (a grant from USAID—2012-2017) and its predecessor project
- *Decentralizing Basic Education (DBE)* --2005 – 2011; and
- *Better Approaches to Service Provision through Increased Capacities in Sulawesi (BASICS)* (grant from CIDA -- 2008 – 2014).

The evaluation identified **materials and resources that could potentially be used by BEMSS-CDP management, assisting with rapid project inception.** Human resources that can be called upon to provide valuable experience to the new BEMSS-CDP team were also identified. Such resources could be very useful to the public relations firm to be contracted to undertake media-based socialisation and sensitisation campaigns for promotion of BEMSS-CDP.

Lessons from the evaluation pointed very clearly to the fact that the large-scale socialisation programs used to build familiarity of BE-MSS since 2010 have had disappointingly limited success. Knowledge of BE-MSS across the basic education system is

very low, and the standards are commonly confused with the eight standards of the National Education Standard. ACDP 018 identified the systems for collection and analysis of BE-MSS data as being at the core of the current problems with progressing national achievement of the standards, and provided detailed advice on tools and processes which could be used to address this issue. In congruence with this advice, the project counselled against a repeat of larger-scale information/socialisation programs directed at the basic education community, arguing that such programs, particularly in the cascade-training mode, were not likely to have the required effect. Stress was placed on providing and supporting user-friendly electronic data bases which could help educators who not expert in managing data analysis software to provide analysis relevant to planning for BE-MSS achievement at each level of the system including schools/madrasahs.

Develop clear linkages between BE-MSS and other quality assurance systems

The purpose of this deliverable was to analyse the **relationship between basic education Minimum Service Standards (BE-MSS) and the other elements of the Education Quality Assurance System (EQAS)** relevant to delivery of basic education in Indonesia.

The ACDP 018 ToR stipulates the following:

Develop clear linkages between Basic Education Minimum Service Standards and other Quality Assurance Systems. Analyse and articulate the relationship between MSS and the school/madrasah accreditation system (under the National Accreditation Board for Schools/ Madrasahs, [BAN-SM]) to facilitate clarity and consistency in how the two systems are aligned and interpreted for assessment purposes. Recommend measures to facilitate this and develop guidelines/tools as necessary.

In addition to BE-MSS, Indonesia's basic education system has three other processes which are the major parts of the formal Education Quality Assurance System and which can deliver an aggregate judgement of school/madrasah quality. These are:

- Accreditation;
- National School Standard; and
- School Self Evaluation.

Other sets of information and data were also found to be relevant to the discussion, although they do not provide an aggregate judgement of education quality like the processes identified above. These include the data sets generated by the Ministry of Education and Culture (MoEC) and Ministry of Religious Affairs (MoRA) as their censuses of schools/madrasahs (DAPODIK and EMIS respectively), the results of national examinations at Years 6 and 9, data generated by school/madrasah supervisors, and data sets relating to teacher qualifications and certification. Although evaluation and discussion of these additional sets of information and data were included in the project's work, they were found to play a supplementary rather than central role in the EQAS system. They do not make aggregate judgements of education quality, but provide additional bodies of data and information on which the systems which do make such aggregate judgements can draw.

The BE- MSS, Accreditation, National Standard Schools (NSS) and School Self Evaluation (SSE) are all formulated on the basis of the National Education Standards (NES) which have around 700 indicators arranged in eight categories. None of the four, however, use all of the indicators of the NES which is basically an aspirational rather than a regulatory framework. Very few of Indonesia's basic education providers, including those Accredited A which is the highest level of accreditation, can meet all the NES indicators relevant to their level of education provision (e.g. primary education level).

ACDP met and held discussions with all key institutions involved in the EQAS for basic education: the Directorate General of Basic Education in MoEC, the Directorate of Madrasah Education in MoRA, the National Board for Accreditation of Schools and Madrasahs (BAN-SM), the National Education Standards Board (BSNP) and the Centre for Education Quality Assurance (PPMP).

At present, the linkages between these elements of the education quality assurance system are not well defined, and there is some confusion in the field about the relationship between them. ACDP 018 explored the relationships in great detail, showing the similarities and differences in their fundamental philosophies of what constitutes educational quality. The analysis also examined, in depth, how the various parts of the EQAS operate their instruments and data collection processes, again noting differences and similarities. For example, the comparison between BE-MSS included not just the comparison of the policy frameworks as outlined in the legislation and regulations. It included a detailed matching of each of the BE-MSS performance indicators and sub-indicators with their closest equivalents in the instruments used in the accreditation process, including the level of the technical guidelines.

Overall, the analysis showed that the inconsistencies in approach of different parts of the basic education EQAS cause difficulties not only at school/madrasah level, but also systemically. Recommendations were made about the need for a comprehensive review of the system, involving all stakeholders. It was recognised that the review would have to involve an examination of the indicators in all parts of the EQAS: BE-MSS, Accreditation, National Standard School, and School Self Evaluation. It is recognised that this would be a very large undertaking, involving both several departments of MoEC and MoRA and boards reporting directly to the Minister of Education.

The ACDP 018 paper dealing with the issues raised above is *Analysis of the Education Quality Assurance System for Indonesia's Basic Education*.

Develop and design systems for the management of the BE-MSS District Grants Program

The Basic Education Minimum Service Standards Capacity Development Program (BEMSS-CDP) is a major program funded by the European Union designed to support the Indonesian government in its aim of ensuring that all the formal providers of basic education in the country are operating at the minimum standards of quality specified by BE-MSS, or are operating above those standards. The project will work with 110 districts/cities deemed to be in need of assistance to progress the achievement of BE-MSS in their areas of responsibility.

The early major activities planned to be undertaken in the 110 BE-MSS-CDP districts include:

- (i) determination of status quo in BE-MSS achievement in the targeted districts and an analysis to identify the gaps to full achievement of BE-MSS;
- (ii) assessment of capacity development needs so that districts and schools/madrasahs can gather, manage and analyse data needed for planning;
- (iii) Identification of the training required for data users at both district and school/madrasah level; and
- (iv) identification of socialisation targets and the types of materials required to generate wide support for BE-MSS among various government executive agencies, local legislative assemblies, civil society and media.

ACDP 018 was tasked to develop a draft Project Administration Manual (PAM) for the program and to advise on ways of establishing the baseline level of achievement of BE-MSS in the targeted districts/cities.

BEMSS-CDP was intended to start in mid-2013, but its operational phase has now been scheduled to begin in 2014. This delay in commencement gave the developers of that project an opportunity to ask ACDP to move the work on the PAM to the production of a final version of the manual rather than a draft. ACDP accepted the request and was able to deliver the product to that standard by using its remaining contingency funds to fund extra time for the Basic Education District Governance and Finance Expert position. The draft went through a number of iterations and was reviewed a number of times by stakeholders from ADB, the Directorate General of Basic Education in MoEC and representatives of MoRA. As the work neared completion, two further consultative workshops were arranged, one with officers of the Ministry of Home Affairs (MoHA) and the other with officers of the Ministry of Finance (MoF). The draft was then further tested in the field in two Java local government areas, one of which had been a part of the *BEC-TF* project and another which had not had any intensive BE-MSS activity. The finished product, titled *Project Administration Manual, Basic Education Minimum Service Standards Capacity Development Program* was handed over towards the end of September 2013 to the ADB which will manage BEMSS-CDP on behalf of the EU.

