

The Republic of Indonesia

Ex-Post Evaluation of Japanese Technical Cooperation Project
“Regional Education Development and Improvement Program (REDIP)”

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0. Summary

The Regional Education Development and Improvement Program (REDIP), which aims to establish and extend school-based management with community participation in the decentralized educational administration system (REDIP model), was implemented in three districts/cities in North Sulawesi and Central Java where the REDIP model had already been implemented (hereinafter referred to as REDIP 2¹ target districts) as well as in two districts in Banten province (hereinafter referred to as new target districts). The project has been highly relevant with the country’s development policy and needs.

At the time of the project completion, though some indicators were not achieved, school- and proposal-based activities (for improving the quality of education) was implemented by using a block grant based on the REDIP model. At the time of the ex-post evaluation, on the other hand, a part of REDIP approach has been implemented in the PSBM² of Indonesian government using the BOS³, the national program supported by the World Bank. However, some important elements of the REDIP model are not fully implemented after the project completion as regards enhancement of the cooperation among schools including Islamic junior secondary schools (MTs) and the school-based management with community participation. It is therefore evaluated that the original objectives, establishment of the REDIP model and its integration into the existing educational system, have not been completely achieved. In the meantime, positive impacts, such as application of the REDIP model to the REDIP-G⁴ and REDIP-P⁵ and influence on the national BOS program, have been identified. The project’s effectiveness/impact as a whole is evaluated as fair.

Project efficiency also receives a rating of fair; though the project period was

¹ The program was based on the “REDIP model,” which was developed and experimentally introduced in Phase 1 and Phase 2 of the REDIP development study (1999–2004). In this report, the program (2004–2008) to be evaluated is referred to as “REDIP,” the first phase of the development study is referred to as “REDIP 1,” and the second phase is referred to as “REDIP 2.”

² Participatory School-Based Management

³ Aiming at nine year’s free compulsory education, direct subsidies are allocated according to the number of students in each school. Both public and private Junior secondary schools as well as Islamic junior secondary schools are targeted, and the amount of grants is 710,000 rupiah per student.

⁴ REDIP-G is the program that is being implemented since 2005 through an initiative of the Indonesian Government, based on the REDIP model. “G” stands for “government.”

⁵ REDIP-P is the program that is being implemented through an initiative of the provincial education office, based on the REDIP model. “P” stands for “province.”

within the plan, the project cost exceeded the plan.

The sustainability of the project effects is fair. In the PSBM program with the BOS fund, the structural aspect of counterparts faces some challenges as community participation for the school planning has been limited; and the financial aspect also faces some issues as budget allocation is not enough for activities for improving the quality of education.

In light of the above evaluation, this project is evaluated to be partially satisfactory.

1. Project Description



Project Locations



Subject Teacher Support Program: MGMP

1.1 Background

The Republic of Indonesia (hereinafter referred to as Indonesia) nearly achieved universal primary education in the early 1990s, though enrollment in junior secondary education remained low (in 1993, the net enrollment ratio [NER] was 93.5% for primary education and 40.2% for junior secondary education).⁶ The government had taken various measures to improve enrollment and instructional quality through the enforcement of compulsory junior secondary education by the year 2003. However, the economic crisis that occurred in 1997 affected the education sector, which saw a decrease in the enrollment rate and a rise in the dropout rate because higher school expenses (transportation fees and cost of uniforms and learning materials) increased the financial burden on families. The Government of Indonesia promoted initiative of each school and community through reflecting the socio-cultural diversity of the various regions and the needs of individual schools in the makeup of educational administrations by decentralizing⁷ the entire educational administration system. However, due to the lack of sufficient preparation for this transition process, the local educational administration was

⁶ "Current Situation and Trends in Reform of Education and Human Resource Development in Indonesia," Ministry of Foreign Affairs, Japan

⁷ The structure of county administrative in Indonesia is; Provinces> districts and cities> sub-district (Kecamatan). Districts and cities are the same administrative level.

not appropriately functioned as seen in a steep decline in the budget allocation granted to schools, the stagnation of school management, and the complexities of roles and responsibilities among educational officers, principals, and teachers.

As a support to the Indonesian educational administration, the Japanese government implemented Community Participation in Strategic Education Planning for School Improvement (COPSEP, 1997–1998) and Regional Education Development and Improvement (REDIP 1 and 2, 1999–2004) as pilot project designed to develop a participatory school-based management model (REDIP model). As a result, an increase in the number of junior secondary students, a decrease in dropouts, improvement in school and classroom management by principals and teachers, and an enhancement of student motivation were identified. The project was implemented in September 2004, for a period of 4 years, in response to requests by the Indonesian government for expansion of the REDIP model through a) a strengthening of the planning and management capacity of local educational administrators; and b) an extension of the REDIP model to low secondary-enrollment areas.

1.2 Project Outline

Overall Goal		Junior secondary education in the target districts/cities ⁸ is improved both quantitatively and qualitatively.
Project Objective		REDIP model (school-based management with community participation) is established and extended in the educational administration system at the junior secondary level in the target districts/cities.
Outputs	Output 1	Tools for dissemination of the REDIP model are developed and used in target and non-target provinces.
	Output 2	(In target provinces continued from REDIP 2) District and sub-district education officers, school personnel, community members and other concerned parties are trained to manage the REDIP model independently in the Brebes and Pekalongan districts in Central Java province and the Bitung city in North Sulawesi province.
	Output 3	(In new REDIP target districts/provinces) A REDIP-type regional educational administration model is developed and adapted to the socio-economic conditions of Serang ⁹ and Pandeglang districts in Banten province.
Inputs		Japanese Side: 1. Experts: 9 persons 2. Trainees received: 17 persons 3. Equipment: 2.89 million yen 4. Local cost: 781 million yen

⁸ Target districts continued from REDIP 2 are Brebes and Pekalongan districts in Central Java province and Bitung city in North Sulawesi province. New REDIP target districts are Serang and Pandeglang districts in Banten province.

⁹ Serang district was divided into Serang city and Serang district in 2009. Both were targeted by REDIP.