The other part of the work of ACDP 018 designed to support the EU project was **advice on how to measure the baseline of achievement of BE-MSS in the targeted districts**, and how to then measure process over time. There were no mandated instruments or processes for the measurement of BE-MSS in districts/cities, although several versions of instruments were available from the time of introduction of BE-MSS in 2010, including the instruments which were used in the 2010 Baseline Survey of BE-MSS. The Technical Guidelines for BE-MSS formalised through Ministerial Regulation 23/2013 provide detailed instructions on how to measure compliance with each PI and sub-indicator of BE-MSS, but they don't specify the instruments to be used.

ACDP 018 undertook an analysis of the relationship between the PIs of BE-MSS and the recently introduced main education data base developed by MoEC to replace the previously used Padati Web. This new data base, named Essential Education Data (*Data Pokok Pendidikan* or *DAPODIK*), is rapidly accumulating school data, reportedly already

covering more than 90% of basic education schools, both government and private. The detailed analysis of its data items and the BE-MSS PIs shows that **more than one third of the BE-MSS PIs can be extracted from DAPODIK**, primarily items related to infrastructure and staffing.

ACDP 018 became aware that another aid project, the USA-funded PRIORITAS, was working on developing software which could interact with the DAPODIK data base to extract information in a format which could produce reports based on some BE-MSS PIs. This work was being done a district/city rather than central level. Meetings between ACDP 018 and PRIORITAS showed that their software could already extract most of the BE-MSS PIs related to school staffing, and PRIORITAS was willing to further develop their software to extract information related to infrastructure. ACDP 018 subsequently arranged for the Directorate General of Basic Education to organise a workshop including their own officers, staff of ACDP 018, officers of MoRA, officers managing the DAPODIK and ADB personnel. The workshop resulted in **agreements for PRIORITAS to work closely with DAPODIK and the Secretariat of the Directorate General of Basic Education to have the software package utilised, including as a part of the BEMSS-CDP**. The current understanding is that the 110 BEMSS-CDP districts will utilise the PRIORITAS software in their measurement of the baseline of achievement of BE-MSS in their areas. Because DAPODIK cannot provide the information on all BE-MSS PIs, particularly those related to educational processes, other instruments and processes will need to supplement this form of data gathering. The ACDP 018 paper, *Proposed Process for Measuring the Baseline Status of the 110 Districts/Cities Targeted by the Basic Education Minimum Service Standards Capacity Development Program*, provides a full description of the instruments and processes which are recommended to be used.

Action plan for supporting nationwide achievement of basic education BE-MSS

An important conclusion resulting from the project's work on the BE-MSS Survey, supported by the evidence provided by the other key papers of the project, is that implementation of **BE-MSS in Indonesia will continue to be seriously hampered by the inconsistencies between key elements of the EQAS for basic education** and by difficulties associated with **some over-ambitious performance indicators in BE-MSS**. This is a serious concern given the important and central role to be played by BE-MSS in focusing the attention of all levels of the basic education system, from schools/madrasahs, through local education authorities, up to the national level, on ensuring that all children have access to an education provided at a level of quality which is at least acceptable.

Inconsistencies between BE-MSS and Accreditation are particularly concerning, but the problem applies generally to inter-relationships between all the parts of the EQAS system. Accreditation is much better known and enjoys much higher status in the education community than does BE-MSS. The 2013 BE-MSS survey showed that many schools/madrasahs accredited A, the highest level of accreditation, do not comply with some BE-MSS performance indicators which appear to be set at a level which is more aspirational than realistic in the Indonesian context. This situation has to be addressed as the first step in designing an action plan for full achievement of BE-MSS, and should preferably be addressed in the context of a **broad review of the EQAS**. Such a review is a **very large undertaking, involving many stakeholders**. The outcomes of the review

would require production of amended regulations for all parts of the EQAS including BE-MSS, which is also a time-consuming process. Among the tasks identified in this regard are proposed amendments to better focus the utilisation of several key central government budget lines to progress achievement of BE-MSS. It is estimated that reaching this point could take up to two years, during which time work on progressing the current BE-MSS should continue.

Details and timelines of the proposed approach planning the systemic achievement of BE-MSS are provided as Chapter 15, *Action Plan for Supporting Nationwide Achievement of BE-MSS* in the ACDP 018 paper, *Report on 2013 Survey of Basic Education Minimum Service Standards*.

8. LIST OF REPORTS PRODUCED BY ACDP 018

Report on 2013 Survey of Basic Education Minimum Service Standards

Review of Central Level Education Policies and Programs Related to BE-MSS.

Review of District/City Capacity for Planning and Monitoring Basic Education Minimum Service Standards and Strategies for Developing Future Capacity Development Programs for Progressing Achievement of Basic Education Minimum Service Standards

Analysis of the Education Quality Assurance System for Indonesia's Basic Education

Project Administration Manual, Basic Education Minimum Service Standards Capacity Development Program

Proposed Process for Measuring the Baseline Status of the 110 Districts/Cities Targeted by the Basic Education Minimum Service Standards Capacity Development Program

Action Plan for Supporting Nationwide Achievement of BE-MSS, provided as Chapter 15 of Report on 2013 Survey of Basic Education Minimum Service Standards

APPENDIX 1

ACDP 018 TERM OF REFERENCE

Terms of Reference – ACDP 018 (Rebid)

Topic: Support to Basic Education Minimum Service Standards Planning and Monitoring

Source of Support: The Education Sector Analytical and Capacity Development Partnership (ACDP) Method of Selection: IDC – QCBS

Duration of Assignment: 9 Months

Estimated Total Cost: USD 1,482,695

Implementing Partners: Ministry of Education and Culture (MoEC), Ministry of Religious Affairs (MoRA), Ministry of National Development Planning (*Bappenas*)

Contracting Organization: Asian Development Bank

I. Development Objective(s)

1. The development objectives of the support to Basic Education Minimum Service Standards (BE-MSS) Planning and Monitoring are to contribute towards achieving medium to long term social and economic national development goals through supporting strategies and systems for nationwide achievement of BE-MSS.

II. Strategic Background

2. The Minimum Service Standards for Basic Education are set in the context of the National Standards of Education (NSE). The NSE, introduced in 2005, establish the foundation and criteria for planning, resourcing, managing, implementing, supervising, monitoring and evaluating education. The achievement of the NSE will improve the quality of education and educational outcomes. The NSE stipulates eight clusters of standards: (a) standards on education contents; (b) standards on education processes; (c) standards on competence of graduates; (d) standards on teachers and other education personnel; (e) standards on infrastructures and equipments; (f) standards on education management; (g) standards on education funding; and (h) standards on education evaluation. Overall, the NSE includes a mix of input, process, method, and output/outcome indicators to describe a minimum acceptable level for the national education system.