	<p>5. Others (incl. dispatch of related missions)</p> <p>Indonesian Side: Counterparts: Ministry of National Education (MONE), Provincial, District/City Education, and Culture Office personnel (Dinas P&K): total of 23 persons 1. Land and Facilities, Project Office, Utilities 2. Local Cost: Block grant of 275 million yen</p>
Total cost	885.71 million yen
Period of Cooperation	September 2004 – September 2008
Implementing Agency	MONE Dinas P&K (provincial, district/city education and culture office) in the target provinces
Cooperating Agency in Japan	Tokyo Institute of Technology
Related Projects	<ul style="list-style-type: none"> - In-country training program (COPSEP) (1997–1998) - Development study: The Regional Education Development and Improvement Program 1 (REDIP 1) (1999–2001) - Development study: The Regional Education Development and Improvement Program 2 (REDIP 2) (2002–2005) - Technical cooperation: “The Program for Enhancing Quality of Junior Secondary Education (PELITA)” (2009–2013)

1.2.1 REDIP model

The following chart describes the structure of the REDIP model and its four components:

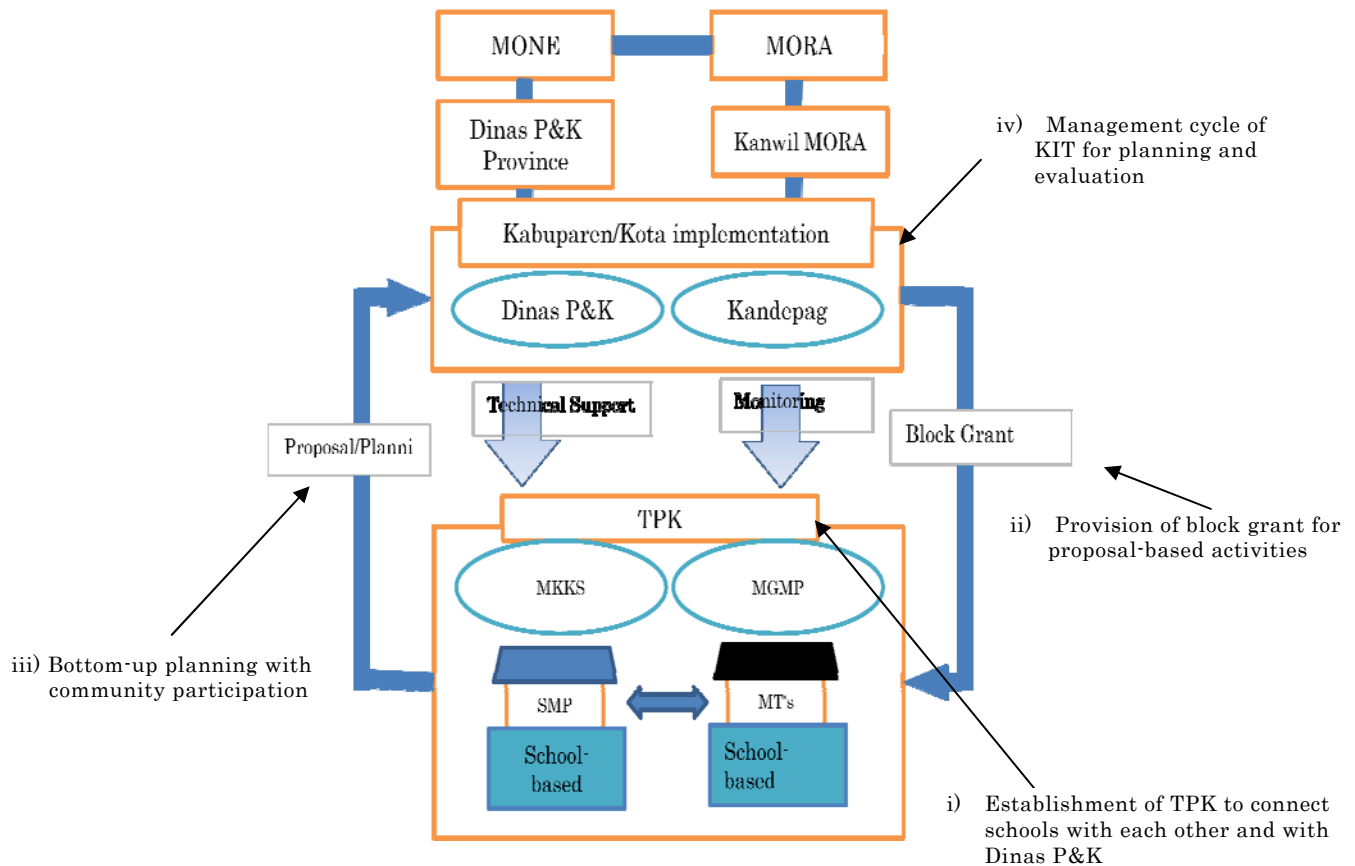


Figure 1: The Four Components of the REDIP Model

The components of the REDIP model; i) to establish each Kecamatan SMP Development Team¹⁰ (TPK, which is in charge of promoting cooperation between junior secondary schools (SMPs) and MTs, determining the educational needs of sub-districts, proposing planning activities, implementing activities, providing technical support to schools, and monitoring activities); ii) TPKs and Schools submit proposals based on community needs, have them approved by the Kabupaten/Kota Implementation Team (KIT,¹¹ which is in charge of promoting cooperation between Dinas P&K and Kandepag, proposal assessment and monitoring and evaluation of activities) and receive a block grant as a budget for proposed activities; iii) schools and TPKs are able to propose activities based on their own needs and priorities and to implement the submitted

¹⁰ TPK membership consists of Sub-district Governor's Office, Sub-district Education Office (UPTD), principals, teachers, members of school committees, community/religious leaders, and village heads.

¹¹ KIT consisted of members from Dinas P&K and the District/City Development Planning Board.

activities using block grants (approximately 300,000 yen/year for each school). For example, target TPKs and schools implemented activities that strengthened the relationship between schools and communities (sport and art events), teacher training, improving enrollment rates, preventing dropout, and school management; iv) KIT is in charge of managing the project cycle, planning, implementation, and evaluation of school and TPK activities.

Block grants from the project were provided as seed money (start-up funds) intended to induce future budget allocations for the project by districts and cities. District governments and the Japan International Cooperation Agency (JICA) entered into a mutual agreement regarding financial contributions, and the continuous provision of block grants was expected to continue even after completion of the project. In addition to the block grants, the project introduced a matching-fund system; the expenses of school activities were also collected from the community by TPKs and schools based on the needs of school activities.

Indonesian field consultants¹² were hired by the project to provide technical support for the TPKs and the schools and to help them develop proposals and financial and activity reports. It was planned that the roles and responsibilities of these field consultants would be transferred to supervisors¹³ of Dinas P&K and to local facilitators (TPK members and principals with full understanding of REDIP) who would support the supervisors by the end of the project.

1.3 Outline of the Terminal Evaluation

1.3.1 Achievement of Overall Goals

It is difficult to establish a causal relationship between the effects of the project (REDIP model) and the indicators of the project's overall goals, which included improvement of the enrollment ratio, a reduction in the dropout rate, and improvement in students' national examination scores. The results of an end-line survey,¹⁴ however, indicated an improvement in teacher capacity and school management. Other confirmed impacts included the following: REDIP-G was launched with funding from the Indonesian Government; the project had a positive effect on Indonesian basic education policy; financial management of national school grants, accountability, and transparency of the financial report system were improved; and collaboration and cooperation between Dinas P&K and the Provincial Religious Affairs Office (the subordinate organization of

¹² Through a technical transfer, the project hired field consultants to support schools, TPKs, and the Education and Culture Office.

¹³ Dinas P&K and the District Religious Affairs Office assigned supervisors to oversee school management and curriculum implementation.

¹⁴ November 2007

the MORA) was stimulated.

1.3.2 Achievement of Project Objective

In REDIP 2 target districts, many indicators of the project objective were achieved: regional educational administrators acquired planning and management capacity and target districts/cities allocated 100% of the budget for proposed activities in the last year of the project; Dinas P&K personnel, supervisors, and replacement personnel were trained in order to be capable of implementing REDIP on their own; and target schools and TPKs implemented the proposed activities. A number of indicators of the project objective in the new target areas were also achieved: TPKs were established in all the target sub-districts; all target schools utilized the REDIP model; and Dinas P&K personnel and supervisors acquired the capacity to implement REDIP on their own. Therefore it was judged the project purpose had potential to be achieved.

1.3.3 Recommendations

The following actions were recommended for the remaining period of cooperation (short-term basis):

- ① Develop a feasible and realistic exit strategy to support the self-sustainment of project activities in Banten province.
- ② Transfer knowledge and skill from field consultants to supervisors and local facilitators for the continuation of proposal-based activities in schools and TPKs.
- ③ Enable target provinces to coordinate and facilitate efforts to promote the REDIP model in other districts.
- ④ Share the effectiveness of the REDIP model with related educational authorities and other development partners through workshops, seminars, and/or donor meetings.

The following actions were recommended for the period after the project implementation (long-term basis):

- ① Establish REDIP networking (REDIP forum) to share good practices, strategies, and challenges among key stakeholders from different regions and administrative levels (district, provincial, and national) in order to continue REDIP.
- ② Set quality standards for each output of the REDIP model to ensure quality of proposal-based activities.
- ③ Strengthen national strategy/policy for improving school-based management and monitoring function of the REDIP model at the central level.

2. Outline of the Evaluation Study

2.1 External Evaluator

Haruo ITO, ICONS Inc.

2.2 Duration of Evaluation Study

Duration of Study: October 2011 to December 2012

Duration of Field Study: November 19 to December 13, 2011; April 1–7, 2012

2.3 Constraints during Evaluation Study

It is difficult to extract the genuine effects of the project (REDIP) for the purposes of the evaluation since, as a successor project to REDIP, the Program for Enhancing Quality of Junior Secondary Education¹⁵ (PELITA) continues to support participatory school management through technical transfers from JICA Experts and field consultants hired by the project in Serang district and Pandeglang district in Banten province.

3. Results of the Evaluation (Overall Rating: C¹⁶)

3.1 Relevance (Rating: ③¹⁷)

3.1.1 Relevance to Development Plan of Indonesia

Indonesian development policy gives high priority to the education sector. Equal opportunity, quality improvement, and improvement of management efficiency in junior secondary education were targeted by Indonesian broad guidelines of state policy (Garis-Garis Besar Haluan Negara: GBHN) and the National Development Plan (PROPENAS: 2000–2004) which describes, in detail, the implementation of GBHN. In addition, the Decentralization Law enacted in May 1999 promoted the decentralization of regional educational administration and aimed for the development of a regional educational administration model incorporating school-based management with community participation in order to improve management efficiency. Thus, at the time of its launch, the project was in line with the national development policy. Furthermore, at the time of the project's completion, the National Education Development Strategic Plan (2005–2009) proposed equal opportunity, quality improvement, and improvement of management efficiency in junior secondary education. Therefore, the project has been

¹⁵ The program has been implemented for the past four years—since December 2008—in order to strengthen central and regional educational administration and capacity of schools for nationwide extension and implementation of participatory school-based management and lesson study. Participatory school-based management has been continuously supported in districts and cities in Banten province, where REDIP was implemented.

¹⁶ A: Highly satisfactory, B: Satisfactory, C: Partially satisfactory, D: Unsatisfactory

¹⁷ ③ High, ② Fair, ① Low

evaluated as successfully maintaining consistency with the development plan of Indonesia.

3.1.2 Relevance to Development Needs of Indonesia

North Sulawesi, Central Java, and Banten province, the project's target areas, were experiencing educational problems that included low enrollment rates, low teacher quality, and lack of community participation in school management. In particular, Banten province, the new target area, had gained its independence from West Java province in 2001 and was hampered by a weak regional educational administration and an NER that was lower than the national average¹⁸. The province was thus confirmed as an area of high need among the target provinces of REDIP 2, and the Government of Indonesia requested support for its regional educational administration.

At the completion of the project in 2008, the gross enrollment rate in junior secondary education in the target area remained at 91.8% in Banten province, 98.7% in North Sulawesi province, and 99.1% in Central Java province; these figures indicated that the enrollment rate in these provinces was lower than the national average of 95%. Due to the economic disparity in the country, the poorest 12% of the population was not staying in school until Grade 6, and there was a 37% gap between the NER of the rich and the poor at the junior secondary level (National Statistics, 2007). These statistics demonstrated the pressing need for improvement in both educational access and quality.

The project supported not only secular junior secondary schools but also Islamic schools that operate under the aegis of the Ministry of Religious Affairs (MORA). Banten province is home to a high number of the country's Islamic schools, and the ex-post evaluation indicated a strong need for improvement in access to and quality of those that were not receiving sufficient support from MORA.

3.1.3 Relevance to Japan's ODA Policy

Japan's Official Development Assistance (ODA) policy for Indonesia (2004) identified the education sector as a key area in need of assistance and put emphasis on the improvement of regional educational administration, the quality of education (teacher quality and school management), and access to education. JICA's ODA Strategy for Indonesia was formulated following Japan's ODA policy for Indonesia in 2005; it gave priority to secondary education with the aim of improving the same areas. The project is also relevant to Japanese ODA's upper-level policies such as Basic Education Growth and Initiatives (BEGIN), which strives for improvement in the quality of education through

¹⁸ Only the gross enrollment rate in 2007 was obtained. The average was 88.8% in Banten province compared to the national average 92.5% at that time.

improvement of school management.

Accordingly, the project has been highly relevant with the country's development plan, development needs, and Japan's ODA policy; therefore, its relevance is high.

3.2 Effectiveness and Impact¹⁹ (Rating: ②)

3.2.1 Effectiveness

3.2.1.1 Project Output

1) Output 1

Both REDIP 2 and new target provinces: Tools for dissemination of the REDIP model are developed and used in target and non-target provinces.

Output 1 was achieved by the end of the project.

Indicator 1-1 was the number of newsletters containing information about the contents and outputs of the project that were distributed in target and non-target provinces; the result is shown in Table 1.

Table 1: Number of Distributed Newsletters

		Number of Publications
Target Areas	North Sulawesi	248
	Central Java	2,121
	Banten	1,661
Non-target Areas	REDIP-G	895
	South Minahasa fistrict, North Sulawesi province	600
	Central Java REDIP-P	595
	Banten province REDIP-P	90
	Serang fistrict REDIP	230
	Pandeglang province REDIP	195

Source: Final Evaluation Report

Indicator 1-2 concerns the checklists for proposal review in each province; the checklists were constructed according to the individual situation in each province and were used for proposal review.