3. Achievement of the NSE is very variable across education units, education providers, and organisations responsible for managing education and in general it is recognised that the large majority of schools and madrasahs are performing at levels considerably below the NSE. Within this context the BE-MSS establish minimum standards

through the identification of indicator targets, related to key NSE, as a step towards fully achieving NSE. It is envisaged that continual improvement will be made from achieving the BE-MSS to achieving the NES and to achieving standards above the NSE¹.

4. Development and implementation of Minimum Service Standards is an important Government strategy to improve service delivery in Indonesia. The MOEC Strategic Plan (*Renstra*) 2010-14 sets targets for 100% of primary schools and 75% of junior secondary schools achieving BE-MSS by 2014. The Minimum Service Standards for Basic Education was formalised through the signing of a MoEC Ministerial Regulation (15/2010) in July 2010. BE-MSS recognizes the need to improve efficiency in the distribution and utilization of resources in the education sector. BE-MSS is fundamentally pro-poor in that it focuses on ensuring that schools meet minimum standards, i.e. it supports improvement strategies and resource allocation for those schools and madrasahs that are less well developed and resourced.

5. Minimum Service Standards incorporates 27 indicators grouped into two clusters focused on services under the responsibility of the district/city government, and services under the responsibility of the school/madrasah. The indicators were developed to facilitate analysis, planning and resource allocation at the district/city and school/madrasah focused on key inputs and processes that can improve education performance in an optimal manner. BE-MSS is an integral part of the Education Quality Assurance System (EQAS), established by a MoEC regulation in 2009, to reinforce and guide systematic management of education quality. Establishing effective monitoring and reporting of the achievement of BE-MSS within the context of the EQAS and in particular, related systems of school and madrasah accreditation, school self-evaluation, and school monitoring by districts, is an important priority.

6. Significant progress has been made, led by MoEC², in developing systems for 'rolling-out' BE-MSS, and in developing district and school level capacity for BE-MSS implementation. Guidelines and tools for BE-MSS analysis, incorporating BE-MSS in planning and budgeting, and systems for BE-MSS monitoring and reporting, have been developed. BE-MSS capacity building programs have been developed, cadres of trainers established, and socialisation and training delivered in many districts. During October and November 2011 a School Financial Management Training program is being implemented for all districts, and all schools and madrasahs, for around 645,000 officials. The training program incorporates BE-MSS in the context of planning and financial management, including use of the operational assistance to schools (*BOS*). Effective utilisation of *BOS* has the potential to optimise the achievement of BE-MSS related to school level processes and responsibilities.

7. In addition, in 2010, more comprehensive support was provided to five pilot districts³ to develop and test BE-MSS planning processes, and a baseline survey of BE-

¹ This is also referred to as NSE+ and includes 'local excellence based' and 'international standard education units..

² Supported by the Basic Education Sector Capacity Support Program, 2008-10 (European Union – Asian Development Bank cooperation).

³ Gorontalo (North Sulawesi), Gresik (East Java), Lombok Tengah (NTB), Musi Banyuasin (South Sumatra) and Sleman (Jogjakarta).

MSS achievement, covering 5,218 schools and madrasahs (in 60 districts in 29 provinces) was undertaken in 2010. The baseline survey showed considerable incidence of low achievement of certain indicators suggesting the need for targeted efforts in terms of resourcing, capacity development and advocacy. Areas of low achievement include a deficit of classrooms, low levels of principal and teacher qualifications and certification, lack of educational materials including textbooks, low hours of instruction, ineffective utilisation of teachers, weak district supervision of schools, and limited implementation of school based management.

8. MoEC recognises the importance of reducing disparities in basic education performance and resourcing, and is currently identifying under-performing districts which are lagging behind, for targeted supplementary support. BE-MSS assessment provides a sound basis for identifying districts and schools/ madrasahs. It will be important that strategies for support focus on developing the capacity of districts and schools to plan and implement BE-MSS, and for more effective allocation and utilisation of resources. In addition, there is an opportunity to incorporate prioritisation and targeting of support to under-performing districts and schools/ madrasahs through central MoEC and MoRA programs (e.g. school and classroom rehabilitation programs), using BE-MSS analysis.

9. Significant BE-MSS socialization has been undertaken largely focused on Government officials at all levels, including school/madrasah principals and teachers. An important priority is to extend socialization to the public – primarily parents and community members - and other stakeholders, e.g. non-Government organisations and local parliamentarians, through development and implementation of BE-MSS advocacy programs. By focusing on the demand side, this will aim to strengthen transparency and accountability, and to empower the public in advocating for provision of BE-MSS in basic education.

10. The European Union is currently developing Phase II of their assistance to the Education Sector Support Program (ESSP)⁴ with Government. It is intended that Phase II will support the Government in fast-tracking of BE-MSS roll-out and achievement in targeted districts and schools through a combination of sector budget support, and support to capacity development and advocacy. Support is envisaged to commence in early/mid 2013. This support through the ACDP will be consistent with the Phase II design and will provide interim support from mid-2012 to early 2013.

III. Results

11. The purpose of the support to Basic Education Minimum Service Standards Planning and Monitoring is to strengthen and sustain capacity for management, implementation and monitoring of BE-MSS at all levels.

12. The intended results are therefore more effective strategies, programs, financing and systems which contribute towards nationwide achievement of Basic Education Minimum Service Standards.

4 (Jointly supported By AusAID.

IV. Scope of Work

Technical Focus

13. ACDP will provide technical support to BE-MSS planning and monitoring. The specific timing and duration of the following activities will be agreed as part of inception planning, taking into account linkages and inter-dependencies. However, as a general principle the activities will be undertaken simultaneously to ensure progress and timely completion.

i. *Undertake Basic Education Minimum Service Standards Survey.* A nationwide BE-MSS sample survey, including cost analysis, will be undertaken using the same general methodology as the 2010 BE-MSS Baseline Survey, taking into account any necessary measures to improve implementation while enabling valid comparisons and analysis of progress. **Attachment 1** presents the Terms of Reference for the BE-MSS Survey to be conducted as a component activity of the Support to Basic Education BE-MSS Planning and Monitoring (this TOR).

ii. *Review Central Level Education Policies and Programs related to BE-MSS (under MOEC, MOHA and others).* This will include assessing the feasibility and developing recommendations for BE-MSS integration and targeting within existing MoEC and MoRA programs and fund channeling mechanisms, e.g. school and classroom rehabilitation programs, DAK fund channeling.

iii. *Review District Level Capacity for Planning and Monitoring Minimum Service Standards.*

This will include an evaluation of the BE-MSS five district pilot, and other selected districts, focusing on BE-MSS planning and budgeting processes and outcomes, BE-MSS monitoring and reporting, and BE-MSS community sensitisation/advocacy programs. A specific task will be to assess the feasibility of developing district and school/madrasah report cards focused on BE-MSS, taking into account existing and forthcoming initiatives. The evaluation will outline lessons learned, good practice, capacity limitations, and develop recommendations for strengthening systems. The results of the evaluation should also be used to inform BE-MSS capacity development strategy (point v below).