Indicator 1-3 concerns the action plan for localization for each target district; REDIP Mandiri²⁰ guidelines were completed in Brebes and Pekalongan district and

¹⁹ Sub-rating for effectiveness is to be put with consideration of impact.

²⁰ Mandiri is Indonesian; its meaning is "independent."

Bitung city in 2008. The action plan was not completed in the new REDIP target districts.

Indicator 1-4 addresses the number of provinces/districts/non-districts in which the REDIP model was introduced. REDIP-G and REDIP-P, which were developed through application of the REDIP model, are implemented with the central and provincial budgets in non-target districts and cities. Technical support for REDIP-G and REDIP-P is described in “3.2.2.3 Other Impacts.”

Table 2: Provinces/Districts/Sub-districts That Introduced the REDIP Model

Program	Province	District/ City	No. of Target Sub-Distri cts	Target Schools	No. of Target Schools
REDIP-G	West Java	Bogor	8	All secondary schools except very high-level and Islamic schools in additional target sub-districts	84
		Bekasi	7		98
	Banten	Tangerang	8		121
REDIP-G subtotal		23 (out of 99)			303
REDIP-P	Central Java	Rembang	4	Two Main/Central schools in each sub-district	8
		Tegal	2		4
		Semarang	2		4
		Sragen	2		4
		Blora	2		4
	Banten	Lebak	5	SMP, MTs, all public and private junior secondary schools	48
REDIP-P Subtotal			17		72
REDIP Mandiri	Banten	Serang	5	SMP, MTs, all public and private junior secondary schools	36
		Pandeglang	6		27
	North Sulawesi	Tomohon	5		20
District REDIP Subtotal			16		3
Grand total			56		458

Source: Final Evaluation Report

2) Output 2

REDIP 2 target provinces: District and sub-district education officers, school personnel, community members, and other concerned parties are trained to manage the REDIP model independently in Brebes and Pekalongan district in Central Java province and Bitung city in North Sulawesi province.

Training for district education officers was led by the project’s field consultants in the REDIP 2 target provinces in order to attain self-sustainable implementation of the REDIP model. On the other hand, even though training sessions were successfully carried out, those officers still had difficulties in managing REDIP activities without support from field consultants at the time of project completion as described in 3.2.1.2 Achievement of Project Objectives.

Indicator 2-1 is the number of trainings related to planning and implementation of REDIP-type educational administration for regional educational administrators; these were accomplished as described in Table 3.

Table 3: Number of Trainings Conducted and Their Contents

Year in the Program	Number of trainings	Contents
Year 1	24	Three were for emergency relief for the earthquake in Aceh.
Year 2	8	Technical exchange activity among districts is counted as one occurrence.
Year 3	25	Includes meetings of REDIP Mandiri (9 times) and REDIP-G (2 times).
Year 4	26	Includes REDIP Mandiri (15 times), REDIP-G meeting (1 time), and SISTTEMS mission (1 time).

Source: Project Completion Report

In addition, Table 4, which shows the results of an evaluation carried out by field consultants, indicates that high-quality training was conducted, enabling regional educational administrators to implement proposal-based activities on their own.

Table 4: Results of Field Consultant Evaluation of Capacity of Regional Educational Administrators²¹

	Brebes	Pekalongan
Understand REDIP very well	4.4	4.5
Able to facilitate process of creating School Improvement Plan	4.2	3.2
Able to facilitate creation of proposals for Block Grants by schools and TPK	4.0	4.0
Able to encourage communication between schools and other stakeholders in education sector	4.0	3.7
Able to monitor REDIP activities	4.3	4.0
Able to facilitate process of implementing activities and creating financial reports	4.2	3.8
Average	4.2	3.9

Source: End-line-survey data by REDIP Expert Team (2007)

Indicator 2-2 concerns the percentage of block grant proposals that were approved at the first review by KIT; the percentage was 60% in Bitung city and 95–98% in Brebes and Pekalongan district; thus, the indicator for quality of proposals written by TPKs and target schools was almost achieved. The reason for the low rate of approval in Bitung city is that educational administrators inspect proposals in a stricter fashion than do those in other districts and cities. Most of the revised proposals were approved after re-submission.

Regarding Indicator 2-3, the percentage of the total project cost covered by district budget allocation increased year by year and reached 100% in the last year of the project in all target districts and cities. This figure, shown in Table 5, demonstrates that the REDIP model became financially self-sustainable in the Education Offices of REDIP 2 target districts and cities.

Table 5: Total Amount and Percentage of District/City Budget in Total Proposal-Based Project Budget

(Unit: million rupiah)

	Year 1	Year 2	Year 3	Year 4
Bitung	578.00 100%	664.70 100%	425.60 100%	800.40 100%
Brebes	4,120.92 46.4%	2,300.00 60.8%	3,050.00 80.7%	3,650.00 100%
Pekalongan	2,494.54 40.0%	1,496.97 60.1%	2,131.60 81.0	2,561.25 100%

Source: Final Evaluation Report

²¹ Five-point scale evaluation by field consultant (1: do not agree at all, 5: strongly agree)

3) Output 3

New target districts/provinces: A REDIP-type regional educational administration model adapted to socio-economic conditions in Serang and Pandeglang districts in Banten province is developed.

Development of the REDIP model was proposed as a goal for the new target districts, but some indicators of schools' capacity for proposal writing were not achieved. Therefore, it cannot be said that the REDIP model was developed in the new target districts during the project period.

Indicator 3-1 considers inter-school activities at the sub-district level as proof of the establishment of TPK activities in the new target districts. The indicator was achieved, since the TPKs organized Principal's Working Groups (KKKS)²² and Subject Teacher Support Programs (MGMP)²³ for all primary schools in the sub-districts.

Indicator 3-2 measures the implementation status of proposal activities at school level by the number of activities that stimulate communication between schools and parents; these activities include home visits and socialization. As described in Table 6, all data at the time of the end-line survey exceeded that of the base-line survey more often in the target groups than in the control group of schools without a REDIP model. This result demonstrates that the project has an effect on promoting teachers' home visits, parents' school visits, and communication between schools and parents.

Indicator 3-3 shows the percentage of the block grant activity proposals that were approved at the first review by KIT. The average of 68%, as shown in Table 6, is evaluated as low. A field survey confirmed that the capacity for proposal creation varies among sub-districts and that problems still remain.

²² KKKS is the system designed to promote school enrollment and dropout reduction through the interschool exchange of information about school management.

²³ MGMP is an activity meant to improve quality of education by implementing interschool teacher training.

Table 6: Percentage of Proposals Approved at First Review

District	Sub-District	Percentage
Serang	Taktakan, Serang	60%
	Bojonegara, Puloampe, Kramatwatu	60%
	Padarincang, Ciomas, Tunjung Teja	80%
	Waringinkurung, Mancak, Anyar	60%
	Tirtayasa, Carenang, Cikande	20%
Pandeglang	Pandeglang, Mandalawangi	80%
	Karangtanjung, Cimanuk, Cipeucang	100%
	Seketi, Menes	70%
	Jiput, Labuan	60%
	Panimng	85%
Average		68%

Source: Final Evaluation Report

3.2.1.2 Achievement of Project Objectives

Project objective: the REDIP model (school-based management with community participation) is established and extended in the educational administration system at the junior secondary level in the target districts/cities.

- 1) Indicator 1: the percentage of district education officers (KIT/school supervisors) who are capable of managing REDIP-related functions without support from field consultants

Indicator 1, which concerns the capacity of KIT members and school supervisors, was not completely achieved in the REDIP 2 target districts/cities; this is shown in Tables 7 and 8.

Table 7: Percentage of KIT Members Capable of Managing REDIP Service Without Support from Field Consultants

		No. of KIT members	No. of KIT Members Capable of Managing REDIP activity	Percentage	Target
REDIP 2 target districts	Bitung	7	4	57%	60%
	Brebes	6	4	67%	
	Pekalongan	6	3	50%	
New target districts	Serang	6	4	67%	40%
	Pandeglang	6	3	50%	

Source: Final Evaluation Report

Table 8: Percentage of Supervisors Capable of Managing REDIP Service Without Support from Field Consultants

		No. of supervisors	No. of Supervisors Capable of Managing REDIP activity	Percentage	Target
REDIP 2 target districts	Bitung	13	8	61%	60%
	Brebes	10	4	40%	
	Pekalongan	4	2	50%	
New target districts	Serang	14(6) ²⁴	14(6)	57% (100%)	40%
	Pandeglang	5	3	60%	

Source: Final Evaluation Report

- 2) Indicator 2: Percentage of block grant funding for proposal-based activities disbursed by District/City government increases year by year.

As shown in Table 9, 100% of the government's budget allocation was achieved in REDIP 2 target provinces as planned, but sufficient budget was not allocated in the new target districts/cities as the figure remained between 20–27%.

Table 9: Percentage of Block Grant for Proposal-Based Activities Disbursed by District/City²⁵

		Year 1	Year 2	Year 3	Year 4
REDIP 2 target districts	Bitung	100%	100%	100%	100%
	Brebes	46.4%	60.8%	80.7%	100%
	Pekalongan	40.0%	60.1%	81.0%	100%
New target districts	Serang	—	0%	3.9%	26.7%
	Pandeglang	—	5.3%	8.8%	22.9%

Source: Final Evaluation Report

- 3) Indicator 3: Percentage of schools and TPKs that implement proposal-based activities as planned reaches at least 80% in REDIP 2 target districts and 60% in the new target districts.

At the completion of the project, the percentage of schools and TPKs that implemented proposal-based activities as planned reached approximately 100% in both REDIP 2 target districts and new target districts.

²⁴ Includes 8 supervisors from the District Office of the Ministry of Religious Affairs. Among these, 2 are capable of managing REDIP-related functions. Numbers shown in parentheses indicate number of personnel from District Education Office.

²⁵ Regarding Year 4 in Serang district and Pandeglang district, JICA did not provide support funds since Year 4 marked the end of the project. Therefore, the percentage of district cost-sharing was calculated according to the JICA fund of the previous year.

- 4) Indicator 4: TPK is established at all pilot sub-districts in Serang and Pandeglang district.

At the time of project completion (May 2008), a TPK was established in all pilot sub-districts, including 12 sub-districts (of 28 total) in Serang district, 2 sub-districts (of 6 total) in Serang city, and 10 sub-districts (of 35 total) in Pandeglang district.

- 5) Indicator 5: REDIP model is introduced to all schools in the new target districts.

At the time of project completion (May 2008), all schools (103 in Serang district, 41 in Serang city, and 107 in Pandeglang district) in the pilot sub-districts implemented proposal-based activities as a result of the introduction of the REDIP model.

3.2.2 Impact

3.2.2.1 Achievement of Overall Goal

Overall goal: Junior secondary education in the target districts/cities is improved both quantitatively and qualitatively.

- 1) Indicator 1: Net Enrollment Ratio (NER): Enrollment rate and dropout rate in junior secondary education is improved.

As indicated in Tables 10 and 11, an improvement in both NER and the dropout rate was observed, but it is difficult to confirm the causal relationship between these improvement and the effects of the project. As school improvement activities such as KKKS, which are reinforced by the project, continue at the school level, the future achievement of the indicator is expected.

Table 10: NER at National Level and in Target Provinces

		2008	2009	2010
National average		71.60%	73.62%	74.52%
REDIP 2 target districts	Bitung	81.56%	84.15%	85.65%
	Brebes	70.83%	68.41%	73.02%
	Pekalongan	68.57%	74.70%	74.19%
New target districts	Serang	68.31%	68.17%	73.28%
	Pandeglang	54.09%	54.27%	58.35%

Source: Statistics Indonesia, MONE

Table 11: Dropout rate at National Level and in Target Provinces²⁶

		2008	2009	2010
National average*		3.94%	2.49%	2.06%
REDIP 2 target districts	Brebes	1.94%	2.04%	2.54%
	Pandeglang	2.06%	2.06%	2.15%
New target districts	Serang	1.67%	1.71%	1.93%
	Pekalongan	2.10%	2.17%	2.03%

Source: Beneficiary study²⁷

*MONE

- 2) Indicator 2: Key indicators to assess the improvement of quality of education (academic performance of students, teaching skills and school management, etc.) is improved

Table 12 demonstrates that the results of the beneficiary study for school principals show a high degree of satisfaction on the teacher capacity for lesson management. The survey for teachers also indicated that teachers' involvement in classroom activities is more dynamic if they have experience with REDIP activities; this is demonstrated in Table 13. There was a statistically significant difference (5% level) between the teachers who had experience with REDIP and those who did not in use of education materials, lesson planning, group work, and assessing student understanding.²⁸ This result suggests the positive effects of MGMP on the development of teacher capacity.

Table 12: Results of the Questionnaire on the Ability of Teachers to the School Principals

Questions	Average score ²⁹
Satisfied with teachers' capacity	3.8
Satisfied with attitude of teachers in lessons	3.9

Source: Beneficiary Study

Size of sample: 109

²⁶ Beneficiary study did not cover North Sulawesi province; therefore, results from the Bitung district are not included.

²⁷ In the beneficiary study, 103 schools (26 in Brebes district, 25 in Pekalongan district, 35 in Serang district, and 25 in Pandeglang districts) were selected from the target areas by random sampling.

²⁸ It is presumed that mainly teachers hired after the project's completion are included.