iv. *Develop clear linkages between Basic Education Minimum Service Standards and other Quality Assurance Systems.* Analyse and articulate the relationship between BE-MSS and the school/madrasah accreditation system (under the National Board for Accreditation of Schools and Madrasahs, BAN-SM) to facilitate clarity and consistency in how the two systems are aligned and interpreted for assessment purposes. Recommend measures to facilitate this and develop guidelines/tools as necessary. The analysis should use a sample of the BE-MSS Baseline Survey schools/madrasahs. In addition, undertake similar analysis of the relationship between BE-MSS and NSE sample monitoring undertaken by the National Education Standards Agency (BSNP), and the School Self Evaluation system.

v. *Further Develop Basic Education Minimum Service Standards Capacity Development Strategy and Programs.* The initial task will be to evaluate BE-MSS capacity building and

socialisation programs undertaken in 2010-12 including the School Financial Management Training Program. The results of this evaluation will be used to develop recommendations and strategies for nationwide BE-MSS capacity development 2013-15. A key aspect will be to explore integration of BE-MSS training/socialisation into related capacity development programs, including (but not restricted to) the nationwide continuous professional development program for school/madrasah principals and supervisors. An important area of focus will be to explore and develop options for encouraging BE-MSS compliance through incentives and possibly sanctions.

vi. *Develop and Design Systems for the Management of the Minimum Service Standards District Grants Program.* This will include the design of the following mechanisms/ tools: BE-MSS District Grants program manual and guidelines including audit requirements; district grant proposal guidelines/templates; central – district government memorandum of agreement; guidelines/templates for district BE-MSS status quo assessments, BE-MSS district road maps, and district BE-MSS progress assessments. In addition, if necessary, review district selection criteria and systems. This work will incorporate review of existing regulations on fund channeling mechanisms and their implementation, including lessons learned from ‘on-granting’ (Government Regulation in 2011) through BEC-TF.

vii. *Develop an Action Plan for Supporting Nationwide Achievement of Basic Education Minimum Service Standards.* This plan will incorporate and summarise all of the above elements and other aspects as appropriate, over a period to be agreed. The plan will include clear sequencing and responsibilities.

14. The work should take into account information and lessons learned from other programs that have been supporting initiatives related to BE-MSS (e.g. USAID-supported Decentralised Basic Education, AusAID Support for Education Sector Development, and LOGICA, in Aceh, and the World Bank BEC-TF funded by EU and the Netherlands).

15. The work should also take into account relevant international ‘good practice’ and lessons from other countries where appropriate.

Scope of Assistance and Timeframe

16. The consultancy will be implemented between mid-2012 to mid-2013 over a period of 9 months from mobilization to finalization of the outputs.

17. A team of consultants will undertake the work outlined above. The team will be comprised of the following personnel:

Team Members	Person Months
Team Leader Basic Education Policy Specialist (International)	8
Basic Education Planning & Capacity Development Expert (International)	4
Basic Education District Governance & Financing Expert (National)	8
Basic Education District & School Management Expert (National)	6

BE-MSS Survey Team Members (All National)	Person Months
Research Specialist/Survey Team Leader	7
Statistician	6
Data Analysts (2 x 3pm)	6
Senior Programmer	2
Total	47

18. Additional national Provincial Supervisors (\pm 33 persons x 3 months) and Field Supervisors (\pm 200 persons x 2 months) will be used to implement the BE-MSS Survey.

19. The outputs and the component reports will be developed through extensive document collection and review, consultations with relevant Government of Indonesia officials in Jakarta, and representatives of development partners and other stakeholders, as well as through comprehensive consultations during field visits and the field survey.

20. Field work will be undertaken as follows:

- Field visits to each of the five BE-MSS pilot districts, and other districts selected for evaluation;
- BE-MSS Survey (at least 5,280 schools/madrasahs from approximately 50 districts); and
- An additional three field visits to be identified for the purpose of gathering additional information and increasing understanding of key issues arising from ongoing analysis and development of the outputs.

21. Provision for selective MoEC and MoRA staff participation in field visits should be proposed for the purpose of facilitating ownership and building capacity. These aspects will be detailed in the field visit plan developed during inception phase and included in the Inception Report.

22. Specific consultations will also be held with other ACDP supported consultancy teams and information shared, as required, to ensure effective linkages and information sharing between related activities. In particular it will be important that the following teams are consulted: i) Free Basic Education Strategy Development; ii) School and Madrasah Principals and Supervisors Competencies Baseline Survey; iii) Evaluation of Education Decentralisation Implementation; iv) Development of BE-MSS for Senior Secondary Education; v) Development of a District Report Card; and vi) Curriculum and Teaching/Learning Materials.

V. Deliverables Outputs

23. The schedule for the delivery of the outputs of the Support to Basic Education Minimum Service Standards Planning and Monitoring will be agreed with the BE-MSS technical working group (outlined in paragraph 24) through the processes of inception planning and ongoing progress meetings. The main outputs of the study will be

presented by the team in draft form in meetings led by the BE-MSS working group and finalized based on inputs from the BE-MSS Working Group, the ACDP Co-Chairs, ACDP Partners and other key stakeholders. All reports will be prepared in both Bahasa Indonesia and English. The reports to be produced are as follows:

i. An **Inception Report** will be submitted presenting the approach and methodology to be implemented by the team, comments on the Terms of Reference, review of the current policies and tools on BE-MSS, the work plan of the team, and the schedule of activities. This report will be presented in a maximum 20 pages *within one month of mobilization of the team*.

ii. A **Report on the BE-MSS Survey** (see **Attachment 1**) will be presented *within four months from the date of the mobilization of the team*. This report will be prepared in accordance with the methodology and outline presented in **Attachment 1**.

iii. A **Mid-Term Report** will be submitted within five months from the date of mobilization of the team. The Mid-Term Report will present an overview of the progress of the team in implementation of the Terms of Reference. The Mid-Term Report will also present the following specific reports as annexes:

a. Review of District Level Capacity for Planning and Monitoring BE-MSS including evaluation of the BE-MSS Five District Pilot, and other selected districts.

b. Evaluation of BE-MSS Capacity Building Programs (including specific materials, guidelines, tools, etc.).

iv. A **Final Report** presenting an overview of the work completed, processes undertaken, results of all stages of the work completed, key issues and recommended follow-up, and a plan for dissemination and communication of outputs. In addition the specific reports listed below will be submitted. The draft Final Report will be submitted within eight months from the date of mobilization of the team, and presented in a multi-stakeholder forum lead by the BE-MSS working group. The Final Report will reflect the comments received in this forum and will be submitted within nine months. The Final Report will include annexes presenting the detailed findings and recommendations on the following topics:

a. BE-MSS Capacity Development Strategy 2013-15 (including implementation plan).

b. Assessment Paper on Relationship between BE-MSS and other Education Quality Assurance tools including *BAN-SM*. Production of any guidelines/tools required to facilitate alignment of systems as required.

c. Review of Central Level Education Policies and Programs related to BE-MSS including specific recommendations for BE-MSS integration and targeting in strategies/ programs/ fund channeling mechanisms.

d. BE-MSS District Grants Program mechanisms and tools outlined in paragraph 13 vi.

e. Action Plan for Supporting Nationwide Achievement of BE-MSS.

VI. Management and Reporting Arrangements

24. A Basic Education Minimum Service Standards Technical Working Group will be established by a DG of Basic Education decree to oversee progress of the consultancy. The technical working group will be chaired by the Secretary of the Directorate General for Basic Education and will meet monthly (or more often as required). Members of the BE-MSS Technical Working Group will include representatives from:

- Secretariat of the Directorate General of Islamic Education, MoRA
- Directorate for Education and Religion, BAPPENAS
- Directorate for Local Government Capacity Improvement and Performance
- Evaluation, MoHA
- Directorate for Directorate for Regional Budget, Directorate General for Regional
- Finance, MOHA.
- Center for Education Quality Assurance, Board of for Human Resource Development and Education Quality Assurance, MoEC
- Directorate of Primary Education, DG of Basic Education, MoEC
- Directorate of Junior Secondary Education, DG of Basic Education, MoEC
- Center for Policy Research, BALITBANG, MOEC
- Director for Madrasah Education, DG of Islamic Education, MoRA
- Board of National Education Standards
- National Board for Accreditation of Schools and Madrasahs
- Head of Law and Personnel Division, DG of Basic Education, as Secretary of the BE-MSS Technical Working Group

25. The Division of Law and Personnel, under the Secretary of the Directorate General for Basic Education is responsible for BE-MSS socialisation and monitoring. This division will facilitate the technical working group. In addition, the Secretary will designate a staff member from this division to assist with coordinating the work of the consultancy team. This will include providing guidance on persons to be met, locations for field visits, planning consultation workshops, assisting with accessing appropriate documentation and participating in field visits and technical

26. The consultancy team will report on progress to the technical working group as required. The ACDP Secretariat and advisory team will provide support to the working group.

27. The ACDP Program Manager/ACDP Secretariat will convene specific coordination meetings bringing together consultancy teams and/or technical departments/ agencies from other ACDP supported activities for the purpose of monitoring progress, information sharing, review of draft reports and facilitating effective linkages between related activities.

28. Five hard copies of each of the draft and final output documents will be delivered to the primary user agency (Secretary of the Directorate General for Basic Education) and twenty to the ACDP Program Manager/ Secretariat, and also submitted by email. All draft and final reports and presentations will be submitted in Bahasa Indonesia and English.

29. The ACDP Program Manager in consultation with the BE-MSS Working Group and the

technical group will be responsible for recommending approval of all outputs and reports. Progress payments based on delivery of outputs will be approved by ADB.

VII. Consultation, Socialization, Dissemination and Follow-up

30. As a minimum, the consultancy team will ensure consultations with the following Government institutions and development partners:

- Ministry of Education and Culture, relevant Directorate Generals, departments/centres;
- Bappenas, Directorate for Religion and Education;
- Ministry of Religious Affairs, Directorate for Islamic Education and Directorate for Madrasah Education;
- Ministry of Finance;
- Ministry of Home Affairs;
- Parliament members;
- National Board for Accreditation of Schools and Madrasahs;
- National Education Standards Agency; and
- Asian Development Bank, AusAID, European Union, World Bank and other international development partners.

31. According to need it may be appropriate to consult with other Government departments, e.g. the Coordinating Ministry of People's Welfare.

32. At regional levels the consultancy team will ensure comprehensive stakeholder consultations and focus group discussions with the following:

- Provincial and district education offices of both MoEC and MoRA
- Provincial and district planning agencies/Bappeda
- District Office for Regional Inventory of Revenue, Finance and Assets (Dinas Pencatatan Pendapatan, Keuangan and Aset Daerah = DPPKAD)
- The full range of different types of basic education service providers, including teachers and other personnel
- Parents and community members
- Local parliament members
- Other education related bodies/non-government organizations/civil society as appropriate

33. Following production of the various outputs specified above, technical meetings, focus group discussions and consultative workshops will be planned as appropriate, to review the outputs and to solicit comments to feed into revisions.

34. The BE-MSS technical working group, in consultation with the ACDP Program Manager/ Secretariat, will be responsible for agreeing circulation and further socialization/dissemination (which may be supported by ACDP). This may include dissemination through the ACDP and/or MoEC websites, inclusion in the ACDP journal, presentations at ACDP conferences/ seminars.

VIII. Required Consultancy Profile

35. The core team will have the following qualifications, skills and experience:

36. The **Team Leader, Basic Education Policy Specialist**, (International) will have the following qualifications, skills and experience:

- A Master's degree in education or related fields;
- At least 10 years experience in basic education policy, strategy, planning, financing, implementation, and monitoring and evaluation;
- Experience as a team leader in development consultancy assignments;
- Significant experience of basic education quality improvement and school based management;
- Experience of the Indonesia basic education system is desirable;
- Excellent report writing skills including completion of complex analytical documents and reports combining inputs from multiple sources;
- Fluency in English reading, communicating, and writing – knowledge of Bahasa Indonesia is a plus.

37. The **Basic Education Planning and Capacity Development Specialist**, (International)

will have the following qualifications, skills and experience:

- A Master's degree in education or related fields;
- At least 7 years experience in basic education strategy, planning, implementation, and monitoring and evaluation;
- Substantial experience of institutional development and capacity development in the areas of central and district education planning, school based management, monitoring and evaluation;
- Experience of the Indonesia basic education system is desirable;
- Excellent report writing skills;
- Fluency in English reading, communicating, and writing – knowledge of Bahasa Indonesia is a plus.

38. The **District Governance & Financing Specialist**, (National) will have the following qualifications, skills and experience:

- Master's degree in finance or related fields;
- At least 7 years experience Indonesian decentralisation, district governance, finance;
- Significant knowledge and experience of Indonesian public finance management systems and regulations, including fund channeling;
- Significant knowledge and experience in education financial planning, budgeting and management, at central, district and school levels;
- Significant experience in program implementation manuals and guidelines including for fund channeling and reporting.

39. The **Basic Education District and School Management Specialist**, (National) will have the following qualifications, skills and experience:

- Master's degree in education or related fields;
- At least 7 years experience in Indonesian basic education;
- Significant knowledge and experience of Indonesian basic education district management, and school based management systems
- Significant knowledge and experience of the Indonesian education quality assurance systems including National Education Standards and Minimum Service Standards ;

40. The specific personnel for the BE-MSS Survey will have the following qualifications, skills and experience:

41. The **Research Specialist/ Survey Team Leader** (National) will have the following qualifications, skills and experience:

- Masters degree in statistics or a related field with at least 7 years experience;
- At least five years experience in designing, planning and undertaking research including sample surveys, and participatory research, preferably related to education;
- The proposed consultant should have an experience as coordinator in at least two large scale survey assignments.
- Experience and knowledge of the Indonesia basic education system is desirable;
- Excellent skills in the analysis and presentation of quantitative research findings; and
- At least five years work experience in the implementation of field research funded by international development partners.