²⁹ Average of five-point scale evaluation by principals regarding teacher capacity (1: do not agree at all, 2: do not agree, 3: fair, 4: agree, 5: strongly agree)

Table 13: Results of the Questionnaire on the Attitude of Teachers toward Lessons

Questions	Experience with REDIP	Average Score ³⁰	Significant Difference
I use teaching-learning materials (e.g., maps, globes, models, skeletons, photos, picture cards) in my lessons.	No	2.6	**
	Yes	3.5	
I prepare lesson plans.	No	3.9	**
	Yes	4.7	
I design seating arrangements before class (for group work, pair work, or individual work).	No	3.5	
	Yes	3.9	
I develop teaching aids such as worksheets, models, or charts to be used in my lessons.	No	3.8	
	Yes	3.6	
I check the degree of student understanding at the end of lessons.	No	4.0	*
	Yes	4.4	
I periodically evaluate student understanding.	No	4.0	
	Yes	4.2	
I review my lessons and my teaching after class.	No	4.0	
	Yes	4.2	

Source: Beneficiary study

**1% level significant difference

*5% level significant difference

Size of sample: Teachers without REDIP experience: 41; Teachers with REDIP experience: 174; Total 215

The results of the interview indicated that school accountability was enhanced and cooperation from community was promoted as a result of increasing the communication between schools and communities through participatory bottom-up planning, which was a component of the REDIP model. As described in Table 14, the results of the beneficiary survey show that teachers displayed positive attitudes toward school management in REDIP target schools.

Table 14: Results of Teacher Questionnaire Survey About School Management

Questions	Average
Principal shows leadership in school management (making school policies, planning, meetings, etc.).	4.5
Principal encourages teachers and school staff to participate in school management.	4.4
I am involved in making school policies and planning.	3.9
I actively participate in school meetings by, for example, asking questions, sharing information, clarifying issues, and expressing disagreement.	4.0
Teacher training is recognized as one of the highest priorities in my school.	4.0
I meet with other teachers regularly to share and discuss instructional ideas and materials in school.	4.0

Source: Beneficiary study

Size of sample: 212 persons

³⁰ Average of five-point scale self-evaluation about engagement in class (1: do not agree at all, 2: do not agree, 3: fair, 4: agree, 5: strongly agree)

Regarding academic performance of students, the improvement in the national exam results of the target schools was confirmed, though a causal relationship between that improvement and the project effects is not clear. It can be presumed that teacher capacity development activities such as MGMP have made some contribution to the improvement of national exam results in the target districts. However, other donors also support improvement of education quality; therefore, the improvement cannot be considered a direct impact of the REDIP model.

Table 15: National Exam Results in REDIP Target Districts and National Average³¹

		2008	2009	2010
National average*		6.47%	5.95%	6.26%
REDIP 2 target districts	Brebes	6.84%	6.99%	7.02%
	Pekalongan	6.25%	6.44%	6.60%
New target districts	Serang	6.57%	7.26%	7.03%
	Pandeglang	6.77%	7.24%	7.49%

Source: Beneficiary study

*MONE

3.2.2.2 Current Situation of the REDIP Model After the Project Completion

Since the project completion, the continuous provision of block grants from target districts/cities to TPKs and schools has not been accomplished due to budget constraints of the target districts/cities and resultant higher budget priority placed on school infrastructure. In addition, assessment of proposals and monitoring of activities by KIT has not been implemented due to transfer of the education administrators who received training. The function of connecting Dinas P&K to schools, which was expected to be undertaken by TPK also stops. In sum, the four REDIP model components has not fully functioned at the time of the ex-post evaluation. Therefore, it is evaluated that the project objective (establishing the REDIP model) has not been accomplished because some indicators of project outputs and purposes were not achieved at the time of project completion and the function of the REDIP model has been also limited at the time of ex-post evaluation.

Activity cycle based on the REDIP model has not continued in REDIP 2 target districts/cities, but school-based management activities introduced by the project has been carried out through Participatory School-based Management (PSBM) with the BOS fund. JICA confirmed with Indonesian government and other donors that after the project completion, the REDIP model is considered to be integrated into the PSBM policy under the BOS project rather than remaining the REDIP model itself. In fact, a part of REDIP

³¹ Beneficiary study did not cover North-Sulawesi Province; therefore, results from Bitung District are not included.

approach such as participatory school-based management and accounting methods have been applied to the management of BOS.

Though school activities carried out by REDIP has still continued with using BOS fund, schools have not enough budget to maintain REDIP activities because most part of the BOS fund is allocated to the schools' operational costs including teachers' salary. Since the application of BOS fund does not require the proposal writing of REDIP model which composes of the dialed planning with community participation, the school-based management with community participation which is an important element of the PSBM policy and focusing in the REDIP model has not been promoted by the BOS implementation.³²

The function of TPK, strengthening cooperation among schools (including MTs) and between schools and Dinas P&K has transferred to the Sub-district Education and Culture Office (UPTD). The TPK's proposal-based activities with block grants, community participation and involving of MTs, all of which are focused in REDIP, has been decreased. Above all, the REDIP approach is considered not being fully integrated in the PSBM policy under the BOS. Therefore, the project purpose "the REDIP model is extended in the educational administration system" was not achieved at the time of the ex-post evaluation.

3.2.2.3 Other Impacts

(1) Dissemination of REDIP to non-target districts

REDIP-G and REDIP-P, developed by the initiative of Indonesian side through application of the REDIP model, have been carried out since 2005 in non-target districts. REDIP-G was launched in 126 schools in nine sub-districts in three districts (Bogor, Bekasi, and Tangerang district) near Jakarta in 2005 by the Directorate General of Primary and Secondary Education Management (DGPSEM) of MONE by utilizing the outputs of this project. The project supported to the dissemination of the REDIP-G by providing inputs such as strengthening capacity of stakeholders and supporting development of guidelines. While REDIP supports Islamic schools as well, REDIP-G supports only secular secondary schools³³. The other difference from the project is that REDIP-G uses a system that requires submission of only four-year school plan instead of a proposal. There were 415 REDIP-G target schools in the four cities between 2009 and 2012. REDIP-G changed its name to PSBM/REDIP-G³⁴ at the second year of its

³² The REDIP model and the PSBM guidelines developed by REDIP are applied to not only to PELITA but to The project for the "Integrated Program for Junior Secondary Education Improvement in South Sulawesi" and the "Technical Support for Strengthening the Regional- Based Education Management (Maluku)"

³³ REDIP-G supported Islamic schools during 2005-2006.

³⁴ PSBM/REDIP-G is currently called the School-based Quality Improvement Program (PPMBS).

implementation. PSBM (Participatory School-Based Management) is the secondary school development with community initiatives specified in the national, district, and city mid-term development plans. The field survey in the REDIP-G target districts confirmed that the project contributed to the promotion of PSBM in the aspects of supporting bottom-up community participatory planning and securing budget transparency and accountability. The budget for REDIP-G is continuously secured by MONE and a part of the project's cost is borne by districts/cities.

On the other hand, with the aim of an expansion of REDIP model at the province level, Dinas P&K province (education and culture office at the provincial level) of the target province has implemented REDIP-P by using its own budget. It started after an information-sharing workshop to introduce REDIP to the provincial governments. The project's local consultants also provided technical assistance to regional staff of REDIP-P.