42. The **Statistician** (National) will have the following qualifications, skills and experience:

- Masters degree in quantitative methods, statistics or computer science ;
- At least five years experience in designing, planning and implementation of research including sample surveys, preferably related to education;
- Specific experience of using statistical software (SAS, SPSS, STATA);
- Experience and knowledge of the Indonesia basic education system is desirable; and
- Excellent skills in the statistical analysis and presentation of research findings.

43. The **Senior Programmer** (National) will have the following qualifications, skills and experience:

- Masters degree in Quantitative Methods, Statistics or Computer Science;
- At least five years experience in programming for statistical analysis of survey results; and
- Experience and knowledge of the Indonesia basic education system is desirable

44. The **Data Analysts** (2 Nationals) will have the following qualifications, skills and experience:

- A minimum of a bachelors degree (S1) in statistics or a related area in quantitative analysis;
- At least five years experience related to analysis of Government of Indonesia data on education, nutrition, health, poverty and other social indicators; and
- Excellent skills in the analysis and presentation of statistics, including mapping of geographically referenced information.

45. The **Provincial Supervisors**⁵ (+/-33 Nationals) will have the following qualifications, skills and experience:

- A minimum of a bachelors degree (S1) in education or a related field of social science;
- At least three years experience in the implementation of field surveys on topics related to education and poverty;
- Excellent interpersonal skills in interviewing and surveying; and
- Extensive experience in the conduct of field surveys and the collection and tabulation of empirical data.

46. The **Field Surveyers**⁶ (+/-200 Nationals) will have the following qualifications, skills and experience:

- A minimum of a Diploma degree in education or a related field of social science;
- At least three years experience in the implementation of field surveys on topics related to education and poverty;
- Excellent interpersonal skills in interviewing and surveying; and
- Extensive experience in the conduct of field surveys and the collection and tabulation of empirical data.

The team will be supported by an Office Manager, Secretary, and an Administrative Assistant (all must be based in Jakarta) during the duration of the study. The team will be based at an office to be equipped and maintained in Jakarta. List of the equipment to be purchase for support the work of the team are as follow: File Server 1 unit; Desktop Computers 9 unit; Notebook Computer 2 unit; Projector and screen 1 unit; Copier/Printer/Scanner 1 unit; Tel/Fax Machine 1 unit; Wireless Router and Adapters 1 package.

IX. Estimated Budget Requirement

47. USD **1,482,695**

⁵ Supported 5 The bidders are not required to submit candidates for the positions of Provincial Supervisors and Field Surveyor. The profiles for these two positions are presented here as a basis for estimation of costs for these positions and completion of the bidder's cost proposal for this work.

APPENDIX 2
LIST OF ORGANISATIONS AND INDIVIDUALS
CONSULTED BY ACDP 018

Appendix 2. List Of Organisations and Individuals Consulted by ACDP 018

No.	Name	Institution
I. MINISTRY OF EDUCATION AND CULTURE (MOEC)		
1	Dr. Thamrin Kasman	Sekretaris Direktorat Jenderal Pendidikan Dasar
2	Dr. Ir. Bastari, MA	Kepala Pusat Penjaminan Mutu, BPSDMPK-PMP
3	Dr. Bambang Indriyanto	Kepala Pusat Penelitian Kebijakan, Kemdikbud
4	Dr. Didik Suhardi, SH, M.Si.	Direktur Pembinaan Sekolah Menengah Pertama
5	Dr. Abdul Mu'ti, M.Ed	Kepala BAN-SM
6	Prof. Dr. M. Aman Wirakartakusuma, M.Sc	Kepala Badan Standar Nasional Pendidikan
7	Ir. Sri Renani Pantjastuti, MPA	Kepala Bagian Hukum dan Kepegawaian, Setdijen Dikdas, Kemdikbud
8	Nono Adya S, MT	Kepala Bagian Perencanaan dan Penganggaran, Setdijen Dikdas, Kemdikbud
9	Nurma Dewi Saleh, M.Ed	Kasubag Kerjasama, Bagian Hukum dan Kepegawaian, Setditjen Dikdas, Kemdikbud
10	Wulandoro Santoso, S.S, M.Si	Staf Bagian Hukum dan Kepegawaian, Setditjen Dikdas, Kemdikbud
11	Dr. Subijanto, M.Ed	Kepala Bagian Perencanaan dan Penganggaran, Sekretariat Balitbang
12	Syamsir Alam	Sekretaris BAN-SM
13	Dr. Khomsiyah	Tim Konsultan BSNP
14	Drs. Ramlan M.Pd	Kasubdit Program dan Evaluasi Dit. Pembinaan SD
15	Nurma Dewi Saleh, M.Ed	Kasubag Kerjasama, Bagian Hukum dan Kepegawaian, Setdijen Dikdas, Kemdikbud
16	Srie Amien	Setdijen Dikdas, Kemdikbud
17	Aliyas	Kasubag Kepegawaian, Bagian Hukum dan Kepegawaian, Setdijen Dikdas, Kemdikbud
18	M. Hartono	Kasubag Hukum dan Tatalaksana, Bagian Hukum dan Kepegawaian, Setdijen Dikdas, Kemdikbud
19	Fathurahman	Kasi Pada Subdit Program Dit. Pembinaan SMP
20	Ariati Dano	Subdit Kelembagaan dan Peserta
21	Suyadi	Bagian Keuangan Setdijen Dikdas, Kemdikbud
22	Liberty Marpaung	Bagian Hukum dan Kepegawaian, Setdijen Dikdas, Kemdikbud
23	Jazziray Hartoyo	Subbag Kerjasama, Setdijen Dikdas, Kemdikbud
24	Sumiasih	Setdijen Dikdas, Kemdikbud
25	Diana Triastuti	MSS National Trainer
26	Esty Fahriati	MSS National Trainer
II. MINISTRY OF RELIGIOUS AFFAIRS (MORA)		
27	Cut Ummu	Pusdiklat, Kemenag
28	Waryadi	Pusdiklat, Kemenag

No.	Name	Institution
29	Fachrudin	Kemenag Provinsi DIY
III. MINISTRY OF FINANCE		
30	Drs. Herry Purnomo, M.SOS.Sc	Direktur Jenderal Anggaran
31	Dr. Marwanto Hatjowiryono, MA	Direktur Jenderal Perimbangan Keuangan
IV. ASIAN DEVELOPMENT BANK		
32	Wolfgang Kubitzki	Asian Development Bank, Social Sector Specialist (Poverty)
33	Sutarum Wiryono	Asian Development Bank, Project Officer (Education)
34	Anggriani	Asian Development Bank
35	Linarti	Asian Development Bank
V. AusAID		
36	Brian Spicer	AusAID, Education Quality Team Leader
37	Karen Taylor	AusAID, International Education Advisor (Provincial & District Development)
38	Julia Wheeler	AusAID, Senior Program Manager
39	Jennifer Donohue	AusAID, Unit Manager, Education Quality & Governance
40	Nicholas John Lister Clinch	AusAID POM, Operations Manager
41	Laurent de Schoutheete	AusAID POM, Senior M&E Specialist
42	Jeffrey Fielden	AusAID POM, Senior Infrastructure Specialist
43	Mauliyati Nuraini Slamet	AusAID POM, Administrative Manager
44	Mochtar Helmi	AusAID POM, Finance and Procurement Manager
VI. EUROPEAN UNION (EU)		
45	Elisabeth Pirnay	European Union, Education Program Officer
46	Destriani Nugroho	European Union, Project Officer (Education)
VII. WORLD BANK (WB)		
47	Sheila Town	World Bank, Operation Officer Education
VIII. UNICEF		
48	Seema Agarwal	Unicef, Chief of Education

LIST OF FGD PARTICIPANTS

NO.	NAME	POSITION
	I. DI YOGYAKARTA PROVINCE	Date: 26 April 2013
1	Abdul Hadi	Ka. MTs Negeri Yogyakarta I
2	Abdul Haris Nufika	Ka. Bid. Pddk Madrasah Kab Sleman
3	Mudal Wardono	Ka. SMP Nasional Bantul
4	M. Ikhwan A.	MTs Muallimin Muh. Yogyakarta
5	Sri Nurhadi	Ka. SD 2 Padokan Kasihan
6	Surachimin	Ka. SDN I Sleman
7	Jauzan Sanusi	Ka. Bid. Pddk Madrasah Kab. Bantul
8	Supangat	MTsN Piyungan
9	Sulistyo Wardono	SMP Muhammadiyah Bantul
10	Titi Sulistiani	LPMP DIY
11	Hj. Nurhayati	SD I Bantul
12	Harjana	SMPN I Bantul
13	Sri Widayati	Ka. Bid. PLB & Disdik, Disdikpora DIY
14	Noor Hamid	Ka. Bid. Pddk Madrasah, Kanwil Kemenag DIY
15	Subijati	Dinas Pendidikan Dasar Bantul
16	Wahyuni K	Ka. Sekolah SMPN I Sleman
17	Sofyan Setyo D	Komisi D DPRD Sleman
18	Suyono	DPPKAD Bantul
19	Pranomo	Ka. Bid. Sosbud BAPPEDA Sleman
20	Indah Sri Indraswari	BAPPEDA Bantul
21	Suparno	Kasi TK – SD Disdikpora DIY
22	Bambang Irianto	Kasi SMP Disdikpora DIY
23	Sukarja	Dinas Pendidikan Bantul
24	Sungkana	
25	K. Baskara Aji	Dikpora
26	Achmad Fauzi	Kanwil Kemenag DIY
27	EN. Nenggono	Dinas Dikpora DIY
28	Supriyono	Dinas Dikpora
29	Lilis Susilawati	Dinas Dikpora
30	Yustina Suciati	Dinas Dikpora
31	Jayadi	Dinas Dikpora
	II. EAST JAVA PROVINCE	Date: 1 Mei 2013
32	Drs. H. Moh. Amin	Ka.. MTs. NU Trate Gresik
33	Masfufah, M.Pd	Ka. Mts N Gresik
34	Abdur Rozaq S.Ag, MM	Ka. MINU Trate Putri Gresik
35	Isa Iskandar	Ka. SMP M 12 GKB Gresik

NO.	NAME	POSITION
36	M. Fauzi, S.Pd.I	Ka. MI Hidayatun Tuban
37	Mirdjulhuda	Ka. Kantor Kemenag Kab. Tuban
38	Ghonimah	Ka. MTs N Tuban
39	Drs. Abdul Halim, M.Ag	Kasi Kurikulum dan Evaluasi Kanwil Kemenag Prov. Jatim
40	Haris Hamdi	Kemenag Gresik
41	Dra. Hj. Nuryun, M. Pd	SDN Klanganan Gresik
42	Yudo Siswanto	Ka. SMP N 3 Gresik
43	Rohmad	DPPKAD Tuban
44	C. Fazy	Ka. SMPN 3 Gresik
45	Sutarno	Disdikpora Tuban
46	Fauzan	Ka. SMPN 2 Tuban
47	Ana Muhibbudin	BAPPEDA Tuban
48	Kasmulik	SDN Lastari Tuban
49	Sumardi	Dispendik Gresik
50	Ahmad Jazuli	SDNU 1 Trate Gresik
51	Hamsiyah	SDN 2 Sidokumpul Gresik
52	Sunanto	Dinas Pendidikan
53	W. Kurniastuti	BAPPEDA Gresik
54	Nakhtim	Kasie Perencanaan Diknas Pendidikan Jatim
55	Yazid	DPPKA Gresik
56	Anis Hurul A	DPPKA Gresik
57	Drs. Ali Afandi M.Pd	Dinas Pendidikan Kab. Gresik
58	Chumaidi	DPRD Gresik
59	Rudi Ridiansyah	Seksi Sungram Dinas Pddk. Prov Jatim
60	Heryani	Dinas Pendidikan Prov. Jatim
61	Sri Angesti P. Dyah	Dinas Pendidikan Prov. Jatim
62	Rima Citrafianti	Dinas Pendidikan Prov. Jatim
63	Sugeng Hariadi	Dewan Pendidikan Tuban
	III. NUSA TENGGARA BARAT PROVINCE	Date: 26 April 2013
64	Drs. H. Imhal	Sekretaris Dinas Pendidikan Provinsi NTB
65	Nasarudin	Komisi Pendidikan DPRD Provinsi NTB
66	Anggraini N	LPMP NTB
67	H. Jalalusayuti	Kabid Mapenda Kanwil Kemenag
68	Suardi	Staf Dinas Pendidikan Prov. NTB
69	Syaiful Anri	Dinas Pendidikan Kab. Lombok Tengah
70	Komarudin	Ka. Dinas Pendidikan Kab. Lombok Barat
71	H. Jidan Hadi	Komisi Pendidikan DPRD Kab. Lombok Tengah
72	Anusapati	Kabid Sosial Budaya Bappeda Kab. Lombok Tengah
73	Fathurrahman	Kabid Social Budaya Bappeda Kab. Lombok Barat