Table 16: Implementation Situation of REDIP-P (As of 2011)

Province		Target Districts	No. of District
REDIP 2 target districts	North Sulawesi	Sitaro North Minahasa Minahasa (from 2010) Bltem (from 2010)	1 1 1 1
	Central Java	Implemented in Blora, Rembang, Semarang, Sragen and Tegal district from 2007 to 2009, but has not been implemented since 2009	
New target districts	Banten	Lebak (implemented by district budget from 2010)	5

Source: Results of Ex-post Evaluation.

The North Sulawesi district Education Office used funds from the provincial budget to launch REDIP-P in the four new districts by utilizing the outputs of the REDIP model established in Bitung city. The North Sulawesi Education Office provides block grants not only to schools but also to UPTD³⁵ and is expected to allocate budget funds continuously to the project. Banten province has implemented REDIP-P based on this project's REDIP experience in 45 new schools in Lebak district that have been funded through the provincial budget since 2007, and by the district budget since 2010. Banten province also planned to start REDIP-P in South Tangerang district in 2010, but the project's initiation has been delayed because the budget has not yet been approved. The Provincial Education & Culture Office pointed out that the current educational budget gives priority to infrastructure, making it rather difficult to allocate funds to REDIP-P at

³⁵ REDIP-P also requires the establishment of TPKs, but some districts do not establish them, leaving the task to UPTD.

present. In Central Java province, REDIP-P was implemented in Blora, Rembang, Semarang, Sragen, and Tegal districts from 2007 to 2009, but it has not operated since that time due to the budget shortage.

(2) Impact on school operation fund of other donors

Some positive impacts of the project on the BOS program has been found. As previously indicated, the elements of REDIP approach has been applied to the BOS accounting. The BOS Daerah (BOSDA)³⁶, in which districts and cities allocate the counterpart funds to each school based on the amount of BOS coming from central budget in order to secure self-sustainability of the project, was also introduced in some areas. Moreover, Variable BOSDA³⁷, in which each school receives flexible amount of fund according to the necessity of school, has been trialed by applying the concept of REDIP model's block grants. However, BOS program does not necessarily intend to promote participatory school based management as previously mentioned, and BOSDA/Variable BOSDA which apply the part of REDIP model is introduced only limited areas of Indonesia.

(3) Impact on Islamic schools (Madrassa)

Before the project's inception, Madrasa was dependent mainly on contributions from the community to cover its operating costs. Some Madrasa staff who received the project's assistance pointed out that proposal-based activities during the project improved their education materials, equipment, and teacher capacity. This practice of supporting all types of schools equally has a positive impact on the elimination of vertically divided administrative functions between Dinas P&K and the District Religious Affairs Office. The positive impact is also identified that the Ministry of Religious Affairs has allocated REDIP model's block grants to 24 MTs in Banten province since 2011.³⁸

As seen above, the part of REDIP approach has been implemented as PSBM using BOS. However, some important elements of REDIP activities are not fully implemented after the project completion in terms of enhancing the cooperation among schools including MTs and school-based management with community participation. It is therefore evaluated that the project objectives, establishment of the REDIP model and

³⁶ BOSDA (BOS Daerah) is not a project, but school-based management program with using matching funds from districts under the condition of receiving central BOS fund.

³⁷ Variable BOSDA is designation of the programs which allocate the grants according to schools' needs similarly as the REDIP model. The project's Japanese consultant was engaged to the World Bank to prepare guidelines of Variable BOSDA, and the REDIP calculation formula of block grants was applied to the process of the Variable BOSDA.

³⁸ PELITA progress report 6.

its integration into the existing educational system, have not been accomplished. On the other hand, positive impacts are observed such as application of the REDIP model on the Indonesian government's REDIP-G and REDIP-P and the national BOS program. In light of the above, the project's effectiveness/impact is fair.

3.3 Efficiency (Rating: ②)

3.3.1 Inputs

Inputs	Plan	Actual Performance
(1) Experts	<ul style="list-style-type: none"> ● Leader/Educational Development Planning ● Educational Management ● Educational Statistics ● Local Community Development ● Teacher Training ● Economic and financial assessment 	<ul style="list-style-type: none"> ● Leader/Educational Development Planning ● Deputy-Leader/Community Development ● Educational Management and Micro-Planning (1-1) ● Educational Management and Micro-Planning (1-2) ● Educational Management and Micro-Planning (2-1) ● Educational Management and Micro-Planning (2-2) ● Educational Statistics/Impact Analysis ● School Management ● Training Planning (total 9 persons)
(2) Trainees received	About 5 people/year	Total: 17 people
(3) Equipment		Digital video cameras, digital cameras, computers, projectors (total 2.89 million yen)
(4) Total Project Cost	650 million yen	885.71 million yen* *provided by JICA
(5) Total Local Cost		Block grant 275 million yen** **Final Evaluation Report

Source: Project Completion Report

3.3.1.1 Project Cost

At 136% of the projected cost, the actual project cost was higher than planned. Confirmed reasons for this increase were rising contract costs for managing proposal-based activities in Central Java, the organization of a workshop for the purpose of sharing the results of project activities, and the support of REDIP-G implementation by the Indonesian Government. However, detailed information on these cost overruns was not obtained in this ex-post evaluation.

In addition, project funds were also used for emergency relief efforts in earthquake-affected areas of Sumatra Island and central Java by applying the REDIP

approach. Community participatory planning and cooperation between community and school staff for the whole project cycle promoted the rehabilitation of school facilities, the supplying of equipment, and the provision of counseling services and helped accelerate the resumption of classes.

3.3.1.2 Period of Cooperation

The period of cooperation was as planned (100% of the initial plan).

As indicated by the above, the project period was within the plan, but the project period was higher than the plan; therefore, the efficiency of the project is fair.

3.4 Sustainability (Rating: ②)

3.4.1 Related Policy toward the Project

The Mid-Term Development Plan (RPJM 2010–2014) gave priority to the following goals: strengthening decentralization of education policy; securing transparency, efficiency, and accountability by introducing a reliable budget management system; and strengthening PSBM. Thus, the PSBM (bottom-up activities for improving the quality of education) through introducing the REDIP approach functions as a viable method for achieving the overall goals of the national development policy in the education sector (RPJM). In addition, the development strategy plan (RENSTER: 2011–2016) of the REDIP target provinces/cities describes the progress made by bottom-up school management with community participation and quality improvement which are components of the REDIP model; the benefits include the improvement of educational equipment, the improvement of living standards and health conditions, community participation, and development of teacher capacity. Therefore, the consistency between project objectives and the government policy is still high.

Meanwhile, REDIP-G has been implemented outside of the REDIP target provinces, and the part of the REDIP approach has been applied in the national BOS program. However, those various programs are not synthesized under the national PSBM policy and the future expansion strategy of REDIP approach was also not clearly confirmed in the ex-post evaluation. The government of Indonesia needs to form the clear policy of application of the REDIP approach to the PSBM.