NO.	NAME	POSITION
74	Baiq Aluh Windahyu	Pejabat BPKAD Kab Lombok Tengah
75	Irma Eva Novianti	Pejabat BPKAD Kab. Lombok Barat
76	H. Maharuddin	Kabid Mapenda Kantor Kemenag Kab. Lombok Tengah
77	Hadi Hasan Zulkifli	Kabid Mapenda Kantor Kemenag Kab. Lombok Barat
78	H. Sumun, SPd, SH, MPd	Dinas Pendidikan Kab. Lombok Tengah
79	Erwin Rachman ,ST	Dinas Pendidikan Kab. Lombok Barat
80	Khaeril Anwar	Dewan Pendidikan Kab. Lombok Tengah
81	H. Negara	Ka. SDN 4 Praya, Lombok Tengah
82	Marjana S.Pd	Ka. SDN 1 Gerung Utara, Lombok Barat
83	Sa'l, S.Pd	SMPN 1 Praya, Lombok Tengah
84	H. Muzapir, S.Pd, M.Pd	Ka. SDN Kab. Lombok Barat
85	B Suryani, S.PdI	Ka. MI Nurul Iman, Lombok Barat
86	Kemas Bahar, M.Pd	Ka. MTs, Lombok Tengah
87	Nariadi, S.Pd	Ka. MTs D.I. Putra Kediri, Lombok Barat
88	B.Risa Fitriani	Staf Dinas Pendidikan Prov. NTB
89	Aditya Firdaus	Staf Dinas Pendidikan Prov. NTB
90	Dedy	Staf Dinas Pendidikan Prov. NTB
91	Sri Nugroho	Staf Dinas Pendidikan Prov. NTB
92	Harsono	Subag PRP Disdikpora, Lombok Tengah
93	Ahmad Mujahidin	Ka. MIN Leneng
94	Hj. Sutiningsih S.Pd	Ka. SMPN I Praya
95	Sudirman S.Pd	Guru SMPN I Praya
96	Supiatun, MA	MIDI Nurul Hakim Kediri
	IV. SOUTH SUMATERA PROVINCE	Date: 1 Mei 2013
97	Dr. Nurlina, MM	Ka. Bidang Bina Program, Dinas Pddk Sumsel
98	Dr. M. Zawawi	Staf Bidang Bina Program, Dinas Pddk Sumsel
99	Darmawi Setiawan	Staf Bidang Bina Program, Dinas Pddk Sumsel
100	Boediono	Staf Bidang Bina Program, Dinas Pddk Sumsel
101	Maulina S.Pd, MM	Ka. Sekolah SDN 179, Kota Palembang
102	M. Mardan Abdie	LPMP Prov Sumsel
103	Ahmad Fauzie	Kabid Mapenda Kanwil Kemenag Prov Sumsel
104	Badrun Saad	Dinas Pendidikan Kota Palembang
105	H. Fauzi Asran	Kabid. Perencanaan Dinas Pddk Musi Banyuasin
106	H. Azhari Ahmad	Komisi Pendidikan DPRD Kab. Musi Banyuasin
107	Drs. Indrianto	Kabid Sosial Budaya BAPPEDA Kota Palembang
108	Kaulani W	Bid Sosbud BAPPEDA Kab. Musi Banyuasin
109	Suwinok Utama, SE, MM	Pejabat BPKAD Kota Palembang
110	Mursalim	Pejabat BPKAD Kab. Musi Banyuasin
111	Dra. Rusmalatika	Kabid Mapenda Kantor Kemenag Musi Banyuasin

NO.	NAME	POSITION
112	Dra. Hj. Endah Kesuma Dewi, MT	Kabid Perencanaan Dinas Pddk Kota Palembang
113	Suryani, ST	Staf Bid Perencanaan Dinas Pddk Musi Banyuasin
114	Taufik, SH	Dewan Pendidikan Kab. Musi Banyuasin
115	Laili Fitriana, SPd, MM	Ka. SDN Kota Palembang
116	Uma'ani, M.Pd	Ka. SMPN Kota Palembang
117	Drs. Mujahidin, MM	Ka. SMPN Kab. Musi Banyuasin
118	Wahyu Winarto	Ka. SMP Swasta Kota Palembang
119	Anton Bagio, MM	Ka. MTs Kota Palembang
120	Dra. Mardianah	Ka. MTsN Lumpatan, Sekayu, Musi Banyuasin
121	Hj. Fadilawati, S.Pd	MI. AN-Nuur Kota Palembang
122	Muhammad Ilah	SMP UB Kota Palembang
123	Dra. Widiarti, M.Pd	SMP N 8 Sekayu
124	Drs. Kusdinawan	Staf Dinas Pddk Prov. Sumsel
125	Khairul Sholeh	Staf Dinas Pddk Prov. Sumsel
126	M. Basori	Staf Dinas Pddk Prov. Sumsel
127	N. Widiyarto	Staf Dinas Pddk Prov. Sumsel
	V. GORONTALO PROVINCE	Date: 10 Mei 2013
128	Dr. Sumarwoto, M.Sc	Waka Dinas Prov. Gorontalo
129	Syarifuddin Mobiliu	Komisi Pendidikan Prov. Gorontalo
130	Luizah Saidi	Ka. LPMP Prov. Gorontalo
131	H. Hamka Arbie	Kabid Mapenda Kanwil Kemenag
132	Rudi Daenunu	Kabid Dikdas, Dinas Pddk Prov. Gorontalo
133	Yanson	Waka Dinas Pddk Kota Gorontalo
134	Moh. Yasin Alitu	Waka Dinas Pendidikan Kab. Gorontalo
135	Vian Djafar	Kabid Sosial Budaya Bappeda Kab. Gorontalo
136	Rahmawati Noer	Kabid Sosial Budaya Kota Gorontalo
137	Multi Ahmad	Kasie SMK, Dinas Pddk Kota Gorontalo
138	Mathias Tangu, SE	Pejabat BPKAD Kab. Gorontalo
139	Drs. H. Burhan P	Bid Mapenda Kantor Kemenag Kota Gorontalo
140	Nursila R. Solong, SSi	Bid Mapenda Kantor Kemenag Kab. Gorontalo
141	Rais Happy	Dinas Pendidikan Kota Gorontalo
142	Fristo Kau, MPd	Dinas Pendidikan Kab. Gorontalo
143	Sarson P	Dewan Pendidikan Kota Gorontalo
144	Zeuramang Nuko	SDN Kota Gorontalo
145	Abdul Muis Anara, S.Pd	SDN Kab. Gorontalo
146	Wanda Andu, S.Pd	Ka. SDS MAESA Kota Gorontalo
147	Darsoeb Daud, M.Pd	Ka. SMPN Kota Gorontalo
148	Aziz Noho Kasim	Ka. SMPN 4 Telaga Kab. Gorontalo
149	Latif Littie	Ka. SMP Swasta Kota Gorontalo
150	Rahman B. Junus	Ka. MIS Alwathaniah Kota Gorontalo

NO.	NAME	POSITION
151	Hasmi A. Monu	Ka. MTs Negeri/Swasta Kota Gorontalo
152	Maziatussaraf H. Kau, M.Pd	Ka. MTs Negeri/Swasta Kab. Gorontalo
153	Rahman B. Junus	MI AL Wathaniyah Kota Gorontalo
154	Wanda Andu, S.Pd	SD Kristen MAESA
155	Winarni A. Duda, S.Pd	Dinas Pendidikan Prov. Gorontalo
156	Endang Zain	Dinas Pendidikan Prov. Gorontalo
157	Husin Karim	Dinas Pendidikan Prov. Gorontalo
158	Sandra Apita	Dinas Pendidikan Prov. Gorontalo
159	Suhadirman Amir	Dinas Pendidikan Prov. Gorontalo
160	Moh. Karno	Dinas Pendidikan Prov. Gorontalo