3.4.2 Institutional and Operational Aspects of the Implementing Agency

School-based management introduced by REDIP has still continued by using BOS fund. However since proposal writing with community participation (bottom-up approach) is not required to the BOS implementation, the school-based management with

community participation which is an important element in PSBM has not really been promoted under the BOS. Regarding KIT, its functions was transferred to the Education and Culture Office after the project completion, and administration of other programs including BOS and facilitation for schools are still implemented by former KIT members. However, original functions of KIT in REDIP 2 target districts remains insufficiently because members of the Religious Affairs Office are not included in the activities and KIT original members were transferred after the project's completion. Regarding KIT established in Dinas P&K of the new target provinces, human resources from the Education and Culture Office and the Religious Affairs Office are continuously deployed in Banten province where PELITA, the successor project to REDIP, is implemented. The functions of TPK, which is expected to establish connections between schools and Dinas P&K, have partially ceased since block grants were no longer distributed to TPK after the project ended. However, original TPK activities such as MKKS, MGMP, and interschool activities have been transferred to UPTD and continue to be implemented by using the funds from BOS. However, the community and MT members who are originally TPK members are not incorporated in the UPTD's activities. Therefore, the activities for enhancing PSBM such as strengthening the relation between educational administrations and community, and cooperation among schools including MTs have been limited.

3.4.3 Technical Aspects of the Implementing Agency

The technical aspect of KIT members has some issues, although the situation is different in each district. In Bitem district in the North Sulawesi and Pekalongan district in Central Java province, former KIT members became resource personnel for other programs including the BOS, and continue to provide facilitations for writing school action plan and learning accounting by school staff and sensitizations of stakeholders. In Brebes district, on the other hand, the technical skills of counterparts has not remained due to the personnel transfers of REDIP related members. In addition, it is pointed out that Dinas P&K of new target districts where PELITA is implemented faces a lack of human resources and needs further capacity development of KIT members who are in charge of proposal-based activities. Consequently, proposal appraisal and monitoring implementation face dependence on the local consultants hired by the project. Regarding technical aspect of TPK, interschool and school-based management activities such as sports event, art festival, KKKS and MGMK are still continued by TPK members as REDIP activities using BOS fund. Thus, the improved capacity of educational managers in UPTD and school principals contributes to the continuation of the school-level activities. Regarding the capacity of school level, it can be evaluated that the capacity of school committee is maintained since participatory planning of annual

activates, transparent accounting and securing accountability are still implemented at BOS program. In the central level, MONE and MORA assigned PSBM resource personal including educational administrators, field consultants, KIT/TPK members and school staff who have had experience of the REDIP and PELITA. The positive effects of the resource personals are expected.

3.4.4 Financial Aspects of the Implementing Agency

Target districts/cities secured 100% of their budget allocation for REDIP during the project cooperation period. However, district funds have not been allocated since the project's completion in 2008 due to the lack of budget in each target districts/cities; thus, the proposal activities based on the REDIP model are not implemented. Currently some REDIP model activities are still being implemented with funding from BOS and donations from the community. In new target districts, securing necessary fund from each districts/cities also has been difficult due to lack of district budget. However, the financial sustainability has been ensured because it is agreed that the REDIP approach would be promoted as part of the Indonesian PSBM through implementing BOS and BOSDA, in which districts/cities allocate the counterpart funds to each school based on the amount of the national budget in order to secure self-sustainability of the program. However, schools-based management activities focused in REDIP has been restricted due to the limitation of budget allocation because the most of the BOS fund is allocated to the school operational costs including teachers' salary. Though Variable BOSDA, in which each school receives BOS fund according to the necessity of school, has been implemented, its application areas in Indonesia has still been limited.

As seen above, some problems have been observed in the structural, and financial aspects regarding PSBM implementation in the target districts/cities of the project; therefore, sustainability of the project effects is fair.

4. Conclusion, Lessons Learned, and Recommendations

4.1 Conclusion

The Regional Education Development and Improvement Program (REDIP), which aims to establish and extend school-based management with community participation in the decentralized educational administration system (REDIP model), was implemented in three districts/cities in North Sulawesi and Central Java where the REDIP model had already been implemented (hereinafter referred to as REDIP 2 target districts) as well as in two districts in Banten province (hereinafter referred to as new target districts). The project has been highly relevant with the country's development policy

and needs.

At the time of the project completion, though some indicators were not achieved, school- and proposal-based activities (for improving the quality of education) was implemented by using a block grant based on the REDIP model. At the time of the ex-post evaluation, on the other hand, a part of REDIP approach has been implemented in the PSBM of Indonesian government using the BOS, the national program supported by the World Bank. However, some important elements of the REDIP model are not fully implemented after the project completion as regards enhancement of the cooperation among schools including Islamic junior secondary schools (MTs) and the school-based management with community participation. It is therefore evaluated that the original objectives, establishment of the REDIP model and its integration into the existing educational system, have not been completely achieved. In the meantime, positive impacts, such as application of the REDIP model to the REDIP-G and REDIP-P and influence on the national BOS program, have been identified. The project's effectiveness/impact as a whole is evaluated as fair.

Project efficiency also receives a rating of fair; though the project period was within the plan, the project cost exceeded the plan.

The sustainability of the project effects is fair. In the PSBM program with the BOS fund, the structural aspect of counterparts faces some challenges as community participation for the school planning has been limited; and The financial aspect also faces some issues as budget allocation is not enough for activities for improving the quality of education.

In light of the above evaluation, this project is evaluated to be partially satisfactory.

4.2 Recommendations

4.2.1 Recommendations to the Executing Agency

- ① As PSBM programs, REDIP-G and REDIP-P based on the REDIP model and BOSDA and Variable BOSDA based on the BOS program has been implemented without sufficient coordination. Those programs (approach) should be synchronized for the effective PSBM implementation.
- ② PSBM resource personal has been assigned by the MONE and MORA. However, the concrete plan of its utilization for promoting the PSBM policy should be developed.

4.2.2 Recommendations to JICA

For the purpose of integration of REDIP approach to the PSBM through use of BOS, JICA should conduct continuous monitoring to ensure that experience and lessons learned from the implementation of the REDIP model is refracted to the effective implementation and nationwide dissemination of national programs such as the BOSDA (allocating the matching fund from districts and cities) and Variable BOSDA (allocating the block grants based on the schools' needs).

4.3 Lessons Learned

- ① The difficulty in organizational sustainability for newly established KITs and TPKs under the auspices of the project was already stated even at the development study stage (REDIP 1 and 2). Projects need to scrutinize whether or not the project inputs (in this case, block grants) constitute a precondition for sustaining newly established organizations. If they do, then institutionalization of project activities as routine tasks of existing organizations in addition to utilization of the organizations should be considered in order to secure sustainability of the project effect.
- ② Various approaches for promoting the PSBM policy has been implemented by Indonesian government and other donors after introducing the REDIP model. The REDIP project was obviously aiming to provide inputs to these approaches, and the PELITA, the successive project of the REDIP, tries to integrate the REDIP approach into PSBM policy using BOS fund. In the similar projects, the proactive coordination not only with local government but also with central government and other donors which may affect the project effect is necessary at the phase of both planning and implementation. Such coordination would contribute to enabling coherent cooperation within the country.